

# **Governor Information Pack**

Summer Term 2019

For use with the recommended School Governing Board Agenda

## Entrust - Governor Services

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To browse training please go to the Entrust website: <http://entrust.education/>

To access and download the Governor Resources visit the SLA Online Toolkit - all schools that 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 Governors Resources Pages available to you. These resources will also be available from your school area on GovernorHub.

*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 Spring 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 Whilst we do everything to check that the information we present is accurate, please be warned that some may be superseded, for instance through changes to the latest DfE Guidance in 2019.*

**Also** - please note that there is a 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.

### Important Information

A new version of the Governance Handbook was released on 22nd March by the Department for Education (DfE).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/788234/governance\\_handbook\\_2019](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019)

Changes from the previous version (January 2017) include:

- An updated emphasis on parental engagement,
- A new subsection on workload,
- A number of compliance updates including on the board's duties in relation to safeguarding, statutory careers guidance and clarifications on dealing with complaints.

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## **1. Introduction (A&M)**

Welcome to the Summer 2019 Governor Information Pack. Throughout this academic year Entrust Governor Services will continue to provide resources and training to support your governing board. We have courses on offer to governors this term so please look on the Entrust website, this can be accessed by the link included on the inside of the cover page and the training schedule can also be found at the end of the document. Bespoke training is also available.

The information included in this booklet will be provided in line with the headings from the Governance Handbook 2017.

**Please follow this link for further information:**

<https://www.gov.uk/government/publications/governance-handbook>

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://www.gov.uk/government/publications/governance-handbook>

**Information is also taken from the primary legislation:**

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

and the guidance on the constitution of governing board. *(M)*

<https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools>

As a reminder, all Chairs, Vice-Chairs and Clerk to Governors briefings will take place at the beginning of each academic term, details are available from Governor Services and can be booked via the website. If Chairs and/or Vice Chairs are unable to attend any of the briefings, a governor representative or headteacher can take their place. If you require more than two places at the briefings, then please contact Governor Services at [governors@entrust-ed.co.uk](mailto:governors@entrust-ed.co.uk). 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.

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 a school based email address is now used for all members of the GB.

**This will support your GB when addressing some aspects of the GDPR.**

Additional information will also be available through Governor Hub supported by your Service Level Agreement. (SLA) **(A&M)**

**Please see Appendix 1 on page 38 for further information**

## **2. Governing Board Matters (MJ)**

### **i) Membership**

Entrust Governor Services continue to undertake several statutory functions associated with maintained Governing boards. These include making the 'Instrument of Government' and supporting Local Authority Governor nominations. Schools are responsible for nominating an appropriate individual for the role of the Local Authority Governor and Entrust will advise and process this information including gaining the required approval from the Councillor. Please report any changes to your Local Authority governor position, including resignations and disqualifications and draw attention to the term of office if due to expire prior to the next meeting. If you have a Local Authority Governor vacancy, please ensure steps are taken to fill it and remember to complete the Local Authority Governor nomination form and send to Entrust for processing and approval. It is important that Entrust Governor Services have the correct/current information for Local Authority governors, including email addresses. 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.

Schools have a responsibility to maintain an accurate record of their governing board and this should be published on the school website. GovernorHub will support schools in this process. Governors are reminded that any changes to the governing board of Maintained Schools should be notified to your GovernorHub administrator (either the school business manager or Clerk to Governors) and, if appropriate, to the Diocesan Church Authority. Entrust will no longer provide information to schools around governor membership as this information will be visible directly to schools via GovernorHub.

Entrust provide a number of Governor support services, including clerking, as a traded option through our support packages. More information about these can be found on our website.

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. Letters of appointment are only sent out from Entrust Governor Services for Local Authority Governor appointments.

Further information about disqualification, criteria can be found in the School Governance (Constitution) (England) Regulations 2012, Schedule 4.

### **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 to declare. Governors need to consider whether they have any disclosable pecuniary interests in connection with any item or any other relevant interest in connection with items that are due for discussion. This might include an interest that is of a personal nature in connection with a member of staff.

**iii) Code of Conduct - this is emphasised in the 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 and 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.

**If you need a copy of the most up to date (Autumn 2018) Entrust Staffordshire code of conduct, please contact Governor Services**

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

**Chair's Action** is often used by chairs to give a short update, an outline of actions taken not under Power 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 allowed 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 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. Academy Chairs do not automatically have powers to act unless it has been detailed as such in the Articles of Association.

### **4. Strategic Leadership (A&M) (Section 2 of the Governance Handbook Setting Direction & Section 2.2 - Culture, Values and Ethos)**

#### **i) Being Strategic (A&M)**

#### **Education and Skills Strategy: a partnership framework for Staffordshire**

The **Education and Skills Strategy: partnership framework for Staffordshire** was published in April, with a vision that

*Every Staffordshire child receives the best possible education and is equipped with the learning, skills, aspirations and opportunities they need to continue lifelong learning and forge a successful career, with fulfilled healthy lives, as responsible adults.*

**Please refer to Appendix 2 on page 41 for more details**

**ii) Policy Strategy Update (A&M)**

Staffordshire County Council will engage shortly with all Trades Unions to begin a long-awaited review of policies. These are important to all schools, both maintained and non-maintained where Staffordshire policies are adopted. To begin the process, all TUs are requested to "rank" the policies in order to support the direction of the review.

**Policies for review are:**

1. Performance Improvement Policy (Old Capability)
2. Teacher Appraisal Policy
3. Grievance Policy
4. Harassment and Bullying Policy
5. Disciplinary Policy
6. SCC Model Pay Policy
7. Grading Policy (non-SCC)
8. Annual Leave Policy
9. Flexible Working Policy
10. Managing Attendance at Work Policy (Known as "MAP")
11. Time Off Policy
12. Whistleblowing Policy

The pay policy is more than likely to receive "special treatment."

**Questions for Governors**

Do you have a strategic policy review schedule?

Does your school have any of the above policies in their policy review schedule?

**5. Accountability (A&M)**

**(Section 3 of the Governance Handbook) Creating Accountability for Educational Performance (Section 3.2 of the Governance Handbook)**

**i) School Accountability**

**a) Progress 8 - University of Bristol Report (A&M)**

Governors may be interested to know that the University of Bristol has recently published a report outlining what they see as inherent unfairness in the calculation of the Progress 8 statistic.

They call for the government and Ofsted to place less reliance on this statistic and to consider introducing an "adjusted Progress 8" version which accounts for pupil age, gender, ethnicity, English as an additional language, special educational needs, free school meals and residential deprivation.

**Key findings:**

- The high average progress scores in London more than halves, due to the high progress of pupils from different ethnic backgrounds, while the low average progress scores in the North East increases substantially, due to the proportion of pupils from deprived backgrounds.
- The high average Progress 8 scores for grammar and faith schools reduce substantially while the low average pupil progress in sponsored academies increases.
- Progress 8 effectively punishes schools teaching high proportions of disadvantaged pupils.
- Progress 8, it could be argued, places too much emphasis on schools rather than on government or society to address national underperformance of some groups.

To read the full report, please follow this link:

<http://www.bristol.ac.uk/policybristol/policy-briefings/progress-8-school-performance/>

**b) Analyse School Performance (ASP) (Section 3.3 of the Governance Handbook - Rigorous Analysis of Data) (A&M)**

ASP allows governors and trustees to view and analyse details on key headline measures and compare performance at school and pupil level against national averages.

ASP looks at one year's worth of data, this information is best viewed online as the printed version has missing information. It can be accessed using a log in through the DfE Sign-in site.

**Please follow this link for the Analyse School Performance website:**

<https://www.analyse-school-performance.service.gov.uk/>

**c) Inspection Data Summary Report (IDSR) - Updates (A&M)**

Governors and trustees of schools can now find updated Ofsted Inspection Dashboard Summary Reports (IDSRs) on the Analyse School Performance (ASP) website.

The IDSRs now include updated early years (final), key stage 1 (provisional), key stage 2 (revised), key stage 4 (revised), destinations (revised) and post-16 (provisional) data. The IDSR is the data dashboard used by Ofsted to explore progress and attainment in schools prior to inspection.

You can access guidance from Ofsted on 'Using Ofsted's Inspection Dashboard' by clicking on this link.

<https://www.gov.uk/government/publications/using-ofsted-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>

**d) Find and Compare Schools Database (A&M)**

This national data base is available for anyone to look at data sets of any school in the country and enable them to make comparisons if so required. All school data has been updated. This includes the GIAS (Get Information about schools) information.

**You can view and download:**

- Exam and test results
- Ofsted reports
- Financial information
- Governance information

**DfE Performance Tables Service**

<https://www.gov.uk/school-performance-tables>

**Questions for Governors:**

- Is the information on governance correct?
- Have you seen your school data and discussed this as governors?
- What support do you need in understanding the data?
- What does the data tell you about your school?
- Does the latest data support you in identifying your school's strengths and weaknesses?
- How does this data compare with the data provided for discussion in GB meetings?

**e) Education and Skills Funding Agency-Change of Rules on Post 16 Maths and English GCSE Resits (A&M)**

In February 2019 the Education Skills and Funding Agency (ESFA) altered the "conditions of funding" for 16-19 pupils required to re-sit their maths and English GCSEs.

**Follow this link for more information:**

<https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding?#latest-updates>

Previously, a condition of 16-19 funding was that, if a year 11 pupil achieved a grade 3 or below in their maths and/or English GCSE, they were required to re-sit the qualification(s) until they achieved at least a grade 4 or they left compulsory education aged 18. The new update means that pupils who achieved a grade 2 or below (or are studying part-time post-16 and achieved a grade 3 in their GCSEs) will be able to either resit their GCSEs or "study towards a pass in functional skills level 2". However, those who achieved a grade 3 in their year 11 maths and/or English GCSE, and are studying a full-time post-16 course, will still be required to re-sit their GCSE(s) until they achieve at least grade 4.

This move comes on the back of concerns raised by the Association of College Leaders (ASCL) who launched a commission of inquiry over last year's GCSE results. One of ASCL's primary concerns was that those pupils "who did not achieve a grade 4 [In maths and/or English GCSE]... face[d] the grind of compulsory resits" despite the fact that "the percentage of pupils attaining each grade is more or less fixed by a system known as comparable outcomes". This means that roughly the same proportion of pupils will not reach grade 4 each year, putting low attainers at risk of having to take continuous resits.

**For more information follow this link:**

<https://www.ascl.org.uk/news-and-views/news-news-detail.ascl-launches-commission-of-inquiry-over-gcse-results.html>

**f) SATS Information Guide to KS 2 Registering of Pupils (A&M)**

**Follow the link below for Information for primary schools on how to submit details of pupils who are eligible for KS2 national curriculum tests (commonly called SATs) in 2019:**

<https://www.gov.uk/guidance/key-stage-2-tests-guide-to-registering-pupils-for-the-tests?fbclid=IwAR15HLGj36YCrZa6ssODVbYqRDNqQXiqqHngJIEU>

**g) Secondary Science- DfE Findings on Gendered Attitudes to STEM Subjects at KS4 (A&M)**

The Department for Education (DfE) has published the findings of a study into attitudes to STEM subjects at KS4. The report finds that "there were significant gendered differences in attitudes towards STEM subjects among KS4 pupils"

The full findings of the study are available to access by following this link:

<https://www.gov.uk/government/publications/attitudes-to-stem-subjects-by-gender-at-key-stage-4>

**h) Careers Strategy (A&M)**

In 2017, the DfE's published its Careers Strategy which highlights evidence that strong careers guidance has the potential to tackle gender and socio-economic stereotypes and barriers, particularly for children from disadvantaged backgrounds who are less likely to receive high quality advice or know the right qualifications.

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-evreyones-skills-and-talents>

Governing boards of all schools may wish to ask their senior executive leader questions about how all children learn about the world of work and what is being done to challenge stereotypes and broaden horizons.

**ii) Finance Accountability (A&M)  
(Section 3.4 of the Governance Handbook - Creating Accountability for Financial Performance)**

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 (January 2017) 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) Keeping Up to Date (A)**

The Academies Financial Handbook for September 2018 is updated regularly and usefully includes at the beginning a list of what has been updated. In the past there have been useful regular newsletters issued by the Education Skills and Funding Agency which supported the Academies Financial Handbook. Unfortunately, these bulletins have been withdrawn, but a regular update can now be accessed using the following link:

<https://www.gov.uk/government/collections/skills-funding-agency-update>

**b) Related Party Transactions (A)**

The key thing to be aware of is the new requirements regarding related party transactions. From 1 April 2019, you must report all related party transactions to the ESFA in advance of the transaction taking place - for some transactions you will need the ESFA's prior approval.

It is important to note that Church Schools could be adversely affected by this new requirement. Diocesan boards of Education must be a member of any trust in their patch that has a Church of England school. It means that all trusts with CofE schools in the same diocese will be classed as related parties - and will have to declare any transactions. Trusts with church schools face having to disclose minor transactions to each other under the new government rule in advance, with payments exceeding £20,000 needing government approval.

**c) DfE Checklist on Indicators of Potential Fraud (A& M)**

To support schools in ensuring effective financial performance, the Department for Education (DfE) have compiled a list of indicators and risk factors associated with potential fraud.

**The indicators have been categorised into the following areas:**

- personal motives for fraud
- organisational motives for fraud
- weaknesses in internal controls
- transactional indicators
- the methods used to commit or conceal fraud
- record keeping/banking/other

**Some of the risk factors relating to the remit of the governing board include:**

- related party transactions
- conflicts of interest
- lack of an appropriate organisational and governance structure with defined lines of authority and reporting responsibilities
- management demonstrates lack of attention to ethical values
- lack of personnel policies and recruitment practices
- accounting systems are inadequate
- no mechanism exists to inform management, directors, trustees and/or governors of possible fraud

Due to the nature of fraud, risk factors may not be exclusive to just one area and the guidance outlines that "the document is not exhaustive and is a guide only but may be helpful for use as a checklist where concerns exist that fraudulent activity may be taking place".

**Please follow this link for more information:**

<https://www.gov.uk/government/publications/indicators-of-potential-fraud-learning-institutions/indicators-for-potential-fraud-a-generic-checklist-for-education-providers>

**d) Schools Financial Value Standard- SFVS (MJ)**

Governors should be aware that SFVS in its existing form will be discontinued after March 2019. It will be replaced by a similar self-assessment tool which will be available on the Department for Education website **via this link:**

<https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool>

**e) Schools Joining an Established Trust - Financial Management and Governance Self-Assessment (FMGS) (A& M)**

Where a school joins an established multi-academy trust (MAT) and plans to adopt the same financial management and governance arrangements, the MAT's accounting officer must submit an FMGS alternative return within 6 weeks of the schools joining the trust.

This document provides a list of the questions, should trusts wish to review them before accessing the online form.

The FMGS helps new academy trusts ensure compliance with the requirements of the academies financial handbook (AFH). The requirements in the FMGS checklist apply from the date on which the funding agreement was signed, so new academy trusts should ideally consider an FMGS before opening their first schools.

Feedback from trusts indicates that the FMGS is a very useful tool providing helpful assurance to the board of trustees that governance arrangements meet the mandatory requirements

**Follow this link for more information:**

<https://www.gov.uk/government/publications/academy-financial-management-and-governance-self-assessment-guidance/list-of-questions-found-in-the-fmgs-online-form>

**What Next?**

- Update your relevant financial policies in line with the AFH 2018.
- Be aware of the implications of party transactions
- Start to familiarise your GB with the new financial requirements after SFVS.

**f) DfE School Efficiency Metric - September 2018 (A&M)**

This metric was introduced by the DfE to help schools understand whether they can improve their efficiency in relation to other schools. It is based on pupil attainment and the money used to achieve it, relative to statistically similar schools. There are different tools for secondary and primary schools.

To use this tool, you have to input your school's DfE number into an Excel spreadsheet and find your school's score out of 10. You can also see which schools you have been compared to.

**Link to metric details:**

<https://www.gov.uk/government/publications/schools-financial-efficiency-metric-tool>

**Advice to consider how to improve your performance includes:**

- Discussing your school's relative efficiency with colleagues and determining what scope there is for improvement
- Explore the School Resource Management website on:

<https://www.gov.uk/guidance/school-resource-management-checklist>

- Use the schools financial benchmarking service to identify how more successful schools allocate their money on:

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

- Use the Education Endowment Foundation Teaching and Learning toolkit to identify more efficient strategies for spending your money on:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

### **g) MAT Executive Pay (A)**

Following repeated concerns being voiced by the government, including a recent letter from Lord Agnew requesting 28 trusts seeking clarity on how they were going to address the issue of high executive pay, the NGA has published some advice, giving MAT boards several matters to consider.

The guidance reminds trustees that it is the responsibility of the board to set pay for the senior executive and leadership team, being conscious of the need to balance the desire to reward employees properly with the fact that the trust is using public money.

The Academies Financial Handbook provides a good starting point in stating that "the board of trustees must ensure its decisions about levels of executive pay follow a robust evidence based process and are reflective of the individual's role and responsibilities". Having a clear job description is, therefore, an obvious first consideration.

#### **Other considerations include:**

- Ensuring any remuneration package is affordable in the medium to long term - not just in the first year.
- Taking into account the total cost of remuneration e.g. any employer's pension contributions and other benefits.
- Reflecting on whether decisions made are in line with the Ethical Leadership in Education Framework (see later in this information pack).
- Making sure the package is consistent with the School Teachers' Pay and Conditions Document, if the trust has chosen to adopt this for other members of staff.
- Benchmarking with MATs of a similar size.
- Ratios with the living wage and other members of staff.

#### **Questions for the trust board**

- Do you know on what basis your senior executives' salaries are calculated?
- Do you have a clear job description and performance management process in place?
- Have you considered how this will change if your MAT grows?
- Have you considered how this fits with the ethics of your trust?
- Does the pay of your senior executive leader feel right?

## **6. People (Section 4 of the Governance Handbook)**

### **i) Working with Parents to Support Children's Learning (A&M)**

The Education Endowment Foundation published a report in December 2018 outlining the most effective strategies schools can adopt to support pupils' progress.

**The four recommendations for schools are:**

**1. To critically review how it works with parents**

To start off with schools are encouraged to be optimistic about developing working relationships with parents as there is an established link between home learning and the performance of pupils in school. The evidence as to which strategies work best, however, is mixed and can be challenging. Also, different approaches will need to be made depending on the age of the pupils. The key is to have a plan which is then reviewed and updated regularly.

**2. Provide practical strategies to support learning at home**

This would start with sharing books with children and encouraging them to play with letter and numbers, leading into more structured learning opportunities, developing a good homework routine and helping pupils manage their time, effort and emotions. Direct parental assistance with homework, especially for older pupils, should be treated with caution.

**3. Tailor school communications to encourage positive dialogue about learning**

Communications include sending texts and weekly newsletters. These are most likely to be effective if personalised, linked to learning and celebrating success. Communication should also be about consultation and, therefore, two-way.

**4. Offer more sustained and intensive support where needed**

This might include putting on workshops for parents. Careful communication is essential and this must be encouraging, asking parents what support they feel they would like and building positive relationships between home and school.

**Questions for Governors:**

- What does your school do to develop effective relationships with parents? How do you know?
- What feedback do you receive from parents?

**Link to full report:**

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/>

***ii) Teacher Workload - DfE Guidance on Making Data Work (A&M)***

Report from the Teacher Workload Advisory Group

**Key points:**

- The purpose and use of data collected needs to be clear - relevant to intended audience and in line with school values and aims
- The precision and limitations of data are understood
- The frequency and amount of data collected are proportionate
- Leaders review the processes for collecting and making use of data once gathered

**Link to reports:**

<https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response>

**iii) DfE Teacher Recruitment and Retention Strategy (A&M)**

In response to concerns expressed by many governors, headteachers and others, the DfE has published a teacher recruitment and retention strategy. It reiterates the point made by Damian Hinds, minister of state for education, on his appointment that *"there are no great schools without great teachers"*.

The strategy outlines four key barriers and four strategic priorities.

**To summarise:**

**1. The wider context in which headteachers operate can create pressure that leads to excessive workload.**

To address this, the government plan to support headteachers in creating the right climate to establish school cultures and reforming the accountability system.

- This includes considering replacing floor and coasting standards with "requiring improvement" as the only trigger for the offer of additional support.
- Ensuring the new Ofsted framework has an active focus on reducing teacher workload.

**2. Not enough early career teachers receive the high-quality support they need.**

In particular the government will launch an Early Career Framework, including a fully funded two-year package of structured support and funded time off in their second year of teaching for mentored support.

**3. A career in teaching does not always adapt to the expertise and lives of teachers**

Addressing this would include developing specialist qualifications to support non-leadership career pathways, investing in new and existing leadership qualifications and supporting headteachers to transform flexible working in schools.

**4. The process to become a teacher is too complicated and burdensome**

The government say they will radically simplify the process for becoming a teacher and the application system for initial teacher training.

**To read more, follow:**

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

**iv) Governor Training Schedule (A&M)**

**Please see Appendix 3, page 42, for the Governor Training Schedule.**

#### **v) GovernorSpace - DfE Funded Training Available Now (A&M)**

GovernorSpace gives governors and clerks access to DfE funded development, peer-to-peer and mentor support, self-evaluation tools, useful resources and much more.

The professional development aspect aims to build the capacity of governing boards across the country through a focus on supporting Chairs to drive change in their Boards and professionalising the quality of clerking support.

#### **The development programme includes:**

- An online self-evaluation tool based on the DfE Competency Frameworks for Governors and Clerks.
- A range of interactive and recorded training from a suite of titles linked to the competency frameworks.
- Mentor support to help you complete your development plan and support you with any specific needs you may have.
- Access to GovernorConnect, a database to facilitate peer-to-peer support, and GovernorRecruit, a place to advertise and search for Governor vacancies.

#### **Why sign up to GovernorSpace?**

- It's funded by the DfE - it is completely free to schools.
- Can be completed anytime and anywhere as long as there is an internet connection.
- Features a high quality and easy to use self-evaluation tool which can be used to track progress and evidence development.
- Provides a tailored service. This allows you to follow your own development route.
- You'll receive one-to-one support from trusted experts - many of whom are national or local leaders of education.
- Provides real time and valuable evidence for Ofsted linked to Governor and Clerking Competency Frameworks.

#### **Contact Details**

**Register on the website:** [www.governorspace.co.uk](http://www.governorspace.co.uk)

**Telephone:** 0333 300 1900

**Email:** [governorspace@entrust-ed.co.uk](mailto:governorspace@entrust-ed.co.uk)

## **7. Structures (Section 5 of the Governance Handbook)**

### **i) Communication in a Multi Academy Trust (A)**

Writing in the NGA magazine, *Governing Matters*, Sam Henson, director of policy and information, made a number of key points regarding effective communication, something which is one of the biggest challenges for Multi Academy Trusts. He notes that, without clear communication channels, distrust and dysfunction can set in.

It is a big culture shift to move from thinking about "my school" to "my trust" and feeling part of one organisation. This becomes harder the larger an organisation grows. Communication needs to be two way and meaningful, both between the trust board and individual academies and between the academies and their stakeholders. For this to be successful, there needs to be a clarity of roles and responsibilities, within a simple framework.

One danger is that trust boards can become invisible and, consequently, local governing boards then start to question their value to the trust. Reporting needs to work both ways.

In many trusts, academies report up to the board, but don't get anything back in the opposite direction, leaving local boards feeling unappreciated.

**Sam Henson lists five practical steps:**

1. Ensure each tier of governance has a voice which is heard.
2. Simplicity is key. E.g. trust boards could produce a brief document for academies after each meeting summarising key decisions and information. A trust website can be very effective, providing people know it's there.
3. Maximise technology. Use intranet platforms and social media.
4. Enable an exchange of ideas and local influence. Set up forums for groups e.g. chairs or clerks. Determine how the local voice is going to be heard.
5. Celebrate trust success together to help create a sense of joint ownership.

**Question for trust boards:**

- How effective is your communication both between different layers of governance and with local stakeholders?

**ii) Due Diligence Guidance - DfE- February 2019 (A&M)**

The DfE updated their guidance on due diligence earlier in the year, emphasising the importance of carrying this out, both for schools considering joining a MAT and for trusts considering taking on additional schools.

Having as much knowledge of each other before making a decision cannot be underestimated. This includes, for instance: understanding culture and ethos, educational and financial performance, staffing structures, curriculum offer, pupil numbers, condition of buildings and health and safety.

**Link to guidance:**

<https://www.gov.uk/government/publications/due-diligence-in-academies-and-maintained-schools>

**8. Compliance (Section 6 of the Governance Handbook)**

(Everything in this section is included under Section 6.1 of the Governance Handbook - Governance Procedures)

**a) Relationships and Sex Education - DfE - February 2019 (A&M)**

**The Role of the Governor in the Statutory Implementation of Relationships (and Sex) Education and Health Education**

In July 2018 the Department for Education published the draft guidance for Statutory Relationships Education (Primary Schools), Relationships and Sex Education (Secondary Schools) and Health Education (all schools). Following the consultation phase the final guidance was published in February 2019. Schools are expected to start teaching these subjects from September 2020 and therefore need to plan and prepare over the next 4 terms. In addition, it is worth noting that from September 2019 the Ofsted Inspection framework will change and Personal Development will be one of the key judgements. Provision in Relationships (and Sex) Education and Health Education will be a key part of a school's evidence in this area and it would therefore be beneficial to begin teaching the new curriculum from September 2019.

As governors, you have a role to play in supporting this preparation and development. On the day the guidance was published, there was wide spread coverage in the media, some of which may have caused alarm to parents and carers about what their children will be taught. The main concerns arise from misconceptions about how the topics will be taught in an appropriate way for the age and understanding of the children and young people. Governors alongside head teachers can help to inform parents about the approach the school will be taking and reassure them that the content of lessons will be carefully planned and delivered to meet the needs of the children and young people. The guidance includes a number of points for governors to be aware of, these are set out below (in bold) with some key questions for you to ask in your school.

**All pupils make progress in achieving the expected educational outcomes**

Is there a planned programme in place which includes clear learning outcomes?  
Does this build on pupil's existing knowledge, skills and attitudes?

**The subjects are well led, effectively managed and well planned**

Is there a subject co-ordinator in place who has sufficient knowledge and experience in these areas?  
Has the subject co-ordinator had recent high-quality professional development?

**The quality of provision is subject to regular and effective self-evaluation**

Are these subjects evaluated in line with other subjects e.g. monitoring of planning, learning walks and lesson observations?  
How are pupils asked for their opinions on these subjects and how is this information used?

**Teaching is delivered in ways that are accessible to all pupils with SEND**

Are pupils with SEND able to access learning in these lessons in line with their peers?  
Are the particular needs of SEND pupils taken into account when planning lessons? e.g. they may be more vulnerable than others due to their additional needs

**Clear information is provided for parents on the subject content and the right to request that their child is withdrawn**

Is the school policy up to date and easily available for all parents to access?  
Is there a system for regularly communicating with parents what their children will be learning about in these subjects?

**The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.**

Is sufficient time given to the subjects? e.g. timetabled lessons, off timetable days to enhance learning, cross curricular approaches and learning in other areas of school life.  
Are resources used age appropriate and up to date to ensure they engage pupils in learning?

**Does the programme of professional development enhance teaching and learning in these areas?**

Over the coming months Entrust will be offering a range of support for schools on these subject areas. We are also able to support schools through consultation and training. Our recently launched Ways to Wellbeing award provides a comprehensive approach to auditing and improving provision in all areas of health and wellbeing. For more information please contact [BHWB@entrust-ed.co.uk](mailto:BHWB@entrust-ed.co.uk)

In February 2019 the DfE published its response to the consultation over the new Relationships and Sex Education statutory guidance. 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.

Every school from Sept 2020 will be required to deliver statutory relationships and health education to their pupils that well-equips them for the challenges they will face during adulthood. Primary schools can also choose to deliver optional sex education to pupils, which is in addition to what is taught through the science national curriculum.

The DfE has confirmed that pupils will be allowed to request sex education lessons three terms before their 16<sup>th</sup> birthday - until then, parents retain the right to withdraw their children from sex education.

In an announcement in March 2019, Education Secretary Damian Hinds acknowledged that there are "understandable and legitimate" areas of concern, but he told MPs that the department has upheld parents' right to request that their children do not receive sex education. Mr Hinds said: "The schools should respect the parents' request to withdraw the child - except in exceptional circumstances - up to and until three terms before the child reaches age 16.

"At that point if the child wishes to take part in sex education lessons, the headteacher should ensure they receive it in one of those terms."

The new RSE guidance says that schools must have a policy in place for meeting the government requirements.

**This policy needs to have due regard to legislation and statutory guidance including, but not limited to, the following:**

- Section *BOA* of the Education Act 2002
- Children and Social Work Act 2017
- [Draft regulations] The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- [Draft statutory guidance] DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2018) 'Keeping children safe in education'
- DfE (2015) 'National curriculum in England: science programmes of study'

**For the updated draft please follow this link:**

<https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education>

**ii) Governance-Statutory Requirements** Education (Everything in this section is included under Section 6.4 of the Governance Handbook - Education)

#### **a) Religious Education**

##### **i) Agreed Syllabus and Collective Worship Survey (M)**

Governors are asked to check if schools have undertaken the survey commissioned by the Standing Advisory Committee for Education (SACRE) that is available to schools through the E bag. This needs to be filled in as soon as possible and at the latest by May 24<sup>th</sup>, 2019.

**ii) Reminder of Statutory Duties (A&M)**

Religious Education (**RE**) is a statutory subject in all state-funded schools throughout the whole of a child's formal schooling (in each year group from 5-18 years). However, data from the DfE's workforce survey shows that 28% of schools are failing to allocate curriculum time for **RE** especially at KS 4.

All schools must comply with their legal expectations to provide **RE** for all.

**SACRE recommends any system of RE teaching where all students are being:**

- given their entitlement to receive high quality RE
- taught by trained and experienced **RE** teachers
- given enough time to fulfil the legal expectations and/or the requirements set down by the examination awarding bodies.

Most Agreed Syllabi state that RE should be allocated a minimum of 5% of curriculum time. Exam bodies recommend 140 hours minimum for a GCSE course.

**b) Multiplication Tables Checks for Year 4 Pupils (MTC) (A&M)**

From the 2019/20 academic year onwards, schools in England will be required to administer an online multiplication tables check (MTC) to year 4 pupils.

A national voluntary pilot will take place between 10 June and 28 June 2019. Schools can use this to familiarise themselves with the check before it becomes statutory in June 2020. The [national curriculum](#) specifies that pupils should be taught to recall the multiplication tables up to and including 12 x 12 by the end of year 4.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools will have a 3-week window to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time

**Follow these links for more information:**

<https://www.gov.uk/guidance/multiplication-tables-check-development-process>

<https://www.gov.uk/government/publications/multiplication-tables-check-assessment-framework>

**Questions for governors to ask.**

Is your school aiming to take part in the pilot study?

Will parents be informed?

What impact will this have on the school?

### **c) Reception Baseline Assessment (RBA) (A&M)**

A statutory Reception baseline assessment (RBA) will be introduced from Autumn 2020.

#### **Why is the RBA being introduced?**

Currently, schools administer a test 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.

#### **What will happen to existing KS1 assessments?**

The existing KS1 national curriculum tests 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.

#### **How will the RBA be conducted?**

- It 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.
- Does not need to be prepared for by pupils - in most cases, 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 form 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.

## **Development Timeline**

The National Foundation for Educational Research (NFER) has been contracted by the STA to develop and deliver the RBA - this includes the trial and pilot phases in the first two years of statutory delivery.

### **The development timeline for the assessment is as follows:**

- 1 March - 5 April 2019 Pilot recruitment window
- September 2019 Large-scale voluntary pilot
- September 2020 Scheduled roll out as statutory assessment
- September 2023 KS1 assessment becomes non-statutory
- September 2027 First progress scores published

State-funded schools with a Reception cohort can participate in the voluntary pilot of the RBA starting in September 2019 - the NFER will contact schools on 1 March 2019 with information about how to sign up.

### **Please follow this link for more information:**

<https://www.gov.uk/government/publications/reception-baseline-assessment-framework>

## **Questions for Governors**

- What preparations are we making to address the requirements of the RBA?
- Are there plans to take part in the pilot?
- What impact will the RBA have on your school?

### **d) Music Education (A&M)**

## **Secondary Music Curriculum Advice**

Successful schools and Music departments often go hand-in-hand and research shows that a broad, balanced and well-taught Music curriculum can make a good school outstanding.

The North-West Midlands Music Education Hub has appointed two curriculum consultants who are able to offer advice to Senior Leaders and Music Teachers to support colleagues to ensure the best curriculum offer. All schools and academies with secondary age children will be entitled to one free half day visit per year and this could include:

- Guidance on the placing of music within a school's curriculum offer
- Guidance and support to Senior Leaders and link governors for the quality assurance of music teaching, and/or visiting instrumental teachers
- Working with music leaders and music teachers to:
  - Support the leadership and management of music provision
  - Review the KS3 curriculum with a focus on planning for progression and/or assessment
  - Discuss KS4 and 5 pathways
  - Support the assessment of examination coursework
  - Develop effective transition arrangements from Years 6-7

In addition, a support visit is offered to music NQTs and recently qualified teachers. More extended work can be arranged by negotiation and this could include a departmental review, extended mentoring, collaborative teaching of a particular aspect, supporting the appointment of staff or quality assurance of teaching.

If you wish to take advantage of the support that can be offered, please contact [musicservice@entrust-ed.co.uk](mailto:musicservice@entrust-ed.co.uk)

**Initial questions that governors should ask:**

- What value do we place on music in our school?
- Do our values recognise that a broad and balanced curriculum offer, and effective music provision, can benefit every child through:
  - The development of thinking skills, decision making skills, co-ordination, self-esteem and confidence, self-expression, self-discipline and team work skills. This in turn supports overall performance and raises academic achievement
  - Contributing to a positive ethos and high standards
  - Enhancement and further development of the social, moral, spiritual and cultural life of the school
  - Raising the profile of the school in both the local and wider community
  - Giving pupils a lifelong love and interest in Music and a wider range of career possibilities

**Further questions to ask about your music provision in schools:**

- Does the music curriculum offer pupils sustained musical experiences which are essential to secure good musical progress?
- Does the curriculum show musical progression as well as breadth of experience?
  - -Is it planned to identify the landmarks of musical understanding?
- Does assessment focus on the musical quality of the work?
  - -Are recordings made and stored to demonstrate progress?
- Is teaching conducted through the language of music or is it over dependent on teacher talk?
- Is there a diet of singing in the curriculum, and does it focus on improving the quality?
- Is ICT used to support musical development or is the focus purely on manipulating the equipment?
- Are external partners held robustly to account?
- Do you have strategies in place to increase participation of underrepresented groups? (e.g. boys, PP, SEN LAC etc)

**e) Safeguarding Updates (A&M)**

**(Everything in this section is included under Section 6.7 of the Governance Handbook on Compliance - Safeguarding and Pupil Welfare)**

Safeguarding continues to have a raised profile with Ofsted. It is apparent that governing boards are becoming more conversant with checking for compliance, but there are still some schools who continue to be unaware of the 2018 changes.

Please check your school website and school documentation to ensure you are following the most current statutory information such as:

**Keeping Children Safe in Education - New Statutory Guidance from September 2018  
Working together to Safeguard Children July 2018.**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

***i) Latest Craze-MOMO (A&M)***

March 2019 saw an explosion in the viral nature of the internet in sharing scary stuff. These scares are reminiscent of the chain letters from the analogue days of childhood, and the frightening rhymes that children used to tell each other to say in front of the mirror to call up the baddies. MOMO is a hoax. There is no evidence to say that any of the claims are true. The media response to these stories led to a worsening of the situation.

When parents panic, schools have to share the best sourced information possible. Schools should ensure that they use the best quality advice from organisations who have been involved in online safety for many years.

**Here are a few organisations that might be helpful:**

Online Safety Alerts - Think Before you Scare - Updated 2019 (Kent County Council/Rebecca Avery)

<https://www.theeducationpeople.org/blog/online-safety-alerts-think-before-you-scare-updated-2019>

Parents - scare or prepare? (London Grid for Learning)

<https://safefblog.lgfl.net/2018/11/parents-scare-or-prepare/>

Using External Visitors to Support Online Safety Education (UKCCIS)

<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

**Questions for Governors:**

- Has the school updated associated policies, including policies that reference KCSIE, to reflect any new requirements?
- Has the school ensured that governors are appropriately trained to allow at least one person conducting an interview to have completed safer recruitment training?
- Does the Designated Safeguarding Lead (DSL) have the details of their LA personal advisor and liaises with them as necessary?
- Is the deputy DSL(s) trained to the same standards as the DSL and the role is included in their job description? This training should include online safety.

***ii) Peer-on-Peer Abuse toolkit (Farrer & Co) (A&M)***

When Peer-on-Peer abuse was first raised as an issue, lawyers Farrer & Co, created a very thorough toolkit for schools which has now been updated and deserves a place on any DSL's (virtual) bookshelf.

The guidance has been written by Dr Carlene Firmin from the Contextual Safeguarding Unit, and other experts including: Professor Andy Phippen, Dr Jonty Clark OBE, Judith Azzopardi, Cathy Wood, Julie Dugdale, Dr Jenny Lloyd, and Katie Rigg.

**Download the toolkit here:**

[https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/farrer--co-safeguarding-peer-on-peer-abuse-toolkit-2019.pdf?mc\\_cid=425f4cf47b&mc\\_eid=115444ed36](https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/farrer--co-safeguarding-peer-on-peer-abuse-toolkit-2019.pdf?mc_cid=425f4cf47b&mc_eid=115444ed36)

**f) Staffordshire Virtual School for Looked After Children (A&M)**

Is your school attachment aware and trauma informed?

The new statutory guidance for Designated Teachers 2018 highlights the importance that the designated teacher and school staff "understand the impact trauma, attachment disorder and other mental health issues can have on looked-after and previously looked-after children and their ability to engage in learning .....and other school staff are aware that these issues will continue to affect previously looked-after children, and that the school will need to continue to respond appropriately to their needs"

One of our top priorities for the Virtual School this year is to promote how important it is that our education partners have an understanding of attachment and trauma and how it can impact on education of looked after children.

There is so much more research around the different types of attachment disorder and a much better understanding of the strategies and tools that can be used in the classroom to support children who have had poor experiences growing up. The good news now is that all new teachers will now be taught about attachment and trauma and will be armed with a range of tools and techniques to support some of the most vulnerable children in the classroom as a part of their initial teacher training.

However, there are staff in schools who have not had the benefit of this growing body of knowledge and it is really important that all school staff are equipped with the most up to date information. There should be at least one governor with responsibility for Looked After and Previously Looked After Children who have an understanding of the impact of attachment and trauma on education.

Staffordshire Virtual School have worked with Summit Psychology and a range of colleagues from social care, foster carers, schools in the county and experts in the field of attachment across the county to develop the **Staffordshire Attachment Aware and Trauma Informed Self-Assessment Toolkit for Schools. This is now available free of charge for school leadership teams to review their practice.** The Virtual School is happy to explore options to support training for schools that have identified areas of development following completion of the assessment.

As a governor you could check if your school has accessed or are planning to access the self-assessment toolkit and training. The assessment will cover areas including core knowledge, leadership, systems, applied practice and policy.

For more information on the Self-Assessment Toolkit please contact the Virtual School

Contact Details Sarah Rivers, Headteacher for the Virtual School for Looked After Children Email: [virtual.school@staffordshire.gov.uk](mailto:virtual.school@staffordshire.gov.uk)

**g) SEND-Councils Give Evidence in Education Select Committee (A&M)**

The ongoing Commons Education Select Committee's inquiry into Special educational needs and disabilities funding (SEND) heard from local authorities (LA) in Spring 2019. It has been suggested that LA's face a conflict of interest in regarding SEND spending, as they are responsible for both drawing up education, health, and care plans (EHCP), and funding this provision. With LAs facing increased demands for services, and also managing spending cuts, there have been cases where LAs alter EHCP plans to suit their funding needs, with a recent case being ruled 'unlawful' by a judicial review.

Council leaders defended their decision to continue to challenge families at tribunal over EHCP plans, at a cost of over £100 million. Suggesting that tribunals are necessary when councils reach the end of negotiation with families, despite the low rates of success for cases heard at tribunal.

**h) SEND Transformation Update for Governors February 2019 (A&M)**

As you will be aware, Staffordshire recently received a report following an inspection of the SEND provision in the Local Area completed by Ofsted and CQC. The report is clear on where the future focus needs to be. It also recognises the promising signs of improvement in Leek and South Staffordshire where trials into a better way of working have begun, especially relating to improving inclusion for children in Staffordshire.

The inspection recognised that the models in South Staffordshire and Leek appear to be having a positive impact on the identification of pupils' needs and the subsequent support they receive. In order to develop these models across the county, there needs to be a strengthening of the partnership working between parents, carers, health and care provider, educational settings and the local authority.

Governing boards have a critical role to play in this.

The county council and Staffordshire's Clinical Commissioning Groups have been working with professionals and local families to draft and submit a joint statement of action to return to Ofsted by April 2019.

This, alongside a revised SEND Strategy, which will take account of the feedback received during recent consultation, will galvanise efforts to work together and go further and faster with improving the system of support.

Whilst the recent Ofsted report is not the outcome Staffordshire aspires to or wants, it will use it as an opportunity to make positive improvements for families with the urgency that is required.

It is extremely important that all GBs across Staffordshire are fully aware of the work taking place to adapt or reinforce provision and processes to support children and young people identified with Special Educational Needs and/or Disabilities (SEND).

**SEND Transformation's Vision (A&M)**

The vision of the SEND Transformation programme is to ensure that all children and young people with Special Educational Needs and Disabilities (SEND) are able to reach their full potential. Ensuring that they receive the right support at the right time, with choice and control so that they are able to realise their aspirations and lead fulfilling lives in their local school, home and community.

**Please refer to Appendix 4 on page 44 for further details**

**i) Pupil Well-Being (Everything in this section is included under Section 6.8 of the Governance Handbook - Pupil Wellbeing)**

**a) Mental Health Awareness Training (A&M)**

2 Day Mental Health First Aid	10 and 11 July 2019	Entrust, The Riverway Centre, Stafford, ST16 3BT	£350
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**Inset or twilight sessions**

**We are also currently delivering inset or twilight sessions on the following topics:**

- HR for Governors
- Mental Health Awareness
- Managing Absence at Work
- Managing Employee Relations

To make a booking, enquire about a course or inset session or discuss your bespoke training requirements email [entrusthreservices@entrust-ed.co.uk](mailto:entrusthreservices@entrust-ed.co.uk) or ring **0345 307 3436**

**b) Coping with Exam Stress(A&M)**

Ofqual has released new guidance for pupils on coping with exam stress, in partnership with Liverpool John Moores University. The guide explains that exam stress "is not necessarily a bad thing" as it can be a "great motivator" helping pupils find the "'get up and go' they need to succeed"; however, it does recognise that when exam pressures become overwhelming, stress can also be a "bad thing".

Ofqual has also launched a series of biogs for teachers on supporting pupils with test anxiety and how to help reduce this through individual and group-based interventions.

**For further information follow this link:**

<https://ofqual.blog.gov.uk/2019/03/01/understanding-test-anxiety/>

**c) Education Secretary's Vision for Character and Resilience (A&M)**

In February 2019 Damian Hinds set out his view that character and resilience are as important as academic achievement. He announced plans for an audit of the availability of out of school activities across the country; a call on businesses and charities to offer more work experience and to develop a new framework to support teachers in helping pupils to develop character.

He laid out five *Foundations for Building Character*, being: sport, creativity, performing, volunteering and membership and world of work, pledging to work with schools and external organisations to help every child access activities in each of these areas.

**For full details of the speech, please follow this link:**

<https://www.gov.uk/government/news/education-secretary-sets-out-vision-for-character-and-resilience>

**d) Resources for Children with Learning Disabilities A&M)**

The NSPCC, in partnership with Elanor Stannage and Connecting Youth Culture, have developed a series of films and supporting resources to help young people with learning disabilities learn about relationships and staying safe. 'Love. Life.', aimed at 11- to 25-year-olds, enables adults to start conversations with young people about: feelings, privacy and boundaries, friendships, different kinds of love and online safety.

**Source: NSPCC Learning: Love life: resources for young people with learning disabilities**

<https://learning.nspcc.org.uk/research-resources/schools/love-life/>

**Information Sharing**

**(Section 6.14 of the Governance Handbook - Information Sharing)**

**DfE National Teaching Jobs Portal (A&M)**

The Education Secretary Damian Hinds has launched a clampdown on agencies charging schools "excessive" fees to recruit staff and advertise vacancies, in a drive to help save money and enable teachers to focus on what matters in the classroom. To help combat costs associated with recruitment, the Secretary of State has announced a free website has been launched to advertise vacancies, which currently costs schools up to £75 million a year. This website will include part-time roles and job shares to help keep experienced teachers working in the classroom and make schools attractive 21st Century workplaces.

Follow this link to start the process:

<https://www.gov.uk/guidance/list-a-teaching-job-at-your-school-on-teaching-vacancies>

## 9. Evaluation (Section 7 of the Governance Handbook)

### a) Self-Evaluation of Boards Effectiveness (A&M)

The summer term is a good time for governing boards (GBs) to reflect on their own effectiveness and to evaluate what impact they have had on a trust or school. The key question ultimately is, perhaps, have we made a positive difference, or is the school / organisation doing well despite us?

The Governance Handbook (January 2017) makes it clear that "boards should regularly evaluate their own effectiveness" and that for maintained schools, "the chair has a particular responsibility for ensuring the effective functioning of the board."

**There is one additional item on the FGB agenda this term which states:**

*Impact of discussions during the meeting on pupil outcomes.*

This agenda item should help you start to evaluate the meeting and its impact. Please minute your responses.

**The Governance Handbook notes the following activities as being activities governing boards should carry out 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 APPG: "Twenty questions every governing board should ask itself" and / or "21 questions every MAT board should ask itself". (See appendix for details).
- Asking an external body to carry out an external review of governance (this is sometimes required by Ofsted following a less than good report, but organisations are encouraged to do this anyway from time to time).

Note that new academy trusts producing accounts for the first time must give details of what they have done in their first year to review and develop their governance structure and the composition of the board of trustees.

Having reviewed your effectiveness, the next thing to develop is a plan to address any weaknesses or gaps 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 though, 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.

Although there is no statutory requirement to self-reflect (other than for new MATs), if you feel like throwing your hands up in the air and shouting, "but we've got too much to do already," then you are probably doing things you don't need to. To quote John Harvey Jones, former chair of ICI, "if you are doing things the same way as two years ago, you are almost certainly doing things wrong."

**Please refer to Appendix 5 on pages 47 - 49 for examples of review documents**

**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?

**b) Ethical Leadership Framework (A&M)**

Following the report of the Ethical Leadership Commission earlier in the year, the Framework for Ethical Leadership in Education sets out the personal characteristics or virtues leaders should show:

**Trust:** Leaders are trustworthy and reliable

We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

**Wisdom:** Leaders use experience, knowledge and insight

We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

**Kindness:** Leaders demonstrate respect, generosity of spirit, understanding and good temper. We give difficult messages humanely where conflict is unavoidable.

**Justice:** Leaders are fair and work for the good of all children

We seek to enable all young people to lead useful, happy and fulfilling lives.

**Service:** Leaders are conscientious and dutiful

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

**Courage:** Leaders work courageously in the best interests of children and young people

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

**Optimism:** Leaders are positive and encouraging

Despite difficulties and pressures, we are developing excellent education to change the world for the better.

Governors might like to reflect on their own leadership and how these qualities could be further developed in a governance context as a self-review exercise.

### **c) The Education Endowment Foundation (EEF) Guide to Becoming an Evidence Informed School Governor/Trustee (A&M)**

School governors and trustees play a crucial role in improving school performance by providing support and challenge to the headteacher and their leadership team. It is essential, therefore, that you can access and use the best available evidence-based resources.

This can sometimes be difficult. Many governors and trustees are short on time and do not have a background in teaching. It can also be hard to know where to find jargon-free and trustworthy information.

In March 2019 the EEF published a comprehensive guide to becoming an evidence informed GB. If you follow this guidance you will be an effective GB.

You could use these 10 top tips to evaluate your current knowledge and practice. You could share out the 10 tips amongst 10 governors over the coming year and receive reports to support the whole GB.

#### **Here are the top 10 tips, based on this report:**

1. **Know your school's attainment gaps.** Find out which groups of pupils in your school the data suggest need particular support. Ask your school for its gap data from Analyse School Performance (ASP). Check your school has an action plan to improve overall attainment while also closing its gaps.
2. **Benchmark your school against other, similar schools.** The EEF's Families of Schools database <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database> can provide you with a useful picture of how well your school is performing compared with a 'family' of 50 schools with pupils with similar characteristics. Request an item on the agenda of your board's meeting for the head to talk through your school's profile.
3. **Understand the evidence of 'what works' to improve teaching and learning.** Evidence can help schools spend smarter, learn from the experiences of others, and focus efforts on things which are likely to have the greatest impact. The EEF's Teaching and Learning Toolkit - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit> offers an accessible overview of the international evidence on teaching 5-16 year-olds. Ask your school's senior leaders if/how they are using it to inform the School Improvement Plan and Pupil Premium Strategy.
4. **Make closing the attainment gap a key part of your overall School Improvement Plan.** The Pupil Premium will represent a relatively small part of your school's overall budget. It is crucial, therefore, that if your school wants both to raise attainment for all and to close the gap for disadvantaged pupils it focuses its resources (not just the Pupil Premium) on well-evidenced ways of improving teaching. EEF guidance reports, which offer clear and actionable recommendations on a range of key issues based on the best available evidence, are a good starting point.
5. **Take the lead in signing off your school's Pupil Premium strategy.** Support - and challenge - your senior leadership team to ensure your school's Pupil Premium funding is being spent in evidence-informed ways. It is recommended that the largest proportion of spending is focused on improving the quality of teaching, followed by targeted support (including for high-attaining Pupil Premium-eligible students) and whole-school strategies which support learning (eg, to improve pupil attendance and behaviour). Make sure you are taking strategic responsibility for monitoring the impact of Pupil Premium spending on pupil progress, including agreeing measures of success at the outset.
6. **Invest first in the quality of teaching at your school.** High-quality teaching is a powerful driver of educational equity. Governing boards have a key role to play. Ask for a discussion of your school's recruitment and retention success. Ask to see your school's programme for professional development: is it clearly linked to the School Improvement Plan with the purpose of improving pupil learning?

7. **Then think hard about what additional targeted support is needed.** While high-quality teaching is the priority, there undoubtedly remains a place for targeted support, particularly for those pupils who are struggling. Ensure your senior leadership team carefully monitors the impact of new programmes or approaches put in place, whether developed internally or bought externally, to check what impact they are having.
8. **Before you buy in a programme, read this!** Schools are right to think hard before spending their limited funds buying in programmes which make great claims about their impact on pupil outcomes. In our experience, most programmes are no better than what schools are already doing: around 1-in-4 EEF trials show enough promise for us to re-invest in. Check out the list of *Promising Projects*, or the Institute for Effective Education's Evidence4Impact website, to see if there's an available programme which might help address your school's gaps.
9. **Support effective implementation of new teaching and learning strategies in your school.** Implementation is what schools do to improve and to change and be more effective. Governing boards have an important role to play, including fostering a healthy leadership environment in which staff feel trusted to try new things and make mistakes, safe in the knowledge that they will be supported with high-quality resources, training, and encouragement to try again and keep improving. The EEF guidance report, *Putting Evidence to Work: A School's Guide to Implementation*, can support this process.
10. **Think carefully about what your school should stop doing.** It is tempting when you identify an area for school improvement to think only about what new initiative is needed to solve the problem. However, it is important to make space for additional programmes by considering very carefully what you should stop doing. Otherwise you risk spending money and effort unnecessarily, adding to your budget and workload worries.

Please follow this link for further information:

<https://educationendowmentfoundation.org.uk/tools/governors-guidance>

## 10. Other Information

### a) Ofsted - New Education Inspection Framework (EIF) (A&M)

In January 2019 Ofsted produced draft documentation for consultation on the new Education Inspection Framework (EIF) and Handbook for September 2019. The consultation closed at the beginning of April but, at the time of writing, no announcement had been made over the date of final publication.

the following points were noted in the draft documents, which are obviously subject to change. A full list of "what inspectors will consider when making judgements" is included in **Appendix 7 on page 50**

**The proposal is to move to the following four judgement areas:**

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

'Outcomes', previously a separate judgement, is now included in the 'Quality of education' judgement. It has been widely reported that Ofsted have said they feel too much emphasis has been placed on headline data outcomes, but these proposals will not actually reduce the emphasis on data. Ofsted have also said that they won't look at internal school data, preferring to make judgements on pupil progress by looking at books.

The previous, personal development, behaviour and welfare judgement has now been split in two.

Amanda Spielman, HMCI, is determined that the draft inspection framework and handbooks are backed up by research evidence. Some of this is their own, some is from academic research, some from the Education Endowment Foundation and some from DfE. Alongside the draft framework, Ofsted produced an "Evidence report summary" to explain their thinking. The following sums up some of their conclusions

### **b) Ofsted Evidence Report Summary-January 2019 (A&M)**

#### **Quality of Education**

**The Quality of Education judgement has been split into three sections:**

- Intent
- Implementation
- Impact- this is about the whole curriculum - including English and mathematics.

**Ofsted are clear that there is a no one-size fits all approach to curriculum design and noted currently schools taking three different approaches to curriculum design:**

- a knowledge rich curriculum,
- a knowledge engaged curriculum
- a skills led curriculum.

**The research summary suggests the following key points:**

- the best curricular stressed local needs and context,
- they were regularly reviewed
- leadership of the curriculum was distributed, to ensure that it was sustainable.
- emphasis on teacher knowledge - including e.g. in Early Years, a specific knowledge of children's physical and mental development, communication and learning and teaching in specific subjects and areas of development.

**They note that effective teaching is likely to be maximised when teachers actively present material and structure it by:**

- providing overviews and/or reviews of objectives
- outlining the content to be covered and signalling transitions between different parts of the lesson
- calling attention to main ideas
- reviewing main ideas

They are keen to point out, however, that this does not mean that lessons need to follow a particular structure or sequence and that teachers actively presenting material, does not suggest they want to see teachers expounding in a lecture format.

Other points made are the need for teachers to use assessment well, noting that teaching is designed to help learners to remember in the long term.

The importance of reading is stressed and the framework points to evidence over the importance of phonics at the beginning of pupils' education, although they acknowledge that this isn't the only component of reading.

*"Effective evidence-based reading instruction has five essential components: phonemic awareness, phonics, fluency, vocabulary and comprehension - all of which matter providing phonemic awareness and decoding are acquired first."*

## Behaviour and Attitudes

Research here suggests that high expectations and creating a positive culture are the most important factors. Schools and teachers need to be careful that pupils' ethnic, gender and background characteristics should not change the expectations of them.

They have found that there is not one especially effective approach to behaviour management, but that consistency is vital, and policies need to be applied rigorously.

## Personal Development

In developing things such as pupils' self-belief, resilience and mental health, Ofsted have found that the most successful ways of doing this focus positively on well-being and promoting strengths and that it is a school climate which is the predominantly successful factor - e.g. positive relationships between pupils and teachers.

## Leadership and Management

Ofsted say that studies have shown that leadership is the most important school-level factor in most effectiveness studies, but this is not just about headteacher, it is about leaders at different levels being given autonomy to lead on subject curriculum within the shared vision and accountability framework.

**Having a clear and ambitious vision is vital**, indeed, leadership starts with vision. Leaders focusing on improving staff subject and pedagogical knowledge is important, characterised by hands on involvement with teaching and learning processes, and by leaders leading on pedagogy, curriculum and instruction rather than taking a more hands-off role and concentrating on administration.

**Professional development is essential.** The framework also notes the need for leaders to take into account work life balance and staff well-being.

Overall, themes coming through the whole evidence report suggest that having consistency and coherence are keys to a successful school.

### Link to draft inspection framework:

<https://www.gov.uk/government/publications/education-inspection-framework-draft-for-consultation>

### The full evidence report summary can be found here:

<https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research>

You may also be interested to note that the evidence report references the following Education Endowment reports noted in Governor Information Packs over the last 12 months:

- Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

- Education Endowment Foundation Early Years Toolkit',\_

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/>

- Putting Evidence to Work: A Schools Guide to Implementation,

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

### **c) Draft Ofsted Inspection Handbook-Governance (A&M)**

Regarding governance, the draft inspection handbook tries to make it clearer how the effectiveness of governance will be reviewed in multi-academy trusts, recognising that it is the **trust board** that has the overall responsibility. Inspectors should now "establish clearly which powers reside with the trustees, which reside with the leaders of the MAT and which reside locally and ensure that their inspection activities reflect this. They should also reflect this clearly in their inspection report."

It notes that "the 'school governance handbook' sets out the purpose of governance, which is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance."

It also sets out the three statutory functions of all boards, no matter what type of schools or how many schools they govern.

#### **These are the three core functions:**

- 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 performance management of staff
- overseeing the financial performance of the organisation and making sure that its money is well spent, including the pupil premium.

In addition, it points out that "those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example: under the Equalities Act 2010, and other duties; in relation to the 'Prevent' duty and safeguarding. Inspectors will explore how governors carry out this responsibility."

#### **In a recent publication the National Association of Headteachers (NAHT) noted the following points:**

1. The curriculum focus should be a good thing.
2. Test and performance remain just as important, but the weight of emphasis will remain to be seen. Ofsted say they will only look at headline data and not internal tracking... however, inspectors will ask schools to explain why they collect what they collect, what conclusions are drawn and how it informs curriculum and teaching.
3. There is a pause on full implementation. In the Autumn term inspectors will just focus on whether schools have a clear "intent".
4. This moves towards a near "no-notice" inspection. The proposal is that the lead inspector will call around 10am and then arrive in the afternoon for preparation to start the following day.
5. Short inspections will get longer. Section 8 inspections will double to two days
6. This is genuine consultation

NAHT also noted concern that, although the handbook is shorter, nothing has actually been taken out and much has been added in.

#### **Link to draft handbook:**

<https://www.gov.uk/government/publications/ofsted-inspection-handbooks-drafts-for-consultation>

**d) Sean Harford comments on Ofsted School Inspection Update 18 December 2018 (A&M)**

To help schools understand Ofsted's thinking behind their focus on the curriculum and what they have found out from their research, they have published several videos.

**If you are interested in finding out more follow this link:**

<https://www.youtube.com/playlist?list=PLLq-zBnUkspPXjODb3PJ4gCqNc2LvfhSh>

**Sean Harford comments on Ofsted School Inspection Update January 2019 (A&M)**

The most recent School Inspection Update letter from Sean Harford, Ofsted's national director of education, sets out the rationale for the new inspection framework. Noting that the current accountability system is overdependent on performance data, that schools spend too much time, work and energy on preparing for everything Ofsted might want to see.

He explains the oversight of the curriculum being about *intent, implementation and impact* and the importance of embedding pupils' learning in their long-term memory, which is not about memorising disconnected facts.

He explains how inspectors will address inappropriate practice in schools, such as: curriculum narrowing, gaming the system, off-rolling, considering staff workload and a burdensome use of assessment.

**Links to all School Inspection Updates for this academic year can be found here:**

<https://www.gov.uk/government/publications/school-inspection-update-academic-year-2018-to-2019>

# Appendices

## Appendix 1

### Information on new SLAs and GovernorHub

#### Annual Support Packages

Our annual support packages will continue to offer the three levels of support that you are used to, but we have made some changes to help you achieve best value.

To reduce our impact on the environment and work in a more efficient way, all packs will be electronic and can be downloaded from GovernorSpace Plus.

If you currently purchase the Silver or Gold level of support, you will now be able to benefit from annual Governorhub membership at **no additional cost**, to allow you to manage the administration of your governing board. If you are purchasing Silver or Gold, you do not need to also purchase GovernorHub.

Package Type	Staying the Same	No Longer Included	New Additions	Old Price	New Price
<b>Bronze</b>	Advice and guidance Termly information Chairs briefing Clerks briefing	Paper GIPs (apart from at the briefing) these will not be posted out in the red bags	Access to recorded training at no extra cost from GovernorSpace Plus Electronic only GIP	£579	£499
<b>Silver</b>	As above+ Clerking for 3 meetings	Paper GIPs (apart from at the briefing) these will not be posted out in the red bags	Access to recorded training at no extra cost from GovernorSpace Plus Annual subscription to GovernorHub Electronic only GIP	£1049	£999
<b>Gold</b>	As Silver	Paper GIPs (apart from at the briefing) these will not be posted out in the red bags Paper call outs	Access to recorded training at no extra cost from GovernorSpace Plus Annual subscription to GovernorHub Call outs managed via GovernorHub Electronic only GIP	£1419	£1412

There are also 2 new packages for schools who wish to purchase clerking only:

Professional Clerking Package	£790	A professional clerk for 3 meetings and annual membership with GovernorHub.
Professional Clerking Package Plus	£920	A professional clerk for 3 meetings and annual membership with GovernorHub. With the addition of administration support, including electronic distribution of paperwork.

## Governor Services package FAQs

- Which package should I buy to get the equivalent level of support this year?

This table should help:

Previous Package	Equivalent Package
Bronze	GovernorSpace Plus <b>Bronze</b>
Silver	GovernorSpace Plus <b>Silver</b>
Gold	GovernorSpace Plus <b>Gold</b>

- How do I get GovernorHub?

For Silver and Gold packages, you will get GovernorHub at no extra cost. You do not need to purchase it separately as it is automatically included.

- I am a Bronze customer. How can I get GovernorHub?

You can purchase this for £250

- Can I try GovernorHub?

Yes! Go to [www.governorhub.com](http://www.governorhub.com) to sign up for a free trial. This will then be extended so that you can have full access without interruption from now until the end of your SLA.

- Who will input the school details into GovernorHub?

If we have the information for your school in our current database, we are planning a transfer of information. I will be able to confirm timelines in April.

- Who is responsible for maintaining the information in GovernorHub?

For Silver schools, the school administration staff will be responsible for maintaining the records. For Gold schools, Governor Services will complete this task.

- What is GovernorSpace Plus?

This is the name of our online portal where you can access the electronic resources and additional recorded training that is now included in your packages.

- How do I access GovernorSpace Plus?

Existing GovernorSpace users will not need to do anything. We will activate your access to the 'Plus' area when you purchase your SLA. New users will need to register by visiting [www.governorspace.co.uk](http://www.governorspace.co.uk)

- Do I need to sign onto GovernorHub and GovernorSpace plus separately?

At the moment you will need to log on to the sites separately. We are hoping to organise single sign on in the future.

- What help is available to me while I am getting used to the new systems?

GovernorHub has its own IT helpdesk that you are welcome to use. Our BSU team will also be trained to use the system and will be able to support you with simple queries.



## Appendix 2

### Education and Skills Strategy: A Partnership Framework for Staffordshire

1. The **Education and Skills Strategy: partnership framework for Staffordshire** was published in **April**, with a vision that

*Every Staffordshire child receives the best possible education and is equipped with the learning, skills, aspirations and opportunities they need to continue lifelong learning and forge a successful career, with fulfilled healthy lives, as responsible adults.*

2. Whilst in, January 2019, OFSTED judged that 84% of schools in Staffordshire are good or outstanding, **overall outcomes for Staffordshire's young people remain below average**, particularly at Key Stage 4 and 5. There are very many examples of good practice, however, there is **too much variation between schools**.
3. There is now a complex mix of relationships and accountabilities which means that **no single institution can impose or affect significant, system-wide change on its own**. Whilst local authorities have a duty to champion better outcomes for children and young people they do not have the authority, responsibility or resources to determine outcomes.
4. In 2018, a group of representatives from across education and skills met to develop this partnership framework. During the period of consultation, 100 responses were received and **overwhelming support was given** to its vision and principles and establishment of a new strategic group.
5. The **strategic group will meet for the first time on 8 May** to start to identify the key priorities for Staffordshire with an aspiration to "align the combined resources of partners to focus on a small set of key priorities to support the delivery of our vision".
6. The partnership framework and short PowerPoint summary is available [here](#) and governing bodies (and governors) are asked to:
  - a) **give their support** to the vision and principles in the partnership framework;
  - b) **share and discuss** the framework within their trusts, federations, partnerships and networks, etc, as appropriate;
  - c) **note that information will be shared in the autumn** on the key priorities agreed and how governing bodies can make a difference.

[  
Helen Riley, Deputy Chief Executive and Director of Families and Communities  
February 2019

## Appendix 3

### Governor Training Schedule

All courses run from 6-8pm, unless stated otherwise in the 'date' column.

Course Title	Date	Venue	Booking Code	Cost (Plus VAT)
Clerk to School Governors Training - 2 day course	08/05/2019 (9:30-15:30) 05/06/2019 (9:30-15:30)	Entrust, The Riverway Centre, Stafford	GS-0519-T002	£450
Using Data for Governance	08/05/2019	Entrust, The Riverway Centre, Stafford	GS-0519-T003	£99
Developing Governor Skills	16/05/2019	Entrust, The Riverway Centre, Stafford	GS-0519-T001	£99
The role of Chair of Governors for Those New or Aspiring to the role	20/05/2019	Entrust, The Riverway Centre, Stafford	GS-0519-T005	£99
Welcome to Being a Governor - Part 1	21/05/2019	Newcastle Academy, Ostend Place, Newcastle Under Lyme	GS-0519-T006	£99
Governor Self-Evaluation	04/06/2019	Entrust, The Riverway Centre, Stafford	GS-0619-T002	£99
Welcome to Being a Governor - Part 1	06/06/2019	Entrust, The Riverway Centre, Stafford	GS-0619-T00?	£99
Welcome to Being a Governor - Part 1	17/06/2019	Codsall Community High School, Elliotts Lane, Wolverhampton	GS-0619-T008	£99
Welcome to Being a Governor - part 2	08/06/2019	Codsall Community High School, Elliotts Lane, Wolverhampton	GS-0619-T009	£99
Meeting Ofsted Expectations for Governors	13/06/2019	Entrust, The Riverway Centre, Stafford	GS-0619-T00 1	£99
Welcome to Being a Governor - part 2	19/06/2019	Newcastle Academy, Ostend Place, Newcastle Under Lyme	GS-0619-T010	£99

To make a booking on any of the courses listed, please use the Entrust website <http://entrust.education/> or call Entrust General Enquires on **0333 300 1900**.

### Finance Services Summer Term 2019

Course Title	Date	Venue	Course Code	Cost (Plus VAT)
Financial Implications of Becoming an Academy	05/06/2019 9:30 - 12:30	Entrust HQ, The Riverway Centre, Stafford, ST16 3TH	FS-0619-T001	£99
WEBINAR - School Finance vs Academy Finance - What are the differences	06/06/2019 15:45 - 16:45	NA	ISBL-0619-T002	£49.50

To make a booking on any of the courses listed, please use the Entrust website <http://entrust.education/> or call Entrust General Enquires on **0333 300 1900**

### Capita HR Services Summer Term 2019

Course Title	Date	Venue
2 Day Mental Health First Aid	10 <sup>th</sup> and 11 <sup>th</sup> July 2019	Entrust, The Riverway Centre, Stafford, ST16 3TH

To make a booking, or enquire about any of the Capita HR courses listed, email [entrusthrservices@entrust-ed.co.uk](mailto:entrusthrservices@entrust-ed.co.uk) or ring **0345 307 3436**

## **Appendix 4**

### **SEND Transformation Update for Governors**

#### **February 2019**

It is extremely important that all Governing Bodies across Staffordshire are fully aware of the work taking place to adapt or reinforce provision and processes to support children and young people identified with Special Educational Needs and/or Disabilities (SEND).

Details below refer to specific projects that some schools will be heavily involved in as part of the pilot scheme between January and July 2019. If your school is engaged already you may find it useful to support your senior leaders and SENCO by establishing what is being asked of them and then how they can provide constructive feedback to become an example of good practice.

The named SEND Governor can add strength to the success of the implementation of the graduated response guidance and the EHCP electronic HUB. Governors need to feel confident that their school is meeting the needs of SEND pupils in the best way possible. They need to support the SENCO and appropriate staff by ensuring that their work is in line with new Local Authority expectations from September 2019.

Governors will need to know how their school is involved in locality and district forums for discussion about meeting the needs of those with SEND. As HUBs/panels are established across Staffordshire it is crucial that schools understand how they can become part of the process at varying points and how they can determine change and developments not only at individually pupil level but at strategic level for their district and full county.

The SEND transformation project will have better chance of being embedded if Governors monitor, support and challenge to allow all to feel confident that the needs of SEND are being met to at least a good standard with all identified pupils reaching their full potential.

As you will be aware, Staffordshire recently received a report following an inspection of the SEND provision in the Local Area completed by Ofsted and CQC.

The report is clear on where we need to put our focus. It also recognises the promising signs of improvement in Leek and South Staffordshire where we have begun to trial a better way of working, especially relating to improving inclusion for children in Staffordshire.

The inspection recognised that the models in South Staffordshire and Leek appear to be having a positive impact on the identification of pupils' needs and the subsequent support they receive. In order to develop these models across the county, we need to strengthen partnership working between parents, carers, health and care provider, educational settings and the local authority. Governing bodies have a critical role to play in this.

The county council and Staffordshire's Clinical Commissioning Groups have been working with professionals and local families to draft and submit a joint statement of action to return to Ofsted by April 2019.

This, alongside a revised SEND Strategy which will take account of the feedback received during recent consultation, will galvanise our efforts to work together and go further and faster with improving the system of support.

Whilst the report this is not the outcome we aspire to or want, we will use it as an opportunity to make positive improvements for our families with the urgency that is required.

## SEND Transformation's Vision

The vision of the SEND Transformation programme is to ensure that all children and young people with Special Educational Needs and Disabilities (SEND) are able to reach their full potential. We want to ensure that they receive the right support at the right time, with choice and control so that they are able to realise their aspirations and lead fulfilling lives in their local school, home and community.

Wherever possible we want to reduce the need for escalation into higher tier services. However, when escalation is necessary, we want to ensure that the process is as streamlined as possible to ensure children receive the correct support quickly and efficiently.



## SEND Hub Prototypes

The SEND Transformation project has been testing new ways of working to help shape the new approach to supporting children with SEND.

The two HUBs based in **South Staffordshire** and **Leek** have focused on improving the SEND journey for children at statutory school age. The aim of the development activities has been to find different and innovative ways of working in partnership with each other and local agencies to improve the SEND support children receive in their area.

Both HUBs are continuously changing and developing as they progress through the prototype process. We hope that the learning gained through these prototypes will enable us to create an evaluation and a business case for proposals for the future in relation to ensuring that there are appropriate opportunities to address SEND at district level across the whole of Staffordshire.

Work is ongoing to look at the relationship between SEND HUBs and other local forums for discussion relating to vulnerable children and young people, such as the District Inclusion Panels. This includes establishing similarities and differences between the role of the SEND HUB Co-ordinator and the District Inclusion Officers.

## Graduated Response Guidance

The Local Authority is in the process of developing an electronic portal for schools regarding a graduated response to meeting the needs of SEND children and young people. 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.

A pilot scheme has been agreed between January and July 2019 in order to ensure that the portal will be fit for purpose and implemented in September 2019.

### **Education Health and Care Plan Online Hub - Pilot**

The EHCP online Hub is an innovative digital platform for families, professionals and education settings to engage, contribute and collaborate on Education, Health and Care (EHC) needs assessments, plans and reviews.

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 live pilot started in January 2019 using a small sample of cases and will continue to grow as a pilot up until July 2019. Following the pilot and district launch events, it is envisaged that it will go live in September 2019.

## Appendix 5

### Self-Evaluation Example 1

#### Twenty-One Questions for Multi-Academy Trusts

##### Key Questions a MAT Board Should Ask Itself

Three years ago we set out to encourage school governors to challenge themselves as the best governing boards already did, and in January 2015 the APPG published its second edition of the widely used 'Twenty questions every governing board should ask itself'. At the same time it was agreed that there needed to be a separate dedicated set of questions aimed at Multi-academy Trusts (MATs).

The main difference is the addition of a section on governance structures; MATs tend to have multiple layers of governance but their respective roles have not always been defined well. The structure of any organisation must be designed to enable the achievement of its core purpose - the core purpose of any school is to improve the outcomes for children and young people. Different MATs can and will have different structures - the key question for any MAT is whether the structure supports better outcomes for children and young people.

We are avoiding using the terms governor or local governing body, as all levels to whom the Board of Trustees delegate, whether at regional, cluster or at academy level, are committees of the Trust.

##### The questions are NOT attempting to:

- cover every aspect of effective governance,
- give the answers - these can only be obtained from reflecting honestly and fully on current practice in comparison with others,
- replace the guidance for Multi-academy Trusts provided by a range of organisations.

It is hoped that these questions will help MAT boards ensure that their governance structures are fit for purpose.

## 21 Questions Every Multi-Academy Trust Board Should Ask Itself

### Vision, Ethos and Strategy

1. Does the Trustee Board have a clear vision and strategic priorities for the next three to five years, to which all academies contribute and which is understood by each of its academies?
2. How effectively do these strategic priorities drive the governance structure, activities and agenda setting at all levels of the Trust?
3. What vision does the Trustee Board have for the size of the Trust and how does the strategy ensure that there is the capacity to support any additional academies well?

### Governance Structures

4. Is the structure of the Trust from its members to academy level governance conducive to effective working, ensuring check and balances but avoiding duplication at different levels, and delivering good two-way communications?
5. How does the Trustee Board ensure that its governance structure is clear, in keeping with its Articles of Association, and that those at regional, cluster and academy level understand their roles and responsibilities compared to those of the Trustee Board?
6. a) Does the Trustee Board have a scheme of delegation, is it published on its website and those of its academies, and does the scheme make clear where the following key governance functions are exercised:
  - Determining each individual academy's vision, ethos and strategic direction?
  - Recruiting each academy's Principal/Head of school?
  - Performance management of each academy's Principal/Head of school?
  - Determination of Human Resources policy and practice?
  - Oversight of each academy's budget?
  - Assessment of the risks for each academy?
- b) Is the principle of earned autonomy applied to individual academies or local clusters and if so, do all involved at all levels of governance within the MAT understand how?

### Trustee Board Effectiveness and Conduct

7. **Right skills:** Has the Trustee Board adopted a robust and transparent process for the recruitment both of trustees and those at local governance level, including role specifications, skills audits and interview panel to ensure those carrying out governance functions have the full range of experience, qualities and skills necessary to discharge all the Trustee Board's responsibilities?
8. **Clerking:** Does the Trustee Board have a professional clerk providing information and guidance on regulatory practice and procedures, including governance leadership to the committees and any academy level governance?
9. **Chair:** How does the Trustee Board ensure the chair shows strong and effective leadership?
10. **Trustee performance:** Does the chair carry out an annual review of each trustee's contribution to the Board's performance and ensure each trustee is investing in his/her own development?
11. **Succession planning:** Do we engage in good succession planning so that, in normal circumstances, no trustee serves for longer than two terms of office and the chair is replaced at least every six years?

12. **Conflicts of interest & conduct:** How does the Trustee Board ensure conflicts are avoided and that the Nolan principles of public life are adhered to?
13. **Learning from others:** Has the Trustee Board regularly reviewed its structures and practice, making use of other Boards' experiences and periodically seeking external expertise?

### **Engagement**

14. How does the Trustee Board listen to, understand and respond to pupils, parents, staff and local communities across all its academies?
15. What benefit do the academies within the Trust draw from collaboration with other schools and other sectors, including employers, locally and nationally; and how is the Trust involved in contributing to improving leadership and schools beyond its own academies?

### **Effective Accountability of the Executive Leadership**

16. How well does the Trustee Board understand its academies' performance data, and how do Trustees know that pupils in all their academies are making the best progress they can?
17. What mechanisms does the Trustee Board use to ensure there is a strong and effective executive leadership structure and personnel in place across the Trust with the right skills, clear line-management and reporting mechanisms?
18. How does the Trustee Board ensure senior leaders within academies are challenged to improve the education of pupils, and what intervention would be used if improvement is not progressing according to plan at an academy?
19. How does the Trustee Board ensure that the Trust's financial capability and management systems are robust to ensure compliance with the Academies Financial Handbook, best value for money and deliver the long-term strategy?
20. Do the compliance systems give assurance to the Trustee Board that the Trust is meeting its statutory and legal responsibilities?

### **Impact on outcomes for pupils**

21. How much have the academies improved over the last three years, and what has the Trustee Board's contribution been to this?

## Appendix 7

### Ofsted Draft Education Inspection Framework - Published January 2019 for consultation

#### What inspectors will consider when making judgements

##### Quality of education

Inspectors will make a judgement on the quality of education by evaluating the extent to which:

##### Intent

- leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical - for example, for some learners with high levels of special educational needs and/or disabilities - their curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

##### Implementation

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select - in a way that does not create unnecessary workload for staff - reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

## **Impact**

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations which meet government expectations, or in the qualifications obtained
- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of
- study. They read widely and often, with fluency and comprehension.

## **Behaviour and Attitudes**

### **Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:**

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements v learners have high attendance and are punctual
- relationships among learners and staff reflect a positive and respectful culture. Learners feel safe and do not experience bullying or discrimination

## **Personal Development**

### **Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:**

- the curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character - including their resilience, confidence and independence - and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

## **Leadership and Management**

### **Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:**

- leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice
- leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time
- leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling 16
- leaders engage effectively with learners and others in their community, including - where relevant - parents, carers, employers and local services v leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff including their workload
- leaders protect their staff from bullying and harassment

- those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training
- those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding
- the provider has a culture of safeguarding that facilitates effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.
- **Inspectors will always report on whether or not arrangements for safeguarding learners are**

## Appendix 6 - Self Evaluation Example 2

### Twenty Questions Every Governing Board Should Ask Itself<

Question	RAG Rating^	What needs to be done to improve further? How? When? By Whom?
<b>Right skills: Do we have the right skills on the governing board?</b>		
1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview?		
<b>Effectiveness: Are we as effective as we could be?</b>		
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?		

Question	RAG Rating\A	What needs to be done to improve further? How? When? By Whom?
5. How do we make use of good practice from across the country?		
<b>Role of the chair: Does our chair show strong and effective leadership?</b>		
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?		
<b>Strategy: Does the school have a clear vision and strategic priorities?</b>		
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?		

<p>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?</p>		
<p>11. How effectively does our strategic planning cycle drive the governing board's activities and agenda setting?</p>		
<p><b>Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?</b></p>		
<p>12. How well do we listen to, understand and respond to our pupils, parents and staff?</p>		
<p>13. How do we make regular reports on the work of the governing board to our parents and local community?</p>		
<p>14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?</p>		

<b>Accountability of the executive: Do we hold the school leaders to account?</b>		
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?		
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?		
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\*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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