

Governor Information Pack

Summer Term 2020

For use with the suggested School Governing Board Agenda

Entrust – Governor Services

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Please visit www.entrust-ed.co.uk **to browse through our training directory.**

Governor Resources are accessible via the SLA Online www.entrust.education. All schools who have a current SLA with Governor Services can access this area using their existing login and password. Go direct to the Governor Services pages and select Resources from the top banner. Once in this area you will find the Governor Resources pages available to you.

The items in this pack represent the latest information for governors at the time of going to publication. It is not intended that governing boards will discuss all the content in detail in Summer Term meetings but choose to discuss the items that are most relevant for them.

These should be highlighted in the meeting agendas. Whilst we do everything to check that the information, we present is accurate, please be warned that some may be superseded, for instance through changes to the latest DfE Guidance in 2020.

Also please note that there is now a coding system to support your understanding of how to use this pack.

‘A’ refers to information relevant to Academies.

‘M’ refers to information relevant to Local Authority Maintained schools.

‘A’ & ‘M’ refers to information relevant to all schools.

COVID-19

We are living through extraordinary and unprecedented times as the world struggles to combat the COVID-19 pandemic.

Helpful guidance on how Governing Boards should continue their work during the current crisis is available from the DfE update:

https://www.gov.uk/government/publications/school-governance-update/school-governance-update-march-2020?utm_source=GT&utm_medium=SH&utm_campaign=Mar

and the NGA:

<https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/The-Coronavirus-Information-for-governing-boards-M.aspx>

If you require any advice and guidance on how to conduct virtual meetings or relating to governance during the COVID-19 Pandemic, please contact us by emailing governors@entrust-ed.co.uk

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1. Introduction (A&M)

Welcome to the Summer 2020 Governor Information Pack. As you will be aware the current pandemic has put unprecedented strain on the whole of society and schools are certainly a key part of the provision for families. The role of governors will be crucial in:

- Ensuring the safety of all children but in particular the most vulnerable groups;
- Academic provision for pupils at home;
- Support for staff working in schools for those children of key workers and vulnerable families;
- Continuing with budget planning and staff appointments;
- Preparation for pupils' return to school and
- Mental health and well-being of staff and pupils.

Throughout this academic year, Entrust Governor Services will continue to provide resources and training to support your governing board in these and any other areas that may be required. Take a look at the courses on offer to governors this term by following the link on the inside of the cover page or referring to the training schedule found at the end of this document in the Appendix 2 page 48.

Bespoke training is also available; this can be a very cost-effective way to train your Governing Board. (This can be provided virtually through a webinar)

The information included in this booklet is provided in line with the headings from the Governance Handbook March 2019. The information also complements the information provided in the document called the Governance Competency Framework 2017. This lengthy document contains a useful list of skills and attributes that governors require and aspire to in order to be effective.

Please follow this link for further information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf

Information is also taken from additional key documents such as primary legislation:

<http://www.legislation.gov.uk/ukxi/2012/1034/contents/made>

As a reminder, all Chairs, Vice-Chairs and Clerks to Governors briefings will take place at the beginning of each academic term, details of future briefings are available in Appendix 2 on page 48 or from Governor Services, GovernorHub and the monthly Governors' Newsletters. If Chairs and/or Vice Chairs are unable to attend any of the briefings, a governor representative or headteacher can take their place. Always please let Governor Services/Entrust know of your intention to attend. If you require more than two places at the briefings, then let Governor Services know. There will be a nominal charge for extra places. A paper version of this booklet will be available at the briefings. All other governors will be provided with an electronic version in line with their Service Level Agreement.

Entrust Governor Services remain committed to acting as the point of contact for ensuring that information is disseminated to governors throughout the year, so Entrust will provide governor information email updates as and when necessary. To ensure that we can deliver these updates, it is important that we have, as a minimum, an email address for the Chair of Governors or alternatively, someone who is prepared to receive this information on behalf of the Chair and the rest of the GB. It is recommended that an @school email address is now used for all members of the GB.

GovernorHub also serves as a point of contact for governors. Additional information will be available through GovernorHub supported by your Service Level Agreement. (SLA). **(A&M)**

This will support your Governing Board/Trustee Board when addressing some aspects of the GDPR.

2. Governing Board Matters (M)

i) Governing Board Meetings

During the current pandemic, governing boards should be acutely aware of the enormous task that schools and their staff have in ensuring continuity of education and making the reduced provision work on the ground. It is therefore appropriate for all non-urgent business to be delayed and governing board meetings to be restricted to the following:

1. Business critical decisions (e.g. budget approval, ratifying school leadership appointments etc.)
2. Monitoring how the school is continuing to provide care for children who are vulnerable, children with ECHP plans the children of key workers, associated risks, issues etc.
3. Any issues arising from how the building is currently being used and remote working for staff, particularly with regard to health and safety of staff and students.
4. Support being given to parents and carers to help them educate their children at home.
5. Monitoring the wellbeing and welfare of pupils, staff and stakeholders.

The NGA recommends that governing boards arrange virtual meetings by telephone, video conference or through an online platform to conduct essential business, and the guidance confirms that the Department for Education has advised that during this isolation period governing boards can agree to hold meetings via telephone or video-conferencing without having to meet first.

The recommended alternatives to meeting face to face are:

- governors/trustees dialling in to a telephone conference call;
- governors/trustees signing in to an online video conference using a platform like Zoom, Skype or Microsoft Teams;
- governors/trustees using a unified communication and collaboration platform like Microsoft Teams or Governor Hub to hold a simultaneous electronic conversation, and
- governors/trustees conducting business and voting by email correspondence.

NGA recommends that governing boards arrange virtual meetings by telephone, video conference or through an online platform, rather than conducting business and voting by email correspondence. The exchange of numerous emails lacks immediacy, restricts the opportunity for the governing board to interact in real time, can result in some governors/trustees losing track of others' contributions, and can make recording problematic for the clerk/governance professional. All governing boards should refer to their clerk for advice.

Where the governing board decides that a meeting should take place using alternative arrangements (e.g. by telephone or video conference) that have been previously agreed then following will apply:

- the usual (statutory) notice and arrangements for issuing papers except where the chair has exercised their right to waive the usual notice;
- all participants to receive clear instructions regarding how to access the meeting including where they can access support if they experience difficulty;
- all participants will note and follow any instructions given on how to manage their participation at the meeting. For example confirming attendance, speaking through the chair of the meeting, voting on matters etc.;
- the governing board will abide by their normal rules, procedures and code of conduct adopted by the governing board and give particular regard to the duty to maintain confidentiality;
- governors/trustees will contribute towards a safe and secure environment for the meeting by giving due regard to the school's policies relating to data protection and the appropriate use of ICT, and

- The minutes of the meeting will be taken by the clerk to the governing board and the meeting should not be recorded by any governor/trustee or the clerk without the approval of the governing board and for a specified purpose.

How often to hold these meetings will be decided by each individual school but it is recommended that governors hold a minimum of three meetings during the term-

1. Early in the term to progress on the five issues outlined above as the key areas
2. Half way through the term to monitor progress against any issues that have arisen.
3. If the situation continues for the whole of the summer term, a meeting three to four weeks before the end of the summer term to ensure support is in place for staff and pupils for the return in September.

ii) Membership

Governors are reminded that any changes to the governing board of Maintained schools should still be notified to Entrust Governor Services and, if appropriate, to the Diocesan Church Authority. It is important that Entrust Governor Services have the correct/current information for all governors, ideally also including email addresses for all nominated/link governors. If you are unsure whether we have your email address, please contact a member of the team. The contact details are provided at the front of this booklet.

Please report any changes including resignations and disqualifications and draw attention in Full Governing Board meetings to any governor's term of office which will expire prior to the next meeting. If you have a vacancy, please ensure steps are taken to fill it, whether through elections for staff and parent vacancies and appointments for other governors. Also remember to take account of any vacancies created due to non-attendance. Again, if you haven't informed Entrust Governor Services that a person has resigned or hasn't attended then they will continue to receive paperwork and email updates from Entrust.

It is good practice to have arrangements in place for welcoming and introducing new governors and for identifying somebody to support them in their role, as it is essential that new governors are properly inducted. Please note that new governors will not receive their letter of appointment etc., if their details are not notified to Entrust Governor Services.

Further information about disqualification criteria can be found in the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, Schedule 4.

<http://www.legislation.gov.uk/uksi/2013/1624/contents/made>

ii) Business and Pecuniary Interests (A&M)

This information must be published on the **school website**. It needs to be updated each Autumn Term or when new governors are appointed, and as with all governor details this information should be in a **readily accessible format** usually under a section labelled *Governors*. This is best recorded as a whole governing board (GB) list with a nil return against those who do not have any interests to declare.

The DfE have added to its '*policy schedule*' for schools stating that this register needs to be a **live document**.

https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts?fbclid=IwAR2GPgof-iJrY87Rp2veUk-bTMB4cWReQtmq_SiFWDN-9YnJGOCKunUttcs

Governors need to consider at each meeting whether they have any disclosable pecuniary interests with any item or any other relevant interest (perhaps an interest that is of a personal nature in connection with a member of staff), regarding items that are due for discussion and consideration.

Please see Appendix 1 page 44 for an updated Entrust Business and Pecuniary Interest form for individuals and the proforma for the report to be placed on the school website. This also includes a risk assessment process to support schools where someone declares an interest and this risk requires assessment.

iii) Code of Conduct – This requirement is emphasised in Governance Handbook, section 4- People (A&M)

A code of conduct should include expectations placed upon GBs at all levels whilst carrying out their roles and responsibilities, including expectations on the level of commitment and standards of behaviour of governors. All boards should have a code of conduct and it needs to be signed annually by all members preferably in the Autumn term meeting. Any newly appointed governors need to sign the code of conduct on appointment. This can be facilitated through Governor Hub.

An updated code of conduct was provided in the spring 2020 governor information pack.

3. Chairs and Vice-Chairs Actions and Powers to Act (A&M)

Chair's Action

This is often used by chairs to give a short update, or an outline of actions taken not under Powers to Act (e.g. meeting the headteacher, attending meetings in capacity as chair and so forth). This usually is an oral report.

Chair's Power to Act

Regulation 8 of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 sets out the chair's power to act on behalf of the governing board in cases of urgency or emergency. Chairs can only do what they are permitted to do by law. In the regulations it states that all actions must be reported to the board. A record always needs to be kept. Remember it is not good governance for someone to make decisions outside of the board meetings unless the decisions are urgent.

Regulations forbid the Chair of Governors or Vice Chair of Governors making decisions on behalf of the GB in relation to alterations to the school day, changes of school category, approval of the budget, or on policies relating to discipline and admissions. It is important that the Chair of Governors or Vice Chair of Governors are not drawn into making management decisions through using 'Powers to Act', this is best discussed in the normal scheduled meetings. Management decisions are usually operational and therefore would be executed by the Headteacher or principal. The use and restrictions regarding the use of this power have not changed during the pandemic.

4. Strategic Leadership (A&M) (Section 2 of the Governance Handbook)

Much of the Strategic Leadership this term for School Leaders and Governors will clearly be in managing the current situation with regard to the pandemic.

Information from Public Health England and the DfE is constantly being updated.

a) Public Health England Advice regarding the coronavirus, COVID-19 (A&M)

This guidance will assist schools and other educational settings in providing advice for pupils, students, staff and parents or carers regarding:

- the novel coronavirus, COVID-19
- how to help prevent spread of all respiratory infections including COVID-19
- what to do if someone confirmed or suspected to have COVID-19 has been in a school or other educational setting
- what advice to give to individuals who have travelled to specified countries and areas within the last 14 days

COVID-19: Government tells schools to only remain open for the children of key workers and those in vulnerable groups.

Coronavirus advice for educational settings poster

The poster accompanies the guidance and should be downloaded, printed and displayed in all education settings. It is aimed at parents, carers, students, Headteachers, teaching and support team staff.

You can find the guidance and poster online by following this link.

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>

This advice is updated every afternoon.

The most important aspect to check is that you have up to date contact details for your pupils and staff, so that in the event of an emergency the school has access to current contact information.

The DfE also have introduced a helpline for those with questions on COVID-19 for staff, parents, carers and young people. You can either call 0800 046 8687 between 8am and 6pm (Monday to Friday) or email DfE.coronavirushelpline@education.gov.uk

Action for Governors

- Ensure that Chair and/or Vice Chair are in regular contact with the HT regarding arrangements at the school for staff and pupils.
- Ensure that where possible daily contact is being made with pupils from vulnerable families using appropriate school safeguarding protocols.
- Ensure that appropriate arrangements have been made for the education of Looked After Children.
- Arrangements for pupils on free school meals to receive funding and/or meals are in place.
- All staff are contributing to the work being provided for home schooling and staff are making regular contact with pupils and parents to support pupil mental health and well-being using the appropriate school safeguarding protocols.

Being Strategic (A&M)

(Section 2.1 of the Governance Handbook – Setting Direction & Section 2.2 – Culture, Values and Ethos)

General comment

School leaders need to be mindful of the fact that governors are volunteers who are there to support the strategic intentions of the school and should not be involved in every decision the school makes- these decisions are in the main operational and not strategic. Consider whether paperwork provided at your meetings helps to support governors' strategic intentions in realising the school vision Chairs of Governors need to ensure that:

- paperwork and reports are not tabled at meetings, as this gives insufficient time for governors to comment effectively.
- paperwork and reports do not overwhelm governors
- the quantity of paperwork delivered at meetings is reviewed
- summary reports support governors in their role e.g. SEF on a page

See notes above regarding 'virtual meetings'.

b) Teaching School Hubs and System Leadership – DfE January 2020 (A&M)

The DfE is reviewing its approach to system leadership and recently designated six teaching school hubs to trial approaches in supporting under-performing schools. These are spread over the country – the nearest to Staffordshire being in Sheffield. They are launching in February 2020.

Due to the review of system leadership, the DfE is currently not accepting applications for either teaching schools, NLEs or NLGs.

For additional information follow: [Teaching school hubs and system leadership](#)

https://www.gov.uk/government/collections/teaching-schools-and-system-leadership-how-you-can-get-involved?utm_source=dc85a96c-55b4-42a0-8297-eeaafb979e57e&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly

c) Music Education in Schools – DfE Feb 2020 (A&M)

In February, the DfE launched a call for evidence on the role of music education in schools. The consultation concluded in March 2020 and, at the time of writing, we were awaiting publication of the government response.

The government manifesto, published before the election in December 2019, promised to raise the profile of arts in schools and an announcement to extend the funding of music hubs until March 2021 was announced in November 2019. The outcomes of the consultation should make clear the way forward for music education over the next few years.

The call for evidence references the government's vision for music education that children: *'from all backgrounds and every part of England have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence'* and the music hubs were set up to deliver this.

The preamble restates that the government's ambitions for music education are high and reminds us that music is compulsory up until Key Stage 3. It notes that *"music is not a 'nice to have' part of the curriculum."* It is a vital part of a broad and balanced curriculum for all pupils. *"It builds confidence, helps children live happier, more enriched lives, and discover the joy of expressing themselves. There is evidence that actively making music with others promotes wellbeing from infancy to old age, develops identity and builds self-esteem."*

The consultation questions also ask for examples of how music has supported pupils' outcomes in other curriculum subjects such as English and mathematics too.

We await the outcome of the consultation with interest...

Music Education, a Guide for Governors – Arts Council / NGA / Music Mark

In connection with the above article, we would like to remind governors of a document published a while ago with regard to music education.

The guide lists some key questions for governors to ask about music education in their school under the headings of values and ethos; opportunities; resources; teaching and partnerships.

These include:

- What value does your school place on music?
- What opportunities do your pupils have to perform in front of an audience?
- Are your music facilities fit for purpose?
- How is the quality of teaching being assessed?
- What is your school's relationships with the local music hub?

For full guide please follow: [Music Education, a guide for Governors](https://www.musicmark.org.uk/marketplace/a-guide-for-governors-music-education/)
<https://www.musicmark.org.uk/marketplace/a-guide-for-governors-music-education/>

d) Institute of School Business Leadership (ISBL) Call for more involvement in Senior Leadership Teams – March 2020

In March 2020, a joint letter was sent out by ISBL, headteacher unions and governance organisations, including NGA to members highlighting the results of a recent ISBL survey.

The letter highlighted concerns that many of ISBLs members are being excluded from discussions in senior leadership teams. ISBL feel that there needs to be a more joined up approach in school leadership where senior educational professionals include business professionals to better inform decision making. Governance organisations also point out the importance of the role of business professionals in supporting the work of governing boards and, therefore, the need for them to be included in discussions where there are clear resource and financial implications.

e) Introduction of T-Levels – DfE October 2019

T-Levels are new courses coming in September 2020, they have been developed in collaboration between employers and businesses. They will follow on from GCSE studies and be equivalent to three A levels, offering students a mixture of classroom learning and on the job experience. Subject areas cover a variety of different areas and skills from accountancy and finance to hair beauty and aesthetics, agriculture to craft and design, design to construction. They will first be available to pupils who entered year 10 in 2018.

The first 3 T Levels will be available at selected colleges, schools and other providers across England in September 2020. A further 7 T Levels will be available in September 2021.

For more information follow the link: Introduction of T-Levels

<https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels>

As far as we are aware the introduction is still due to take place in September

5. Accountability

(3.3 Accountability for Educational Performance and 3.4 Rigorous Analysis of Data) (A&M)

i) Data (A&M)

a) Compare School Data Base

This data base contains a great deal of information about schools and pupil performance for the 2018-19 academic year. No log in is required.

Follow this link for more information and type in the name of your school.

<https://www.compare-school-performance.service.gov.uk/find-a-school-in-england>

b) Key School Data

Clearly the situation in schools regarding data has changed drastically in recent weeks.

The Secretary of State for Education announced on Wednesday 18 March, that the 2019/20 national curriculum assessments will not take place due to the coronavirus (COVID-19) pandemic.

All Early Years Foundation Stage, Key Stage 1 (KS1) and Key Stage 2 (KS2) , GCSE and A Level assessments are cancelled and no monitoring or moderation activities will take place in 2019/20. This means the following assessments planned between April and July 2020 are cancelled:

- A levels
- GCSEs
- End of key stage 1 and key stage 2 assessments (including tests and teacher assessment)
- Phonics screening check
- Multiplication tables check
- Science sampling tests
- All statutory trialling.

Primary school performance measures will not be published for the 2019/20 academic year.

Your school leaders will have information about key school data but as you are aware this may well be in the form of predictions now.

The DfE

This information will then be affirmed when ASP and IDSR are released. This will be subject to guidance based on the current situation regarding the pandemic.

c) KS4 Performance Data – DfE Feb 2020- looking at previous 2018-19 data

The DfE recently published data about the relative performance of different groups of pupils in their GCSE results.

As in previous years, girls outperformed boys in both Attainment 8 and Progress 8, with overall differences being significant: On average, 44.0 compared to 49.5 in Attainment 8 and -0.27 compared to +0.22 in Progress 8.

Non-disadvantaged pupils outperformed disadvantaged pupils by some way in both attainment and progress – although the gap is consistent with previous years. On average, 36.7 compared to 50.3 in Attainment 8 and -0.45 compared to +0.13 in Progress 8.

Pupils with English as an additional language outperformed those with English as a first language. In Progress 8, Chinese pupils made well above average progress at +0.86, while Asian and Black pupils were also made above progress at +0.47 and +0.13 respectively. White pupils made the least good progress, on average -0.11 in Progress 8.

For full information follow this link: [KS4 Performance Data 2019
https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised?utm_source=c1e3660f-1933-4ade-b390-2f4ea907d1a9&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly](https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised?utm_source=c1e3660f-1933-4ade-b390-2f4ea907d1a9&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly)

Questions Governors could ask

- We are now dealing with predicted grade, marks, and tracking and mock exam data, how does this impact- support, resources, staffing and future development planning?
- What is the school putting in place for September to:
 - Assess where the children are and the key gaps in knowledge that need to be filled.
 - Support the mental health and well-being of pupils and staff as they return

d) Reception Baseline Assessment RBA (A&M)

The government announced in February 2020 that the new reception baseline assessments will be introduced in September 2020- as far as we are aware this is still going ahead. The pilot tests this academic year have been deemed to be successful, despite the concerns of 80% of primary practitioners that the tests did not accurately assess pupils' abilities. The new tests will be used to assess the overall baseline of pupils on entry to reception, eventually becoming the statistic on which the overall progress of pupils from reception to the end of KS2 will be based.

The existing KS1 national curriculum assessments/SATS and teacher assessments will become non-statutory once the RBA is fully established – the earliest this can happen is from the 2022/2023 academic year.

The statutory Reception Baseline Assessment (RBA) therefore will be introduced from Autumn 2020.

As you know currently, schools carry out assessments/SATS at the end of KS1 – the DfE has said this means they are unable to give full credit to the important work that schools do between Reception and Year 2.

The RBA is being introduced to change this, by providing an insight of where pupils are when they arrive at school and establishing a new starting point to measure the progress they make by the end of Year 6.

The RBA:

- Will be carried out within the first six weeks of pupils starting school.
- Will be an activity-based, age-appropriate assessment of pupils' ability in language, communication and literacy, maths, and (subject to trialling) self-regulation.
- Will take approximately 20 minutes per pupil to administer – it can be paused and restarted as appropriate.
- Must be administered by a Reception teacher, Reception TA or suitably qualified practitioner, e.g. an Early-years lead or SENCO.
- Pupils should not be aware that they are being assessed.
- Has been designed to be inclusive and accessible to the vast majority of pupils – most pupils with SEND or EAL will be able to take part.
- Should be delivered during normal teaching time.

How will the results be used?

Pupils will not 'pass' or 'fail' the assessment – results will not be used by the government to label or track individual pupils.

The assessment results will be used to create a baseline for school-level progress measures for primary school, measuring the progress pupils make from Reception until the end of Year 6. No numerical score will be shared, and the data will only be used at the end of Year 6 to inform the school-level progress measure.

Teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment at that time – these can be used to inform teaching approaches.

ii) Accountability for Financial Performance (A&M) (See section 3.5 of the Governance Handbook)

The third core function of governance is 'overseeing the financial performance of the organisation and making sure its money is well spent.' The Governance Handbook (March 2019) makes it clear that governing boards should have at least one individual with specific relevant financial skills and experience. However, it also states that everyone on the board should have a basic understanding of the financial cycle and the legal requirements of the school on accountability and spend.

a) SFVS for 2019 - 2020 (M) Did you fulfil this requirement?

The format of the SFVS changed and included a checklist, with similar questions to previous years, as well as a numerical dashboard. The number of questions to answer increased from 25 to 29 and the expectation is that governors will consider the school's budget position at **least six times a year** (an increase from the previous 3).

As in previous years schools should have sent a copy of their signed standard to financeservices@entrust-ed.co.uk

Please check that this has been done and ensure there is a minute to that effect in the full governing board meeting.

b) DfE - Integrated Curriculum and Financial Planning (ICFP) – DfE November 2019 (A&M)

This process is being pushed by the government to support schools in making the best financial decisions to create the best curriculum for their pupils with the funding available. It involves looking at the current curriculum, staffing structure and finances, using the data to create a 3 to 5-year plan. This includes, looking at teacher deployment, assessing costs of education support staff and resources, measuring non-staffing costs and then balancing costs and resources with the money the school has available.

The DfE lists the benefits of linking curriculum and financial planning to help:

- achieve educational success and financial sustainability
- deliver the best curriculum your school can afford that meets the needs of your pupils
- maximise the financial efficiency of your school
- maximise the curriculum efficiency of your school
- manage unexpected costs, challenges or opportunities
- assess risks
- decide what money you need to keep in reserve

Further information and links to additional resources can be found by following this link

[Integrated Curriculum and Financial Planning \(ICFP\)](#)

<https://www.gov.uk/guidance/integrated-curriculum-and-financial-planning-icfp>

Free training – for school leaders, bursars and governors is available: please follow this link:

[Free ISBL Training on Integrated Curriculum and Financial planning](#)

<https://isbl.org.uk/Training.aspx>

School will have extra time to prepare for the curriculum changes. Governors could consider having virtual presentations from some subject leaders during the summer term.

c) Get financial advice for schools- update Feb 2020 (A&M)

A list of financial advisers for schools that need to buy external financial advice and what to think about before choosing a supplier.

Follow this link for the full list-

https://www.gov.uk/guidance/get-financial-advice-for-schools?fbclid=IwAR2XCmun6oQIKCOFDOI_DJefYuCrFdcRYiHPTTF55e4q6nHGditN7b5rcmE

d) DfE -Academies: Pre-populated School Resource Management Self-assessment tool - 22 January 2020 (A)

The academy trust self-assessment tool has been updated for data from the latest accounts return submitted on 20 January 2020, so that the analysis metrics can be produced more easily. It can be accessed via the View Your Education Data portal if you have an IDAMS account:

<https://viewyourdata.education.gov.uk/>

e) National Funding Formula Tables: 2020-21 (A&M)

Provisional funding levels for 2020-21 can be found here:

[National Funding Formula Tables: 2020-21](https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs-2020-to-2021) <https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs-2020-to-2021>

It would be useful for governors to have this information to determine whether the budget for the next financial year looks workable, or whether significant decisions, especially regarding changes to the staffing structure, will need to be taken. The tables show provisional allocations for the schools, high needs and central school services blocks from 2020 to 2021.

Additional updated information on schools funding revenue can be found here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/864952/Schools operational guide 2020 to 2021 updated February 2020 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/864952/Schools_operational_guide_2020_to_2021_updated_February_2020_.pdf)

New experimental statistics from DfE show trends in funding over the last ten years. They confirm that in real terms, i.e. after adjusting for inflation, per-pupil funding is 1.8% lower in 2019/20 than in 2010/11. DfE admits that if it wasn't for the teachers' pension increase grant, 2020/21 per-pupil funding would be 1% lower than in 2010/11.

The statistics also include a detailed breakdown of 2019/20 allocations for individual mainstream schools.

<https://www.gov.uk/government/statistics/school-funding-financial-years-2010-to-2011-and-2020-to-2021>

f) Suppliers Financial Advice for Schools: Update - 31 October (A&M)

The list of suppliers of financial advice has been updated to include new suppliers. Please follow this link for further information.

<https://www.gov.uk/guidance/get-financial-advice-for-schools>

g) Update to the School Financial Benchmarking Tool - 17 February (M)

An updated version of the Schools Financial Benchmarking service has been released to all users.

This release includes the following improvements:

- users are now able to run a detailed or manual search without a default school,
- returned schools now have a total expenditure per pupil,
- improved table view sorting in table view,
- inclusion of Progress 8 banding,
- styling changes to improve a number of user displays

<https://schools-financial-benchmarking.service.gov.uk/>

h) Pupil Premium Funding increase from 1st April 2020 – DfE January 2020 (A&M)

For the first time in five years, there will be an increase in the PP grant from April. This is an inflation increase uplift of 1.9% for Primary and 2.1% for Secondary. There are also increases for looked after and service children

New rates per pupil:

Primary Ever 6	£1,345
Secondary Ever 6	£955
Looked after children	£2,345
Service premium is increasing to	£310

Please follow this link for further information

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

i) Risk protection arrangement (RPA) available to LA schools - 21 January 2020 (A&M)

Following consultation late in 2019, DfE has decided to open up the academy RPA scheme to LA maintained schools (LAMS). If you are considering it, please be absolutely sure it is comparable to your existing insurance arrangements.

Local Authority Maintained schools will be able to join the RPA using the online portal from mid-March. Once you have joined, your cover will start from 1 April.

RPA costs:

- £18 for per pupil, per year
- £18 per place, per year for special and alternative provision academies, special schools and pupil referral units

For academies, this covers you for the academic year (1 September 2019 to 31 August 2020).

For local authority maintained schools, this covers you for the financial year (1 April 2020 to 31 March 2021)

More information is available here.

<https://www.gov.uk/guidance/academies-risk-protection-arrangement-rpa>

You may want to refer to the government's response to the consultation, as it includes feedback from respondents identifying the key disadvantages of the proposal.

<https://www.gov.uk/government/consultations/extending-the-academies-risk-protection-arrangement-to-la-schools>

(iii) Reports

a) Education Endowment Foundation (EEF) – Improving Mathematics in the Early Years and KS1 – January 2020 (A&M)

This report is a companion to Improving Mathematics in KS2 and KS3 which was published in 2018. The key recommendations made here are in line with those of the earlier report and also apply across the two key stages of early years and KS1. Indeed, the report recommends that it is important for practitioners in each key stage to know what comes before and what comes after.

The report makes five recommendations:

1. Develop practitioners' understanding of how children learn mathematics

Children don't learn mathematics in a linear way. The report details the different steps in spiral diagrams. This isn't just about mathematical understanding though – children's working memory, language skills, motor skills, prior experiences and different interests all play a part.

2. Dedicate time for children to learn mathematics and integrate mathematics throughout the day

There should be dedicated time for mathematics each day, but teachers should maximise opportunities to develop concepts and vocabulary at all times. Maths should be explored in different contexts.

3. Use manipulatives and representations to develop understanding

Concrete and pictorial representations are powerful in supporting children's understanding – although they do need to understand the link between these and the mathematical concepts. Children should be encouraged to represent problems in their own way too. Manipulatives can include fingers!

4. Ensure that teaching builds on what children know

This is about having strong assessment for learning and feedback routines.

5. Use high quality targeted support to help all children learn mathematics

Brief and regular are more effective. Children with the greatest needs should be supported by the most experienced staff. Connections should be made between the targeted support and everyday activities.

Link to full report and summary recommendations

[EEF – Improving Mathematics in the Early Years and KS1](#)

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/>

b) Local Response

Secondary/High School Support for Literacy and Maths - Free training

If you want to explore the recommendations from the Education Endowment Foundation's Improving **Secondary Literacy & Improving Mathematics in Key Stages 2 and 3** Guidance Reports, delivered by expert teachers and leaders from a range of Staffordshire schools then click on the links below for free and extended training opportunities and to reserve your place. Places are limited so book now to avoid disappointment.

In the busy life of a school, it can be a challenge to keep abreast of the latest research or emerging evidence-informed recommendations. Through resources, training and guidance, we aim to establish genuine long-term working partnerships with Primary and Secondary schools countywide, to support school leaders and classroom teachers to effectively and sustainably turn research into practices that are appropriate for their bespoke contexts.

Visit the [Staffordshire Research School website](#) for more information, sign up to our regular research [newsletter](#) and view case studies and blogs about the [work of our associated colleagues and schools](#). You can follow our work on [Twitter](#). John Taylor high school located near Burton upon Trent

<https://researchschool.org.uk/staffordshire/>

c) Report on the Effectiveness of Teaching Assistants

https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf?fbclid=IwAR1DkyvTEsaXPMnhhGmpwzIUQ4-0P9y96hdbStl1RvCz7ELABiybty1YK0

6. People (See section 4 of the Governance Handbook)

i) 4.1 Building an Effective Team

a) NGA report on how MAT chairs spend and manage their time

We all know that being a chair of a multi academy trust (MAT) is an extremely significant voluntary role with duties such as maintaining effective governance and engaging with lead executives taking up a significant amount of time. Yet chairs are sometimes reluctant to use tactics to make their role more sustainable, according to new research from the National Governance Association (NGA).

Phase one of the research, which surveyed 93 MAT chairs in England, revealed that MAT chairs are spending on average 50 days a year fulfilling their role. A series of follow-up interviews to explore what responsibilities and duties MAT chairs undertake and why, and how and if the role can be made sustainable and manageable, concludes that “those chairing should look at their workload and identify whether they are promising too much time to the role and promoting an unsustainable workload that puts off future successors.

Maintaining effective governance in the trust accounted for a significant amount of time and half of MAT chairs either chaired, attended or sat on an academy committee which constituted an additional 100.6 hours of work for the chairs on average. MAT chairs who had withdrawn from involvement in local governance cited benefits of clearer lines of accountability, a more ‘strategic’ trust board, and allowing more time for performing the role as MAT chair. NGA **recommends** that MAT boards commit to a separation of individuals on each tier in the governance structure to prevent blurred lines of accountability with other means of communicating between academy committees and the board of trustees.

Engaging with the chief executive was the second most time-consuming duty: chairs reported spending 73.8 hours (just under 10 days) a year on this. Several MAT chairs said that their lead executive influenced the amount of time it took to chair their MAT and the ‘strength’ and ‘experience’ of the executive team could positively and negatively impact the time commitment. The interviews identified that chairs are often seen as a ‘stop-gap’ individual who can fill in where extra work needs to be done by taking on executive roles. Some MAT chairs characterised the CEO’s role as “lonely” and said that they “worked closely” with the CEO, occasionally taking on duties in their absence even if this meant veering into operational tasks. However, other chairs were focused on not straying into these operational tasks, with one chair emphasising that this was “really important because the [chair’s] workload is big enough as it is without adding on additional responsibilities”. NGA advises that MAT chairs and CEOs need establish a clear understanding of the differentiation between executive and governance functions, which should be reflected in the MAT’s scheme of delegation.

Other core duties of MAT chair’s roles included trustee recruitment; collaboration with other MATs; financial responsibilities; dealing with complaints and exclusions; conducting stakeholder engagement; and being the public face of the organisation. The full report can be read by following this link.

<https://www.nga.org.uk/News/NGA-News/January-2020/Study-reveals-how-MAT-chairs-spend-and-manage-thei.aspx?fbclid=IwAR3Db9Ok5pRII7-VMOI1yX4061ZOyk6Gr5-WH7yN3-qe0bgOvP1L5Yy0IRM>

ii) Training and Development (See Section 4.2 of the Governance Handbook) (A&M)

Please see Appendix 2 on page 48 for the full Governor Training Schedule (A&M)

- a) GovernorSpace – FREE DfE Funded Training Available Now for TWO Members of Your GB (A&M) and also your clerk. This funding has been extended now until 2021.**

SUMMER TERM 2020 IS THE LAST CHANCE TO REGISTER (A&M)

Why Is It Free?

GovernorSpace is a place for Governors and Clerks to Manage and Achieve a Step Change in the Quality of Governance. Entrust delivers GovernorSpace on behalf of the Department for Education, therefore, it is completely free of charge to you and your school!

Access free online training in just a few clicks!

- Self-Evaluation.
- One-to-One Telephone Mentor Support.
- Live and Recorded Webinars.
- Bespoke Telephone Consultancy.
- Personal Development Coaching
- Link with Governors through GovernorConnect.

To find out more about how the GovernorSpace Online Programme can support you.....

Register on the website: www.governorspace.co.uk Telephone: 0333 300 1900

Email: governorspace@entrust-ed.co.uk

b) Supporting Early Career Teachers – DfE – March 2020 (A&M)

The DfE has announced that they are developing a two-year package to further support teachers at the start of their careers. Plans are to roll out the support package in trial areas starting in September 2020, with a view to a national roll out in September 2021.

The package includes:

- funded 5% time off timetable in the second year of teaching, in addition to the existing 10% in the first year
- a range of high-quality, freely available curricula and training materials underpinned by the Early Career Framework
- funded training for NQTs and mentors of NQTs
- funded time for mentors to support NQTs

Being developed alongside this is “The Early Career Framework” which details what NQTs will be entitled to learn about and learn how to do.

More details can be found here: [Supporting Early Career Teachers](#)

<https://www.gov.uk/government/publications/supporting-early-career-teachers/supporting-early-career-teachers>

7. Structures (See section 5 of the Governance Handbook)

a) Fight or Flight? How “stuck” schools are overcoming isolation – Ofsted January 2020 (A&M)

In January 2020, Ofsted published a report following an investigation into “stuck” schools and what works in helping them get unstuck.

Stuck schools are defined as those who have never been good or better in at least four full inspections between September 2006 and August 2019. In total there are 415 schools in this category across the country: 226 in the primary sector, 181 secondaries, 8 others. The majority of these are now academies, although only half have been inspected since academisation.

All schools report significant contextual challenges, typically poor parental motivation, geographical isolation and unstable pupil populations. Investigators visited 20 schools in total. 10 “stuck” ones and 10, with a similarly challenging context, who have managed to get unstuck.

Typically, the schools fall into two types; those with a history of chaotic leadership or where staff have become fatigued by change and those who are resistant to change with an embedded culture.

The report recognises that stuck schools are complex organisations, that it takes time to fully understand the issues and that they face incredibly challenging circumstances. It also notes schools’ complaints that they can feel that they receive too much advice from too many directions. However, the report also concludes that it is possible for stuck schools to get unstuck and three key focus points are:

- Ensuring an effective behaviour policy
- Ensuring high standards of teaching – even at the expense of high staff turnover and
- Ensuring MAT schools get the right support from their MAT

See link for full report: [Fight or Flight - Ofsted Report into Stuck Schools](https://www.gov.uk/government/publications/fight-or-flight-how-stuck-schools-are-overcoming-isolation)

<https://www.gov.uk/government/publications/fight-or-flight-how-stuck-schools-are-overcoming-isolation>

b) Academies Benchmark Report 2020 – Kreston – Jan 2020 (A)

This annual report from a major firm of accountants with extensive experience in MATs contains some interesting information for those in MAT governance.

Overall, it reports MAT finances as being more positive than previously, although still quite tight. In the financial year to 31st August 2019, trusts reported a net surplus, overturning two consecutive years of net deficits.

In terms of governance, it recognises the importance of strong, effective governance in helping a trust deliver quality education, considering that the quality of governance has improved over recent years, although with further development to come.

Key challenges in governance include trustee recruitment, with 55% of trusts reporting difficulty in recruitment, understanding education data, time commitment and diversity. Typically, trustees are 40 or older and only 5% come from an ethnic minority background.

The report notes that getting the committee structure right is critical to ensure all work is covered together with a robust and clear scheme of delegation. The DfE Governance Handbook highlights the value of an

external review of governance and the Charity Commission recommends that this happens every three years – although only 19% of trusts have actually undertaken this.

Please follow this link for more information

[Academies Benchmark Report 2020 – Kreston](#)

<https://bhp.co.uk/app/uploads/2020/01/Academies-Benchmark-Report-2020-FINAL-low-res.pdf>

c) Good Governance (A&M)

If you are interested in the difference good governance can make to a school! Then read the information from Martin Matthews, ***Lord of Monivea, National Leader of Governance Twitter***

https://teamadl.wordpress.com/2020/01/13/the-difference-good-governance-can-make-to-a-school/?fbclid=IwAR2E1oYJzf9tt1PdJwRvXU_71TS2oqsBXIQWgYwm-0nleCeulzy9su1Ly04

8. Compliance

i) Statutory Policies -Schools and Academy Trusts (A&M) (updated again in January 2020)

a) Updated information

The DfE has once again revised and updated its list of statutory policies for schools and academy trusts. Governors should note changes in expectations over best practice in the recommended review cycle.

Please see Appendix 3 on page 50 for details.

<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts>

There is an additional document stating what schools should publish online- some schools mix up the two documents.

https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts?fbclid=IwAR0kuFkmVd8tw4zWNP6-tjoyysWSXSx7Bn0OXXb38H1oV8YJh_yZNaxDpn8

ii) Staffing (See section 6.5 of the Governance Handbook)

a) EYFS Staff: Child Ratios - DfE Approved Qualifications update

Early Years Practitioner Level 2 Qualifications – DfE Jan 2020

Current (recently updated) list of recognised qualifications is:

BIIAB	2	BIIAB Level 2 Diploma for the Early Years Practitioner
City and Guilds	2	City & Guilds Level 2 Diploma for the Early Years Practitioner (England)
iCan Qualifications Limited (iCQ)	2	Level 2 Diploma for the Early Years Practitioner
Innovate Awarding	2	Level 2 Diploma for the Early Years Practitioner
NCFE	2	NCFE CACHE Level 2 Diploma for the Early Years Practitioner
Pearson	2	BTEC Level 2 Diploma in Children's Play, Learning and Development (Early Years Practitioner)
Pearson	2	Pearson BTEC Level 2 Diploma for Early Years Practitioners
Skillsfirst	2	Skillsfirst Level 2 Diploma for the Early Years Practitioner (RQF)
TQUK	2	TQUK Level 2 Diploma for the Early Years Practitioner (RQF)
Various	2	Level 2 Children and Young People's Workforce (CYPW) Intermediate Apprenticeship Framework (early years pathway)

b) Teacher Mental Health and Well-Being (A&M)

Mental Health Awareness and Mental Health First Aider training for Schools

We all have mental health, it's as much a part of us as our physical health.

Mental health concerns or illness are more common than you might think, one in four of us will experience mental health issues or distress each year. This could be someone in our workplace, a close friend or family member.

Alongside the MindKind site on the SLN, the Health, Safety and Wellbeing Service and Entrust SENIS team can now deliver mental health training (Accredited by Mental Health First Aid England) aimed at increasing awareness and mental health first aid skills.

Training courses at Entrust include the following which can all be booked via Entrust:

Course Code	Title	Details	Date(s)	Time
HSY-0720-T002	Mental Health First Aid (Adult MHFA 2 day)	Learning the skills to become a mental health first aider for adults.	07/07/2020 AND 08/07/2020	09:00 - 17:00
SENIS-0920-T006	Adult Mental Health First Aid Two Day Course	Learning the skills to become a mental health first aider for adults.	23/09/2020 AND 24/09/2020	09:30 - 16:30

This training can also be delivered on your school site for a maximum of 16 people. Please call us for more information.

How can governors support their school to become more MindKind?

We are asking governors to promote good mental health for school staff including all headteachers, principals and school leaders by:

- Keeping wellbeing and mental health on the agenda and supporting the mental health and wellbeing of school leaders.
- Looking around the MindKind SLN site to learn about and become more mental health aware.
- Encouraging good conversations about mental health.
- Supporting school leaders to manage stress and model and encourage healthy, resilient behaviours.
- Encouraging early help for those who might need help with a mental health illness or symptoms.
- Providing or attending training to encourage everyone to learn more about mental health.

By learning more about mental health and being part of the conversation, we can all be Mental Health Aware.

Please take a look at the SLN MindKind channel here:

<https://www.staffordshire.gov.uk/secure/Schools/Health-and-Safety/Mindkind/Mindkind.aspx>

For more information please contact The Health, Safety and Wellbeing Service – 01785 355777 or shss@staffordshire.gov.uk

About Us

The Health, Safety and Wellbeing Service provide health and safety, occupational health, design and technology support to schools and academies.

Advice on health, safety and wellbeing is available from the school's own Health and Safety Adviser or the H&S Duty Officer:

Tel:(01785 355777), email shss@staffordshire.gov.uk

<https://www.staffordshire.gov.uk/secure/Schools/Health-and-Safety/Home.aspx>

c) The Time is Now – Report on SENCO support in schools – Bath Spa University / NASEN – Jan 2020

The report considers the responses of over 1800 SENCOs and headteachers with regard to their workload.

The findings are unsurprising, including:

- 85% of respondents feel that SENCOs should have legally protected time and
- 74% that SENCOs are being pulled away from supporting pupils to undertaking overcomplicated admin tasks and unrelated duties.

Recommendations made in the report include:

- SENCOs should have protected time and be a member of the school leadership team
- The legal definition of SEN should be reviewed
- A single, national template should be developed for EHC plans
- The DfE should provide sufficient funding for every school in the country

The appendix of the report also contains recommendations for the amount of time SENCOs should be given in schools. The factors to be considered in giving additional support would include high numbers (6+) EHCPs, additional qualifications or a child in crisis.

Primary Schools

School Size / SEN %	<6.7% SEN pupils	Average SEN: 11.7%	>16.7% SEN
Small	1.5-2 days	2-3 days	3-4 days
Medium (c260 pupils_)	2-3 days	3-4 days	4-5 days
Large	3-4 days	4-5 days	5+ days

Secondary Schools

School Size / SEN %	<6.7% SEN pupils	Average SEN: 11.7%	>16.7% SEN
Small	2.5-3 days	3-4 days	4-5 days
Medium (c910 pupils_)	3-4 days	4-5 days	5+ days
Large	4-5 days	5+ days	5+ days

For the full report, follow this link: [The Time is Now – SENCO Workload Report](#)

<https://nasen.org.uk/news/flagship-senco-report-exposes-rising-administrative-tide-impacting-support-for-pupils-with-special-educational-needs-and-disabilities.html>

iv) SEND Reviews- Meeting the Needs of SEND Pupils

a) Inclusion and SEND

In February 2019 information regarding developments in SEND was provided for governors, outlining the importance of governor involvement with senior leaders, SENCOs and inclusion managers to ensure that there was a joint understanding of the impact such developments were having on the school or setting. We would like to take this opportunity to update you.

SEND and Inclusion District Model

Following on from the two original prototypes a roll out programme has been devised to introduce the SEND and inclusion model to all districts. It was agreed that there would be a staged approach bringing each district on board over time with an aim to have engagement at various levels by the end of the year. A 'roll out' group is in place to work with appropriate professionals and colleagues as well as Head teachers in order to create opportunities for discussion and agreements for actions including knowing exactly what the district model should look like.

Although there will be core expectations to adhere to, it is important that schools and settings in each district design a model together that is fit for purpose and reflects how best to address meeting the needs of vulnerable children and young people including those with SEND. It is still important to address what is taking place in the District Inclusion Panels across the county, and for all to decide on the relevance or possibility of extending the criteria and terms of reference to reflect SEND as well as cases causing concern because of challenging behaviours.

Discussions and plans are taking place in Newcastle, Stafford, Esat Staffordshire and Lichfield this term.

All other districts are further on in the planning and implementation stage. It is the intention to have all districts working towards this model at some stage by the beginning of the next academic year (September 2020).

Graduated Response Toolkit

The graduated response electronic toolkit is now in place and can be accessed by all. The document can be used as a self-evaluation framework for senior leaders and those responsible for strategic whole school developments as well as for classroom practitioners. It is the intention that the portal will be constantly developing. Professionals and parents will be able to use the portal in order to feel confident that all is

being done to help SEND children and young people reach their full potential. It will be expected that the suggestions through the graduated response are implemented before a request for a statutory assessment is considered.

The document will be structured to take into account each area of need and will focus on both Quality First Teaching and provision at SEN Support and will also provide guidance on working with specialist agencies.

Education Health and Care Plan Online Hub - Pilot

The EHCP online Hub has been launched and all schools are expected to use it in relation to requests for Education, Health and Care Plan assessments as well as constant monitoring and reviewing of existing plans.

The EHC Hub puts children and their families at the heart of these processes and provides secure access to all other stakeholders to actively contribute and view information. It has been designed to support local processes and to work alongside existing systems. The Hub offers a digital approach to the way children and young people are supported and provides greater transparency throughout the process.

The SEND planning and assessment team are experiencing high levels of requests for statutory assessment that are being submitted by parents/carers as well as schools. Since October 2019 there have been more than 100 requests per month. We have to understand the reasons for such requests and why there is increasing demand. It may be useful for Governors to discuss this with SENCOs and inclusion managers to establish if and why requests are being submitted.

SENCO Network Events

Double District SENCO network events have taken place throughout January 2020. Items on the agenda included,

- The work of the Education Inclusion Officers - their role and the remit of the District Inclusion Panels to date, information about exclusions and the causes
- The relationship between Looked after Children and those with an Education Health and Care Plan (EHCP)
- Invited speakers from the National Association of Special Educational Needs (NASEN)
- Effective use of data
- New OfSTED framework and the impact on SEND and the SENCO

It is hoped that such events will continue to take place at least twice a year and that SENCOs are given the opportunity to attend in order to become familiar with national and local agendas and developments. These will provide an ideal opportunity to build good working relationships.

Julie Day | Head of Vulnerable Learners Services

Families and Communities Staffordshire County Council First Floor, Staffordshire Place 1

Tipping Street, Stafford, ST16 2DH: (01785) 895372

julie.day@staffordshire.gov.uk www.staffordshire.gov.uk

b) The Engagement Model – Standards and Testing Agency (STA) January 2020 – DfE Draft Guidance

The Engagement Model is an assessment tool to support schools in meeting the needs of pupils working below the level of the national curriculum and not engaged in subject-specific study.

Pupils who will be assessed under this model are likely to have significant sensory, communication or motor impairment; complex medical needs; dependencies on technology or alternative communication e.g. Makaton.

The engagement model assessment arrangements apply to maintained schools, maintained special schools, academies (including free schools), pupil referral units, hospital schools and Ministry of Defence schools. They are not mandatory for non-maintained or independent schools.

Subject-specific study is defined as being where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics.

The assessment model is based on five areas of engagement:

<i>Exploration</i>	<ul style="list-style-type: none">whether a pupil can build on their initial reaction to a new stimulus or study
<i>Realisation</i>	<ul style="list-style-type: none">when pupils display behaviours that show they want more control of a stimulus or activity
<i>Anticipation</i>	<ul style="list-style-type: none">for instance, anticipating when a familiar activity is about to start or finish by interpreting clues or prompts
<i>Persistence</i>	<ul style="list-style-type: none">when a pupil shows a determined effort to interact by showing intentional changes in their gaze, posture or hand movements
<i>Initiation</i>	<ul style="list-style-type: none">If a child acts spontaneously and independently during a familiar activity.

The guidance is set to become statutory in 2020/21. For this academic year, at the end of KS1 and KS2, pupils should continue to be assessed using P scales 1 to 4.

Draft guidance can be found here: [The Engagement Model](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/859005/The_engagement_model_guidance_for_maintained_schools_academies_free_schools_and_local_authorities.pdf

v) Safeguarding and Pupil Welfare (See section 6.7 of the Governance Handbook)**a) Keeping Children Safe in Education for September 2020 (A&M)****Keeping Children Safe in Education 2020 consultation- response by April 21st 2020**

On 25 February 2020 the DfE, launched the *Keeping children safe in education 2020* consultation. The consultation looks at introducing changes to the role of Designated Safeguarding Leads in schools so that they have a greater focus on improving the academic achievement of children on the edge of care.

The consultation follows the Children in Need review recommendations, aimed at helping the 1.6 million children who have needed protection and subsequent help from a social worker at some point in the last six years.

Outlined below are the proposed changes.
There are six recurring themes that come through:

- mental health
- whole school safeguarding culture
- emphasising the important role of governors in robust safeguarding
- children who have a social worker
- safer recruitment (including supply teachers)
- role of the Designated Safeguarding Lead

Whole school culture of safeguarding

There are a number of new paragraphs that are important, for example paragraph 69 which says,

'Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding.'

This means governors must know how they ensure safeguarding is effective and know what good practice would look like. Allied to this is paragraph 106,

'Governors and proprietors should ensure...that safeguarding training for staff...is integrated, aligned and considered as part of the whole school or college safeguarding approach.'

We all know how important safeguarding CPD is, and that we can't rely on one two or three hour session on the first day back in September.

(A good practice example is where it is always on the agenda of each staff meeting)

When schools should call the police

One document that is available now, and is referenced in this draft KCSIE, is *'When to call the police'* produced by the National Police Chiefs Council (NPCC).

Please note this NPCC advice does not cover safeguarding incidents.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.)

When to call the police (NPCC) can be downloaded here:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Safer recruitment and managing allegations against staff

One of the most changed sections in this proposed KCSIE (2020) is **Part Three** entitled **Safer Recruitment**. The draft KCSIE (2020) now includes new, detailed sections on each stage of the recruitment process:

- Advert
- Application forms
- Shortlisting
- Employment history and references
- Selection

Again, there is an emphasis on the role of *governors*: 'As part of this culture [of safeguarding], it is important that [governors] adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.' (see paragraph 169)

Note the emphasis on volunteers too.

The harm test in **Part Four, Allegations made against staff**, has had a fourth bullet point added: [where a staff member has] *'behaved or may have behaved in a way that indicates they may not be suitable to work with children'*. This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children'. (see paragraph 310/and page 136)

Overseas Checks

There is more clarity about when to complete checks on staff who have lived or worked overseas, and what to do if you can't get an overseas police check.

Paragraph 240 says, *'It is good practice to carry out checks for individuals who have lived or worked abroad for more than three months during their adult life'*. Where these checks cannot be completed, schools should carry out a risk assessment.

In keeping with the intention for KSCIE to take learning from serious cases, there is a warning here (paragraph 242) that the nature and detail of the information that is disclosed varies from country to country. This was seen in the case of the teaching assistant from Spain who had been convicted of murder, but her criminal disclosure check did not refer to it.

(More information here: <https://www.bbc.co.uk/news/uk-england-oxfordshire-48661365>)

Supply Teachers

The safer recruitment section, and the managing allegations section, refers to the particular risks that may arise when employing supply teachers.

The new draft of KCSIE (2020) says, *'Where the agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at the school, which has disclosed any matter or information, or any information was provided to the employment business, the school or college must obtain a copy of the certificate from the agency.'* (See paragraph 246).

The draft guidance provides some clarification for the single central record. The SCR should record supply staff *'even if they work for one day'*; later it says that the *'details of an individual should be removed from the SCR'* when they leave.

The SCR guidance confirms that it is not a requirement that *governors* are entered onto the SCR, although schools can if they wish (sensible to do so!!!!).

Where there is an allegation about a supply teacher (see paragraphs 326 - 329), the draft KCSIE guidance says, *'Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.'*

'The school or college will usually take the lead [in any investigation] because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.'

An example of how supply teacher vetting can go wrong can be found here: <https://www.bbc.co.uk/news/uk-england-tees-51376565>

Sexual Violence and Sexual Harassment

The draft KCSIE, basically says the same as before, ie. keep the '*alleged perpetrator(s) and alleged victim 'a reasonable distance apart'*'. This doesn't really satisfy the reality in school when a young person says that s/he has been sexually assaulted and is in the same school whilst the police investigation takes place. (See pages 88 and 96)

The Role of the DSL

First the good news, this new draft of KCSIE (2020) has added a little word (with massive impact) into the role of the DSL, and another sentence.

*'The role of the designated safeguarding lead carries a significant level of responsibility and they should be given the **additional time**, funding, training, resources and appropriate **supervision** support they need to carry out the role effectively.'* (See page 119)

This could have a funding implication for your school. This is a recognition that, for many, the DSL role is immensely time consuming. Time will be more necessary than ever before if the new emphasis in the DSL role is to be effectively implemented. As a result of last year's consultation* into better supporting 'children who have a social worker', it is intended that DSLs will promote the educational outcomes for these children. This is a massive role.

*Help, protection, education: concluding the Children in Need review June 2019 (see especially page 38)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf

It seems like the government are understanding that this will be a big addition to the DSL role and so are holding series of consultation events.

The relevant paragraphs about the new DSLs' role are below (see draft KCSIE, paragraph 121):

- Promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children's attendance, engagement and achievement at school. Working with the headteacher and other staff, the designated safeguarding lead should take lead responsibility for:
 - ensuring that the school or college knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;
 - support teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need or have needed a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Further new paragraphs in Annex C: Role of the DSL, include

- Information sharing and managing the child protection file
- Holding and sharing information; and
- Understanding the views of children

Use of school premises for non-school activities

There is more clarity here about who is responsible for safeguarding children when the school premises are hired-out. (See paragraphs 160/161)

Where *governing boards* hire out the school premises they should ensure that appropriate arrangements are in place to keep children safe.

When activities are provided by the *governing board*, under the direct management of their staff, their own arrangements for child protection will apply.

Where services are provided separately by another body, the *governing board* should seek assurance that the body concerned has appropriate safeguarding procedures in place; and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate

Alternative provision

In line with other guidance, including the new Ofsted framework, schools and APs/PRUs are reminded of the need to recognise the complex needs of young people placed there and 'the additional risk of harm that their pupils may be vulnerable to' (paragraph 133).

Remember there is no need to take any immediate action from this draft proposed new guidance at the moment, other than responding to the consultation. However, some of this guidance details good practice that is already in place in many schools and so developing school policies around this information would be no bad thing.

Follow these links for more information

https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20consultation.pdf

You can download the draft September 2020 KCSIE here:

https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20consultation.pdf

b) Serious Case reviews- lessons we can all learn

All published Serious Case Reviews can be found on the NSPCC website here: <https://learning.nspcc.org.uk/case-reviews/recently-published-case-reviews/>

c) Real Safeguarding Stories - CPD Resource

If you're looking for new ways to present safeguarding CPD, the Real Stories website is a great resource.

Real Safeguarding Stories are a range of videos for safeguarding professionals and the wider community in which survivors' stories are told by actors in order to help tackle abuse in society.

The 34 videos cover a wide range of topics, including child neglect, sexting, forced marriage and domestic abuse, county lines and hate crime.

You can find the videos here: <https://realsafeguardingstories.com/>

d) Designated Safeguarding Lead EXAMPLE report to governors.

Under section 175 of the Education Act 2002, a statutory duty is placed on LAs and governing boards to ensure the safeguarding and promotion of pupils' welfare. The purpose of this document is to inform the governing board of the safeguarding practices in place at the school, and to highlight any possible areas for improvement or support. It is recommended that the DSL provide a regular safeguarding update to the governing board.

In Maintained schools the local authority may provide a template that the school DSL updates on an annual basis, which in turn is shared with governors to enable them to maintain oversight of safeguarding procedures and practices in school and meet their statutory responsibilities.

In Academies the following template in Appendix 4 on page 52 could be used.

Due to the sensitivity of safeguarding cases and compliance with GDPR, it is of the upmost importance to maintain confidentiality, as any information shared could lead to the potential identification of individuals. Information provided to governors must be anonymised. Governors should not be given information about individual safeguarding cases.

Please see Appendix 4 on page 52 for the example.

vi) Pupil Well-Being (See section 6.8) (A&M)

a). Emotional wellbeing in children and young people. This will be particularly appropriate for pupils with regard to the current pandemic situation.

What is changing and when?

A range of organisations currently support children across the county with their emotional health and wellbeing and these contracts are coming to a natural end. The county council, in partnership with Staffordshire's Clinical Commissioning Groups have recently awarded the contract for future provision to an organisation called Action for Children.

This means that from 1 April 2020, Action for Children will be supporting Staffordshire's children with their emotional and mental health.

By having one organisation support Staffordshire's children, the same type and quality of support will be available wherever they live in the county. What's more, families and professionals will find it easier to understand the support available and to access it.

Who will be providing the new service?

Action for Children will provide the service from 1 April 2020, supporting children and young people.

Who are Action for Children?

Action for Children offer a wide range of support around mental health and have a dedicated, experienced team of expert staff. Helping more than 386,000 children and young people in the UK each year, they protect, support and provide practical and emotional care. They also ensure children and young people's voices are heard and campaign to bring lasting improvements to their lives.

Here in Staffordshire they will be delivering a new emotional health and wellbeing service for children and young people from April 2020.

What will the service offer?

Some of the support offered by Action for Children is face-to-face and some will be through a new digital e-therapy service, depending on the type of support a family needs. In particular, they will offer a range of therapies and intervention programmes, peer support groups, a digital support platform via a web page and an e-therapy support programme from Silver Cloud for those aged 11 year plus.

Who can access the service?

Children and young people living in Staffordshire between the ages of 5-18 years (up until their nineteenth birthday). Children who are Looked After, previously Looked After and/or have an Education Health and Care Plan will have the option to access the service until their twenty fifth birthday.

If I've got any further questions who can I contact to find out more?

In the first instance you can contact: Sarah Newton (Commissioning Officer – SCC)

Sarah.newton@staffordshire.gov.uk

or

Josephine Bullock (Strategic Commissioning Manager for the CCGs)

Josephine.bullock@northstaffs.nhs.uk

b) Relationships and Sex Education and Health Education – Update

Implementation of statutory Relationships and Sex and Health Education in September 2020.

There is now one term left before the implementation of statutory Relationships and Sex and Health Education in September 2020.

Below are some points and actions for your governing board to consider:

- That the subject is well led, effectively managed and well planned
- That the quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The current PSHE/ RSE/RHS policy has been reviewed and that parents/carers have been engaged in this review
- The subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

The DfE has released additional information for schools to consider when engaging with parents/carers which you will find useful.

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

If you require any further support, training or have any queries please email BHWB@entrust-ed.co.uk

c) Behaviour Support

The government has pledged £10 million to “improve school discipline” against the backdrop of one in three schools judged as not having good enough behaviour by Ofsted.

The government plans to disseminate practice throughout the country by building partnerships between schools, with the DfE seeking schools and MATs with what it defines as “exemplary behaviour cultures” to join the behaviour hubs programme to support other schools and spread good practice.

The DfE are looking for schools and MATs with exemplary behaviour cultures to join the behaviour hubs programme to support schools and spread good practice. In advance of the programme launch in September 2020, they are looking to appoint approximately 20 exemplary lead behaviour schools from across primary, secondary, special and alternative provision sectors. In addition, they are also looking for 2 to 3 multi-academy trusts (MATs) with excellent behaviour management willing to support other trusts.

If selected as a lead school or MAT, you will have the opportunity to share your culture and practices, and make a difference in spreading excellent behaviour in schools around the country. More information can be found here.

<https://consult.education.gov.uk/behaviour-hubs-team/apply-to-become-a-lead-school-or-multi-academy-tru/>

d) Period Product Scheme – DfE January 2020 (A&M)

Period Products in schools- sign up required

No-one should be held back from accessing education due to their period. The government have introduced the period product scheme to provide free period products for all learners who need them.

This means learners at all state-maintained schools and 16 to 19 education organisations in England will have access to free period products in their place of study. To make sure organisations have access to a wide range of period products in the most cost-effective and efficient way, a contract has been signed with Personnel Hygiene Services Limited (phs).

This allows you to order period products and have them delivered when you need them.

This guidance contains information on:

- choosing and ordering period products
- distributing products within institutions
- tackling stigma

Sign up information can be found by clicking the following link:-

https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england?fbclid=IwAR11-Zocs4eP2JrabQXlqLoIU_BW94pqp6uCBJaiSsgotBs6-15PTY1QDkw

For details of scheme follow this link: [Period Product Scheme](#)

e) STEM (Science, Technology, Engineering and Maths) (A&M)

The following might be of interest to link governors

STEM Clubs

Are you interested in STEM (science, technology, engineering and mathematics) and the benefits engaging with STEM can offer your school and students?

Benefits of running a STEM Club

Clubs can be a powerful and enjoyable way to engage young people with STEM subjects and deliver a wide range of benefits. They can ignite a new interest in STEM subjects for some and provide a platform for others to extend their learning. They can give a deeper understanding, offer real-world experiences and suggest different ways to learn and engage in STEM subjects. Most importantly, they are fun and exciting and allow all involved to explore STEM subjects in imaginative and inventive ways.

STEM Educators

There are proven benefits for those involved in running a STEM Club, from enriching subject knowledge to enhancing and revitalising teaching skills. Club leaders gain increased confidence and enthusiasm in their ability to teach STEM subjects in new and exciting ways. A Club leader can help students relate to STEM subjects by using real-world contexts and role models which can improve engagement with future employers.

Students

Any student involved in a STEM Club has the potential to improve their confidence, learning and understanding of STEM subjects, which increases skills sets and levels of attainment. Through their enjoyment and enthusiasm in taking part in Club activities students can challenge their abilities and learn more about STEM subjects and the influence they can have on their life and the world around them. Participation in a STEM Club helps students realise that STEM subjects can be for them, increasing their confidence and overall performance.

What's on offer?

Within the support of the Gatsby Charitable Foundation, STEM Learning has launched a **STEM Club Expansion Programme for Secondary Schools (STEPS)** to provide face to face and online support to STEM Club leaders across the UK to grow STEM Club provision in state maintained secondary schools, FE Colleges and Sixth Forms.

The Staffordshire & Shropshire STEM Ambassador Hub based at Entrust will deliver this programme for Staffordshire and Shropshire schools.

Schools will have the opportunity to access 4 free workshops delivered from March 2020:

1. STEM Clubs: Getting started
2. STEM Clubs: How to be successful and thriving
3. STEM Clubs: Enhancing employability skills and careers knowledge
4. STEM Clubs: Measuring impact and gaining recognition

Further workshops will be added later in the year.

To register your interest please email STEMclubchampion@entrust-ed.co.uk

f) School Governors for Looked After and Previously Looked After Children

Staffordshire Virtual School for Looked After and Previously Looked After Children.

Have you received your annual report from the designated teacher for Looked After and Previously Looked After Children this academic year?

You may wish to use the annual report to also explore how your school has responded to the new statutory duties for previously looked after children.

Have all of the workforce in the school had training on the impact of attachment and trauma on education? The care history of looked after and previously looked after children can have a long-term impact on their lives and education?

Please see the Staffordshire Virtual School Website for free training on attachment and trauma informed practice.

The training offer has been designed to support schools to achieve the Staffordshire Attachment Aware and Trauma Informed Schools Award. Link governors for looked after and previously looked after children are welcome to attend the training.

With the new Ofsted framework, you should also consider whether the curriculum is meeting the needs of looked after children.

Many children in care have gaps in their education and life experiences, have they had opportunities to develop their reading skills and to engage with a wide range of literature?

You may want to particularly consider the curriculum offer for children on part-time timetables or accessing alternative provision are they accessing provision that will support them to progress to their next stage of education?

Are they getting an offer that supports their personal development?

For any information or advice please contact the Virtual School

Visit our webpage:

<http://education.staffordshire.gov.uk/virtualschool>

For generic queries please email to: virtual.school@staffordshire.gov.uk

Visit the e-PEP page for support and links:

<http://education.staffordshire.gov.uk/virtualschool/epep>

For E-PEP related queries please email to:

virtualschool-PEP@staffordshire.gov.uk

Governor Training

If you would like to access governors' training for looked after children, please contact the Virtual School and we will add you to our waiting list and advise you of the next available session.

Email: virtual.school@staffordshire.gov.uk

g) What works for children in education who have had social care involvement? EEF Report

Success in education is one of the best predictors of success in life. This EEF report explores 10 named projects which involve intervention methods that appear to have a larger positive impact for young people who have had a social worker.

Follow this link for this very interesting report

<https://whatworks-csc.org.uk/blog/education-interventions-show-signs-of-potential/>

h) School Uniform: DfE Guidance for Schools – Feb 2020

The DfE School Uniform Guidance was originally published in September 2013, but a recent private member's bill to make this statutory has received government backing and, therefore, looks to become law.

Key points to the guidance are that – it is for the governing board to decide whether there should be a school uniform policy and if so, what it should be, including how the uniform should be sourced. The DfE strongly recommends that schools have a uniform, which it feel contributes to the ethos of the school.

In adopting a policy, it is vital governing boards consider:

- The time frame for introducing a new uniform
- The views of parents and pupils on significant changes
- The costs and available supply sources, ensuring it is best value for money
- That PE uniform is practical, comfortable and appropriate
- How the proposed policy might affect any particular groups represented in the school.

Once determined the governing board should:

- Describe the uniform and ensure parents are informed
- Consider carefully any requests to review the policy
- Consider the risk of a challenge to the policy
- Review the policy – at least once in every 5 years.

In particular, there is a reference to the statutory guidance of 2012 which states that:

Admission authorities must ensure that policies around school uniform or school trips do not discourage parents from applying for a place for their child".

Questions for governors:

- When did you last review the school uniform policy of your school?
- Does the uniform represent best value for parents, is it easily sourced and available all year round?
- Is the PE uniform practical, comfortable and appropriate?

For full guidance see: [School Uniform: DfE Guidance for Schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/514978/School_Uniform_Guidance.pdf)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/514978/School_Uniform_Guidance.pdf

9 Evaluation (See section 7.1 of the Governance Handbook) (A&M)

i) Evaluation in General including Tools to Support Evaluation (A&M)

a) Evaluation of School Resource Management Advisers (SRMA) – DfE January 2020

Executive Summary Findings:

- The significant majority (94%) of trusts who responded to the survey have reported the experience of a SRMA visit to have been positive.
- Advisors reported savings possibilities of £35m. So far £5m have been achieved with an additional £10m planned.

Of the reported savings possibilities, 71% related to staffing; 7% on premises and 9% on income generation opportunities.

Conclusions:

The pilot has achieved its aims to

- Promote and share best practice on managing resources across trusts
- Build the financial capability of the sector to consistently high standards
- Provide effective peer-to-peer support to trusts that would most benefit

Consequently, the DfE has rolled out an expansion of the programme.

b) Governing Board Self Evaluation

Have you built in time yet this year to reflect on your board's own development, as well as how governance has contributed to school improvement? If not, this summer term would be a good time for governing boards to do this.

The Governance Handbook (March 2019) makes it clear that *"boards should regularly evaluate their own effectiveness"* and notes the following as being activities governing boards should do from time to time :

- A 360-degree appraisal of the performance of the chair.
- A review of the contribution of individuals to the effectiveness of governance, carried out by the chair and, perhaps, vice chair.
- Governor skills audits updated.
- A review of the balance of people round the table to determine the effectiveness of the governance structure, including its committees.
- Using the All Party Parliament Group (APPG): *"Twenty questions every governing board should ask itself"* and / or *"21 questions every MAT board should ask itself"*. (See Appendix 5 page 59 for details).
- Asking an external body to carry out an external review of governance.

Under the new Education Inspection Framework (EIF) Ofsted will be finding out how well governing boards fulfil the three core functions. Specifically:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

From a review of inspections since September 2019 we know governors have been asked questions such as:

- What impact has the governing board had on school improvement?
- What vision does the school have for its curriculum?
- How effectively does the governing board hold leaders to account?
- Has the governing board approved the Pupil Premium Strategy?

Having reviewed your effectiveness, the board then needs a plan to address any weaknesses identified.

- Plan what training you need – either for individuals and the board as a whole. Do note that training doesn't need to be a formal two-hour evening session. It could, for instance, be a shorter input at the start of a meeting by a member of staff, or a networking opportunity with a number of other local school governors.
- Build in time for succession planning and a round table discussion on where you might be able to find new governors.
- Develop a Governor Development Plan, for the next 12 months, which includes not only details of training, but also activities governors are going to do to monitor the effectiveness of the strategic plan. Hold each other to account for fulfilling these as the year goes on.

See Appendix 5 on page 59 for self-evaluation proforma based on the “20 questions”.

Questions for governors:

- How are we reviewing our own effectiveness?
- What could we be doing better? What are we doing that we don't need to?
- What impact are we having on the school/organisation?

c) MAT SI Capacity Framework – DfE February 2020 (A)

In February, the DfE added a self-review tool to the MAT resources in Gov.uk. It was originally developed by the South West Regional Schools Commissioner a little while ago, but has been subsequently updated.

It has been designed to support MATs in reflecting on their capacity to support and drive school improvement and enable them to strengthen current capacity in order to prepare for further growth.

The framework can be found here: [MAT SI Capacity framework](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/865987/SW_MAT_SI_CAPACITY_FRAMEWORK_V3_with_guidance.pdf

ii) Inspections (See section 7.3 of the Governance Handbook) (A&M)

a) Ofsted School Inspection Ofsted Annual Report 2018/19 (A&M)

Ofsted have suspended all inspections indefinitely due to the current situation. This happened well before the school closures.

Ofsted published their annual report in January this year. The report itself largely explains and justifies the rationale for the Education Inspection Framework which came into being in September 2019 and picks up on other key issues such as peer on peer abuse and off rolling. The report focuses on all aspects of Ofsted's work, including social care and Early Years settings, although this article is focussed on Ofsted's work with schools.

Other points highlighted by Amanda Spielman include:

- An emphasis on teacher workload, suggesting that the data gathering culture has grown out of all proportion to its usefulness.
- That removing the exemption of outstanding schools from further inspection is overdue.
- Ofsted are aiming to increase the amount of work at MAT level. The early MAT summary evaluations (MATSEs) show that: MATs are more likely to focus on back office functions than the curriculum; MATs have created a data workload for their schools; some MATs have not taken sufficient action to address the performance of some inadequate schools.
- Overall, however, the scope of MATSEs is limited and, although working well, do not produce an overall rating for a MAT.
- Pupils with SEND in mainstream schools can also struggle to access good quality education. Pupil with SEND are five times more likely to be excluded than non-SEND pupils.

Key data headlines:

- In total 5,560 school inspections were carried out: roughly half “short” and half full.
- Overall, currently, 86% of schools are good or outstanding. In the review year 80% were graded good or outstanding.

- Latest Programme for International Student Assessment (PISA) study shows England significantly above average for 15 year olds in mathematics, reading and science.
- Since science at KS2 was dropped from annual testing in 2005, the percentage of pupils reaching expected outcomes in the sample tests has dropped from 81% to 21%.
- 84% of outstanding schools inspected during the year lost their outstanding grade, 28% dropping to RI or inadequate.

Further information is available by following the links

[Ofsted Annual Report 2018/19](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/859422/Annual_Report_of_Her_Majesty_s_Chief_Inspector_of_Education_Children_s_Services_and_Skills_2018_19.pdf

b) NAHT News – Spring 2020

Ofsted:

NAHT report receiving a letter from Amanda Spielman confirming that inspectors have been instructed to:

- Avoid conducting deep dives in subjects which are led by the same member of staff.
- Welcome any senior leader who wishes to support a subject leader in curriculum discussions
- Be flexible and avoid causing undue disruption to the work of a school – including concluding their work in school by 6pm

c) Sean Harford HMI, National Director for Education, talks about Ofsted's curriculum transition arrangements and announces an extension.

Ofsted Transition Arrangements – February 2020 (A&M)

Ofsted have extended the transition arrangements for schools to fully develop their curriculum intent for an additional 12 months. In his blog of February 2020, Sean Harford, National Director of Education for Ofsted, notes that “a great curriculum does not just appear perfectly formed overnight” and that Ofsted have listened to the concerns of headteacher unions that it will just not be possible for some schools to have everything in place for September 2020.

Transitional arrangements only apply when it's clear that a school is well on its way on the curriculum development journey and will only apply to good schools which would otherwise have been graded requires improvement, but for meeting the full criteria for “good” curriculum intent. The actions being taken by senior leaders to bring about change are particularly important. These might include:

- broadening the curriculum to make sure that it is at least as broad, deep and ambitious as the national curriculum
- identifying what pupils should know and be able to do by the end of each key stage/year group/term
- using assessment to address gaps in pupils' knowledge
- identifying the important knowledge in each subject or key stage
- considering and planning how knowledge should be sequenced
- already taking on an appropriate, effective way of teaching reading

Extract from Sean Harford's Spring 2020 blog

Our new framework puts the curriculum front and centre of inspection. We absolutely do not expect schools to change their curriculum just for inspection purposes. But we're also realistic. We understand that some schools might want to hone or develop their existing plans. When we launched the framework in September last year, we wanted to be fair to schools, and give them enough time to craft their curriculum plans. That's why we announced that we'd allow a year's transition period – so the schools that are making changes wouldn't be penalised if they were inspected in the meantime. In my September school inspection update, I said that we'd take stock of that grace period, to make sure that schools have the time to do what they need to do.

We know that a great curriculum does not just appear perfectly formed overnight. It takes a great deal of thought, preparation and work to plan it. I'm also aware, through conversations with the Association of School and College Leaders and the National Association of Head Teachers, that some heads and senior leaders are concerned about getting their curriculum to where they want it to be by this coming September. Some schools are further along their curriculum journey than others. We've listened to those concerns. So, we'll be extending the transition period from one to two academic years – taking us through to July 2021

<https://educationinspection.blog.gov.uk/2020/02/13/curriculum-transition-extended-for-a-year/>

d) Questions Ofsted should ask about teacher workload – TES Feb 2020

In a recent article in the Times Education Supplement, one correspondent, a practising teacher, put forward five questions she thought Ofsted should ask about teacher workload. They are:

1. How carefully do you plan the calendar to ensure that your staff are not overburdened?
2. Do you know how many directed hours each of your teachers is allocated?
3. Have you evaluated the impact of current practice around common teaching tasks in your school?
4. Do you take into account the many voluntary things teachers contribute?
5. How far do you balance chore-load with developmental opportunities to enhance staff well-being?

Findings nationally by Ofsted and others consider that teachers' workload is still too high, despite the recent successful efforts to reduce it over recent years.

Governing boards have a duty to ensure that staff well-being is considered regularly and these questions might be useful to explore further from time to time.

10. Additional Information (A&M)

a) Academies minister Lord Agnew is to leave the Department for Education.

The Tory peer has been promoted to the role of minister of state at both the Cabinet Office and Treasury. Some say his time at the DfE has proved divisive in the sector, as he has aspired to lead the way on making sure schools operate more efficiently. The move could also signify a shift in policy focus at the department. Some have claimed the academies programme has stalled in recent years.

Sam Freedman, a former adviser to Michael Gove while he was education secretary, tweeted Agnew's departure "opens up the possibility of serious academies reforms, depending on who replaces him". #

In February of this year Lord Agnew announced that the government is launching a "rapid feedback" service to compare similar schools based on how frugal they are. He has warned academy leaders for those not in

the top 25 per cent for efficiency to “provide robust challenge” on why. However, the government has reiterated the new tool, to launch in the spring term is there to support trusts, rather than judge them, with “no immediate plans to change that”.

In a letter to academy trust chairs, Agnew said the service will provide information on the “*level and direction of spend compared to the nearest comparable schools in the country*” In the letter, he also said: “*I hope by now that the whole system knows my priority: financial resources made available to schools should be used as effectively as possible. To be clear, this is not because I am taking a narrow financial view.*”

His scheme to send cost-cutting advisers into struggling schools also provoked controversy. But an evaluation report of the scheme published last month found for every £1 spent on the scheme schools had saved £13.

Elsewhere in the DfE, the education secretary Gavin Williamson and schools minister Nick Gibb have both been reappointed.

Baroness Berridge, another Tory peer, has been appointed as an under-secretary of state at the DfE, but it is not yet known whether her responsibilities will mirror Agnew’s. Watch this space.

b) Funding Streams (A&M)

Later in 2020 there will be funding grants available to support learning in the outdoors for schools, so keep an eye on the website for this. See below for the link. Previous grants have included £500 for wellies and waterproof clothing.

<http://ernestcooktrust.org.uk/grants/ect-outdoor-essentials/?fbclid=IwAR37e0mQY9URcEKkYh7qMT-xrvBBGRSQsRDdWrOgl8Wkc4x8yW5bdLNc4S0>

c) DfE Governance Update (A&M)

There have been a number of updates in the Spring term. Follow these links for more information.

Maintained Schools Governance Update

<https://www.gov.uk/government/publications/school-governance-update/lams-school-governance-update-january-2020>

Academy Trusts Governance Update

<https://www.gov.uk/government/publications/school-governance-update/academy-trusts-school-governance-update-january-2020>

In summary the updates include:

- Thankyou from Lord Agnew to governors and trustees
- Consultation on removal of Ofsted outstanding exemption
- September 2019 Academies Financial Handbook requires email contacts for all members and trustees
- Reminder of clerking competency framework – encouragement to understand this role better
- Links to free governance support programmes e.g. GovernorSpace – commitment to March 2021
- Reminder to keep information on Get Information About Schools (GIAS) up to date

APPENDICES

Appendix 1

Example Register of Governor Business and Pecuniary Interests and Personal Interests

For each governor/trustee who has served at any point in the last 12 months and for those who continue as a governor it is necessary to publish their business and pecuniary interests and personal interests on the school website in an up-to-date **register of interests**. This enables financial risks to be assessed effectively. This register is now a 'live' document and must be updated as soon as new information is provided.

The general principle is that no-one should be involved in a decision where his or her personal interests may conflict with those of the Trustee/Governing Board or, where his or her interest is greater than any other member of the Trustee/Governing Board.

If a person has any business or pecuniary interest in matters discussed they should declare and either withdraw from the meeting during consideration or not vote on any decisions with respect to the matter.

It is important to remember that the declaration of a pecuniary interest does not prevent a spending decision from being made. The critical issue is that spending decisions are made impartially and on the basis of sound financial judgement taking into account any risks that could arise. The Governing Board should be able to demonstrate the reasoning behind spending decisions, particularly where declared interests exist or where choices other than those which apparently represent the best value for money are made.

Business interests

A business interest is the involvement of an individual or their immediate family member in any trade or professions that may provide goods or services to the school. This may be as an employee, director or sole trader. In deciding whether to declare, the individual should consider how they may be challenged about their decision not to disclose.

All governors, trustees, headteachers and staff involved in financial decision must declare their interests on an annual basis or if circumstances change, as soon as possible.

Where a governor or member of staff has no business interests, they should declare this by completing a form saying 'No interests to declare'.

New governors or members of staff, influencing financial decisions, should be asked to complete a form on joining the relevant Governing Board or school.

Pecuniary interests

Pecuniary interests are not quite the same as business interests and cover a much broader range. These include personal financial interests such as involvement in trust funds, investments and assets such as property. As well as this it may include application for jobs or promotions at the school of close family members.

The nature of some of these declarations are such that it is not possible to declare on an annual basis, so all members of the Governing Board should be aware that they can declare these interests as they arise. Declarations should be made at meetings to the headteacher, the Chair of Governor or the relevant Committee Chair and these should be filed in a register of pecuniary interests and noted in the minutes.

Register of Business Interests

The Governing Board must ensure that governors and staff are not involved in activities that might conflict with their role within the school. It is especially important to demonstrate that individuals do not benefit personally from the decisions made by the governors, unless such decisions are made openly and legitimately. As such the register of interests must be available on the school website.

Register of Conflict of Interests

The governing Board must ensure that governors and staff are not involved in activities that might conflict with their role within the school. It is especially important to demonstrate that individuals do not benefit personally from the decisions made by the governors, unless such decisions are made openly and legitimately. It is also important that where governors or staff have a personal relationship with another member of staff or governor that these are also declared, as a relationship such as this could result in member of staff or the GB benefitting financially from such a relationship e.g. through pay reviews or enhanced benefits.

The register must be available on the school website.

Individual Declaration Disclosure of an Interest Trustee/ Governor/Staff proforma (to be kept in a secure location)

School: _____

Full Name: _____

Please complete as appropriate: -

either

1. I have a direct or indirect interest in the companies/organisation/bodies listed below from which the school may wish to purchase goods or services:

Name of Company or Board	Nature of Interest	Further Notes

1. I have a direct or indirect interest in the following personnel and /or

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2. My partner and/or my immediate family have a direct or indirect interest in the companies/organisation/bodies listed below from which the school may wish to purchase goods or services:

Nature of relationship	Name of Company or Board	Nature of Interest

or

2. Neither I nor my immediate family have any direct or indirect interest in any company/organisation/Board from which the School may wish to purchase goods or services.

Signed: _____ **Date:** _____

Please sign and date the declaration and return this form to the clerk or school business manager/COG.

=====

Summary Register of Interests (expand as required) to be included on the website

This should be updated ASAP and reviewed during the year. It is incumbent upon all governors to make the school/academy/trust boards aware of any changes during the year.

Name (Staff/ governor/ Trustee/Member)	Position	Name of business / board/company	Nature of interest/partner or family interest	Date declared	Date removed

Date Completed: _____

Date reviewed: _____

Managing the conflict of interest- support for risk assessments.

Identified conflict of interest	Agreed process for managing the identified conflict of interest	Person completing on behalf of the governing board		
		Name	Role	Date
Example	<p>All governing board and committee meeting agendas will include an opportunity for existing and new conflicts of interests to be declared at the start of the meeting.</p> <p>Governor to leave the meeting at any point a discussion or vote is taken relevant to the conflict of interest declared.</p> <p>Tendering and Procurement Policy In place which ensures a transparent process.</p>			

Appendix 2

Chairs and Vice Chairs Briefings for Autumn 2020

Date	Code	Time	Venue	Trainer
07/09/2020	GS-0920-T005	18:00 - 20:00	Coton Centre, Comberford Road, Tamworth, B79 9AA	David Werry
08/09/2020	GS-0920-T001	18:00 - 20:00	Entrust, The Riverway Centre, Riverway, Stafford, ST16 3TH	Mary Gale
09/09/2020	GS-0920-T004	18:00 - 20:00	Codsall Community High School, Elliotts Lane, Wolverhampton, WV8 1PG	David Werry
14/09/2020	GS-0920-T002	18:00 - 20:00	North Staffs Conference Centre, Hartshill Road, Hartshill, Stoke on Trent, ST4 7NY	Mary Gale
16/09/2020	GS-0920-T003	10:00 - 12:00	Entrust, The Riverway Centre, Riverway, Stafford, ST16 3TH	Mary Gale

Governor Training Calendar

Course Title	Date/Time	Venue	Course Code	Cost + VAT
Webinar -Welcome to Being a Governor Part 1	02/06/2020 18:00 – 20:00	Webinar	GS-0620-T001	£99.00
Webinar - Welcome to Being a Governor – Part 2	30/06/2020 18:00 – 20:00	Webinar	GS-0620-T004	£99.00
Clerk to School Governors Training - 2 Day Course	08/10/2020 19/11/2020 09:30 – 15:30	Entrust, The Riverway Centre, Stafford, ST16 3TH	GS-1020-T001	£450.00
Welcome to Being a Governor Part 1	12/10/2020 18:00 – 20:00	Entrust, The Riverway Centre, Stafford, ST16 3TH	GS-1020-T002	£99.00
Welcome to Being a Governor Part 1	14/10/2020 18:00 – 20:00	The George Hotel, Bird Street, Lichfield WS13 6PR	GS-1020-T003	£99.00
Welcome to Being a Governor Part 1	20/10/2020 18:00 – 20:00	North Staffs Conference Centre, Hartshill Road, Hartshill, Stoke on Trent ST4 7NY	GS-1020-T004	£99.00
Welcome to Being a Governor – Part 2	01/12/2020 18:00 – 20:00	Entrust, The Riverway Centre, Stafford, ST16 3TH	GS-1220-T001	£99.00
Welcome to Being a Governor – Part 2	03/12/2020 18:00 – 20:00	The George Hotel, Bird Street, Lichfield WS13 6PR	GS-1220-T002	£99.00
Welcome to Being a Governor – Part 2	08/12/2020 18:00 – 20:00	North Staffs Conference Centre, Hartshill Road, Hartshill, Stoke on Trent ST4 7NY	GS-1220-T003	£99.00

Appendix 3

Statutory policies for schools and academy trusts – DfE expectations as at January 2020

<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts>

Title	LA	Academy	Review cycle	Approval level
Admission arrangements	✓	✓	Annually	GB, LA, AT
Charging and remissions	✓	✓	Recommended annually	GB, IG, HT
Data protection	✓	✓	Every two years	GB
Protection of biometric information	✓	✓	Recommended annually	GB
Register of pupil admission to school and attendance	✓	✓	Live	GB, IG, HT
School information published on website	✓	✓	Live	GB, IG, HT
School Complaints	✓	YES	Recommended annually	GB, IG, HT
Capability of staff	✓	✓	Recommended annually	GB, IG,
Newly Qualified Teachers	✓	✓	Recommended annually	GB
Staff discipline, conduct and grievance (procedures for addressing)	✓	✓	Recommended annually	LA:GB Academy: GB, IG, HT
Single Central record of recruitment and vetting checks	✓	✓	LIVE document	GB, IG, HT
Statement of procedures for dealing with allegations of abuse against staff	✓	✓	Recommended annually	GB
Teachers' pay	✓	No but recommended	Annually	GB or LAs
Accessibility plan	✓	✓	Every three years	GB
Child protection policy and procedures/Safeguarding	✓	✓	Annually minimum so LIVE	GB or proprietor

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Children with health needs who cannot attend school	✓	✓	Recommended annually	GB
Designated teacher for looked after children and previously looked after children	✓	YES	Recommended annually	GB
Early years foundation stage	✓	✓	Varies	GB can delegate
Special educational needs and disability	✓	✓	Annually	GB or proprietor
Supporting pupils with medical conditions	✓	✓	Recommended annually	GB
Sex and relationships education	✓	No but recommend	Recommended annually	GB, IG, HT
Behaviour in schools	✓	✓	Recommended annually	HT can delegate
Behaviour principles written statement	✓	No but recommend	Recommended annually	GB
School exclusion	✓	✓	Recommended annually	GB, IG, HT
Health and safety	✓	✓	Annually	Employer
First Aid in Schools	✓	✓	Recommended annually	Employer
Premises management documents e.g. asbestos, fire safety and statutory testing	✓	✓	Recommended annually but live monitoring	GB, IG, HT
Equality information and objectives (public sector equality duty) statement for publication	✓	✓	Every four years	GB, IG, HT
Governors allowances (schemes for paying)	✓	NO but recommend	Recommended annually	GB, IG, HT
Instrument of government Maintained only	✓	NO	Recommended annually	GB
Register of interests of headteachers and governors	✓	✓	Live	GB can delegate approval subject to LA scheme
Careers guidance, details of your careers programme and a provider access statement	YES	YES	Recommended annually	GB

GB = Governing board, IG = individual governor, HT = headteacher / principal, LA = local auth

Appendix 4

DSL Example report

Designated safeguarding lead report to governors

Date:	
Report date:	
DSL:	
Deputy DSL:	
Safeguarding link governor:	

Safeguarding action plan priorities:			
Priority	Action taken	Impact of action	Completion date

Policy review: see below for example policies			
Policy	Amendments	Date updated policy shared with staff	Date policy ratified by the governing board (if applicable)
<u>EG Child Protection and Safeguarding.</u>			

Example Policies and other documents relating to safeguarding

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Policies and / or procedures for Safeguarding	Date in place	Date reviewed	Date of next review
Safeguarding/Child Protection			
Working Together to Safeguard Children			
Anti-bullying			
Behaviour management			
Attendance			
Drugs and Substance Misuse			
Equal Opportunities			
Extended school / before and after school activities (safeguarding arrangements and suitability issues)			
First Aid (<i>including management of medical conditions, intimate care</i>)			
Health and Safety (<i>including school security</i>)			
Management of allegations against staff			
PSHE/RSE curriculum			
Prevent			
Recruitment and Selection			

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Safeguarding statement in school prospectus			
Sex and Relationships Education (SRE)			
Staff Handbook - guidance on conduct			
Restrictive Physical Intervention Policy			
Use of photographs / video			
Whistle blowing			
Work placement			
E safety			

Pupil voice outcomes:			
Pupil voice activity	Key information	Action required	Completion date

Safeguarding referrals:			
Nature of referral	Number of pupils referred Term one	Number of pupils referred Term two	Number of pupils referred Term three
Physical abuse			
Sexual abuse			
Emotional abuse			
Neglect			

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**Early help:**

Nature of early help	Number of pupils accessing early help Term one	Number of pupils accessing early help Term two	Number of pupils accessing early help Term three

Alternative provision:

Name of alternative provision establishment	Number of pupils accessing alternative provision Term one	Number of pupils accessing alternative provision Term two	Number of pupils accessing alternative provision Term three
EG Virtual school			

Details of how the safeguarding of pupils accessing alternative provision is assessed:

EG The DSL has reviewed all relevant policies for each provider and the providers have signed a safeguarding statement confirming safeguarding practices. Class teacher and DSL visit the pupils fortnightly.

Children missing education:

Reason for pupil determined as missing education	Number of pupils determined as missing education Term one	Number of pupils determined as missing education Term two	Number of pupils determined as missing education Term three
EG Travelling family, no forwarding school given.			

Details of action taken to safeguard children missing education:

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LAC and previously LAC:			
	Number of pupils Term one	Number of pupils Term two	Number of pupils Term three
LAC			
Previously LAC			
Details of action taken to safeguard LAC and previously LAC:			

Monitoring and review:			
Check	Date	Name of person responsible	Actions identified
Internal check of the single central register.			
External moderation of the single central register.			
Safeguarding governor monitoring of single central register.			
Safeguarding governor monitoring visit.			
LA annual safeguarding audit submission.			

Allegation management:			
Allegation	Number of allegations Term one	Number of allegations Term two	Number of allegations Term three
Against staff member.			
Peer-on-peer abuse.			

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Training Record	Number	Date	Name of course	Course provider
Designated safeguarding lead				
Deputy designated safeguarding lead				
Teaching staff				
Teaching assistants				
Midday supervisors				
Administrative staff				
Caretaking and cleaning staff				
Technicians				

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Governors				
Volunteers				
Arrangements in place for members of staff, governors or volunteers who have not received the required training.				

Safer recruitment training:			
Name	Role	Date of training	Refresher due

Further information on safeguarding issues and actions taken	
Safeguarding issue	Action taken

Signed:	
Role:	
Date of next report to governors:	

Appendix 5 Evaluation for Boards

Twenty Questions Every Governing Board Should Ask Itself*

Question	RAG Rating^	What needs to be done to improve further? How? When? By Whom?
Right skills: Do we have the right skills on the governing board?		
1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview?		
Effectiveness: Are we as effective as we could be?		
2. How well do we understand our roles and responsibilities, including what it means to be strategic?		
3. Do we have a professional clerk who provides legal advice and oversees the governing board's induction and development needs?		
4. Is the size, composition and committee structure of our governing board conducive to effective working?		

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5. How do we make use of good practice from across the country?		
Role of the chair: Does our chair show strong and effective leadership?		
6. Do we carry out a regular 360° review of the chair's performance and elect the chair each year?		
7. Do we engage in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years?		
8. Does the chair carry out an annual review of each governor's contribution to the board's performance?		
Strategy: Does the school have a clear vision and strategic priorities?		
9. Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved?		
10. Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy?		

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11. How effectively does our strategic planning cycle drive the governing board's activities and agenda setting?		
Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?		
12. How well do we listen to, understand and respond to our pupils, parents and staff?		
13. How do we make regular reports on the work of the governing board to our parents and local community?		
14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?		
Accountability of the executive: Do we hold the school leaders to account?		
15. How well do we understand the school's performance data (including in-year progress tracking data) so we can properly hold school leaders to account?		
16. Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?		

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17. How well does our policy review schedule work and how do we ensure compliance?		
18. Do we know how effective performance management of all staff is within the school?		
19. Are our financial management systems robust so we can ensure best value for money?		
Impact: Are we having an impact on outcomes for pupils?		
20. How much has the school improved over the last three years, and what has the governing board's contribution been to this?		

*As defined by the All Party Parliamentary Group (APPG) – 2015

^RAG Rating – red = we don't do this; amber = we do this partly / we have started, but it's not fully embedded, green=this is secure practice

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