Chairs Briefing
School funding: revised national funding formula

The Secretary of State for Education Justine Greening has announced details of the new national funding formula for schools. This follows July’s announcement of £1.3 billion additional funding for the core schools budget in each of the next two years.

Key points include:

- funding will be distributed via local authorities for both of the next two years
- the DfE’s formula will provide for secondary schools to receive a minimum of £4,600 per pupil in 2018/19 and £4,800 per pupil in 2019/20, while primary schools will receive £3,300 per pupil in 2018/19 and £3,500 in 2019/20
- every school will receive a £110,000 lump sum and an additional £26 million will be allocated to rural and isolated schools
- every school will see a minimum cash increase of 1% by 2019-20 and many schools will see larger increases
- For the next two years, provide for up to 3% gains per pupil for underfunded schools and local authorities, and a 0.5% a year cash increase for every school and local authority
- an increased emphasis in the formula on low prior attainment

More details are available on the Department for Education’s website including tables where you can see how your school’s budget would be calculated under the national funding formula (NFF). Governors and trustees need to remember that as funding for the next two years will be calculated according to the relevant local authority’s formula their actual school budget may not be exactly the same as shown in the tables.

Find out more: https://www.gov.uk/government/publications/national-funding-formula-for-schools-and-high-needs

Action: Budget implications for board and committees?


The Education Act 2011 amended the statutory reporting areas for school inspection to cover four core areas of schools’ business, one of which is pupils’ personal development, behaviour and welfare. Inspectors must evaluate and report on this in all section 5 inspections and a graded judgement is included in the inspection report. In doing so, inspectors grade personal development and welfare separately from behaviour, before judging them together. The focus here is on determining the impact of the school’s actions on outcomes for pupils, including their wider wellbeing.

As set out in the school inspection handbook, the overall effectiveness of a school is likely to be inadequate if personal development behaviour and welfare, or any of the other core areas, is judged inadequate.

Pupils’ mental health and well-being are also relevant to consideration of the suitability of a school’s curriculum, within the assessment of leadership and management. Inspectors will consider whether the curriculum also contributes well to pupils’ behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
Action: Does the governing board and its committees know how the curriculum contributes to pupils’ behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development? Budget implications for board and committees?

PE and Sports Premium doubles to £320 million
Funding for 2017 to 2018
Schools with 16 or fewer eligible pupils receive £1,000 per pupil.
Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.
The breakdown of funding for the academic year 2016 to 2017, including conditions of grant, is available.

Online reporting
You must publish details of how you spend your PE and sport premium funding. This must include:
• the amount of premium received
• a full breakdown of how it has been spent (or will be spent)
• the impact the school has seen on pupils’ PE and sport participation and attainment
  how the improvements will be sustainable in the future
For the 2017 to 2018 academic year, there is a new condition requiring schools to publish how many pupils within their year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

Accountability reviews will be carried out after the April deadline for schools to have published details on their websites of how they have spent their premium funding. The DfE will sample a number of schools in each local authority, with the schools chosen based on a mix of random selection and prior non-compliance with the online reporting requirements.

Action: Is your school website compliant?
Reporting of year 6 swim competency
Impact of funding

Primary assessment public consultations: government response

• improve school-level progress measures, and give schools credit for the education that they provide to their pupils in the reception year, year 1 and year 2, by introducing a statutory assessment in reception to replace the existing key stage 1 baseline;
• reduce workload and administration burdens on teachers by making end-of-key stage 1 assessments non-statutory in all-through primary schools from 2023, once the new reception baseline has become established, with national sampling to be introduced so that we can continue to monitor standards;
• remove the statutory duty to report teacher assessment in reading and mathematics at the end of key stage 2 from the 2018 to 2019 academic year onwards
• improve the way that writing is assessed, so that teachers have more scope to use their professional judgment when assessing pupil performance;
• aid children’s fluency in mathematics through the introduction of a multiplication tables check, from the summer of 2020, to be administered to pupils at the end of year 4.

**Action:** Impact of statutory assessment in reception to replace the existing key stage 1 baseline  
**Effect:** of removing the statutory duty to report teacher assessment in reading and mathematics at the end of key stage 2 from the 2018 to 2019  
**Multiplication tables from summer 2020 for year 4 pupils**

**Phonic screening check and key stage 1 assessments**

The DfE has published a Statistical First Release (SFR) on the 2017 phonics screening check and key stage 1 teacher assessments. The SFR includes information on attainment by different school and pupil characteristics. The main findings are:

- 81% of pupils met the standard in the phonics screening check at the end of year 1, an increase of 24% in 2012
- 68% of pupils eligible for FSM met the standard in phonics, compared with 84% of all other pupils – a widening of the gap by 1% compared to 2016
- in the key stage 1 assessments, reading results rose to 76%, while maths rose to 75%
- free schools showed the strongest performance across reading, writing, maths and science, followed by converter academies, then local authority maintained schools, and sponsored academies

Holding the headteacher to account for the educational performance of the organisation and its pupils is one of the three core functions of the governing board

**Action:** In order to do this effectively, governing boards need to understand how assessment works in their school and how to interpret information about assessment outcomes.

**Statistics: early years foundation stage profile**

Early years foundation stage profile (EYFSP) results for the 2016 to 2017 academic year, at national and local authority level.  

**Action:** Information

**Pupil absence in schools in England: autumn 2016 and spring 2017**  
This release reports on pupil absence in primary and secondary schools in the autumn and spring terms of the 2016 to 2017 academic year.  

**Action:** Compare and understand your school with national data

**Literacy and numeracy catch-up strategies**  
This paper reviews catch-up strategies and interventions which are intended for low-attaining pupils in literacy or numeracy at the end of key stage 2.  

**Action:** Information
Secondary school performance tables in England: 2016 to 2017
The achievements of pupils at key stage 4 and how they compare with other schools in their local authority area and in England.
The secondary school performance tables (based on provisional data) show:
• attainment results for pupils at the end of key stage 4
• the progress made by pupils between the end of primary school to the end of secondary school
There is also data about school:
• income and expenditure
• workforce
• pupil characteristics
• pupil absence
• Ofsted inspections

Action: Compare and understand your school with national data

School performance: 2017- point scores for 16 to 18 qualifications
The DfE have given a point value to all qualifications in the school and college tables so you can compare qualifications of a different level, size and grading system.

The number of points are based on the level, size and number of grades in a qualification. The points count in performance measures like ‘average points score per entry’.

School and college performance tables: https://www.gov.uk/school-performance-tables


Action: Compare and understand your school with national data

Year 7 literacy and numeracy catch-up premium: guide for schools
The DfE give this funding to local authorities who pass it onto their maintained schools. The local authority will receive your funding for the 2017 to 2018 academic year on 28 February 2018.

The Education and Skills Funding Agency (ESFA) sends academies and free schools their year 7 catch-up premium funding. You will receive your funding for the 2017 to 2018 academic year on 1 March 2018.

You must publish details of how you spend your year 7 catch-up premium funding on your website.
What to publish on your website: https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#year-7-literacy-and-numeracy-catch-up-premium

Action: Is this data provided to your governing board? Does your website include use of and impact of year 7 catch up funding?

Post 16 T-Level (technical level) Qualifications
The DfE has published an action plan for post-16 T-level (technical level) qualifications. These will be introduced alongside apprenticeships and A-levels to give students more options upon
completing their GCSEs. The first T-levels will be ready for delivery by 2020, across three ‘pathways’: digital, construction, and education and childcare. Other T-level pathways will follow in 2021 and 2022. Find out more: https://www.gov.uk/government/news/education-secretary-announces-first-new-t-levels

**Action:** Information

**National College of Teaching and Leadership (NCTL)**
The government announced this week that the NCTL’s teacher recruitment functions will be moved into the DfE.

The newly formed Teaching Regulation Agency will begin to operate from April 2018 and will be responsible for regulating the teaching profession, including managing misconduct hearings. **Action:** Information

**General Data Protection Requirements (GDPR)**
In advance of the new General Data Protection Requirements (GDPR) that will come into force next May, the DfE has released model privacy notices so that schools can let their relevant stakeholders know how they process data and how personal data about oneself can be accessed. Local authority data protection officers are working to produce a model privacy notice that will reflect local policies.

- It will be mandatory for schools to appoint a designated Data Protection Officer
- Non-compliance will see tough penalties; school will face fines of up to £20 million or 4% of their turnover.
- It is the schools responsibility to ensure 3rd parties (i.e. catering services, software providers etc.) that process data for you also comply with GDPR

Find out more:
**Schools Week** have published a useful short article about preparing for the GDPR, which you can find here: https://schoolsweek.co.uk/how-schools-should-be-preparing-for-gdpr/
**A helpful free guide to GDPR**, although from a commercial company, has some useful information: https://www.ukfast.co.uk/your-guide-to-the-gdpr.html

**Action:** What is happening in your school to meet the legal requirements?

**Appointment of Data Protection Officer**

**Storing and disposing of hazardous chemicals in schools**
It is essential that an up-to-date inventory is kept of all the hazardous chemicals and materials held in school and college stores. Keeping this up-to-date is an effective method of managing hazardous substances and will help reduce any health, safety, and security risk. It is important that schools and colleges have in mind, that in the event of a fire on the premises, the fire service will need to see an up-to-date inventory of the hazardous chemicals and materials held in store, and information about what risks they pose. Find out more: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/651600/Safe_storage_and_disposal_of_chemicals.pdf
**Action: Is your board aware how this risk is managed?**

**Using emergency adrenaline auto-injectors in schools**
From 1 October 2017, schools in England will be allowed to purchase adrenaline auto-injector (AAI) devices without a prescription, for emergency use on children who are at risk of anaphylaxis but whose own device is not available or not working.

This guidance will help schools that choose to keep an emergency AAI create a policy for using it. Find out more: [https://www.gov.uk/government/publications/using-emergency-adrenaline-auto-injectors-in-schools](https://www.gov.uk/government/publications/using-emergency-adrenaline-auto-injectors-in-schools)

**Action: Information**

**Get information about schools**
This service replaces the Edu base service for educational professionals in England. Educational professionals can use this service to find details on:
- schools
- children’s centres
- academy trusts and sponsors
- school federations
You can view and download details on:
- the type, status and phase of each school or centre
- governors, trustees and headteachers

Find out more: [https://www.get-information-schools.service.gov.uk/](https://www.get-information-schools.service.gov.uk/)

**Action: Make sure your governing board membership data is up to date and uploaded to Get Information about Schools.**

**Increasing flexible working in schools**
In March 2017 the Secretary of State for Education announced that she wanted flexible working practices to become the norm in schools across the country, as part of her [vision for the teaching profession speech to the ASCL conference.](https://www.gov.uk/government/publications/increasing-flexible-working-in-schools/increasing-flexible-working-opportunities-in-schools)

The DfE are working with school leaders, education experts, industry specialists and unions to change perceptions and increase the number of part-time or job-sharing posts at all levels within the school system, and expand the range of flexible opportunities in schools. Teachers may want to work flexibly but often can’t because the school system isn’t set up to offer the kind of flexibility today’s professionals need.


**Action: Governing board discussion of current practice/policy**

**Governance Handbook**

**Action: Information**

**National Professional Qualification for Executive Leadership (NPQEL)**
The National Professional Qualification for Executive Leadership (NPQEL) supports the professional development of aspiring and serving executive headteachers and multi-academy trust (MAT) chief executive officers (CEOs). Find out more: https://www.gov.uk/guidance/national-professional-qualification-for-executive-leadership-npqel

**Action: Information**

**The Small Business, Enterprise and Employment Act 2015 creates a new legal duty for most UK companies to keep and maintain a register of persons with significant control (PSCs).**

An unintended consequence of the introduction of this legislation, is it also applies to academy trusts as charitable companies limited by guarantee.

From 6 April 2016, all academy trusts must have established an internal register of PSCs – this will be in addition to their registers of members, trustees and their interests. The PSC register must identify any person connected with the trust who has significant control over it and include the necessary details about who they are and the nature of their control (see ‘Identify your PSCs’ and ‘What does this mean in practice’ below).

From 30 June 2016, all academy trusts must submit an annual Confirmation Statement (which replaced the Annual Return) to Companies House, along with the necessary details of their PSCs which will be published on a central register. This is discussed in more detail below.

The process for compiling, submitting and updating your register will usually be a matter for the company secretary - most commonly, this will be the school business manager or clerk to trustees. Although, some trusts may have a finance director (not board trustee) who is responsible for the maintenance of such registers. The steps below should be followed to ensure your academy trust is complying with it legal duties.

A PSC can be any person who meets one or more of the following specified conditions laid out in Schedule 1A Part 1 of the Companies Act 2006:

- Directly or indirectly holding more than 25% of the shares in the company;
- Directly or indirectly holding more than 25% of the voting rights in the company;
- Directly or indirectly holding the right to appoint or remove a majority of directors;
- Otherwise having the right to exercise, or actually exercising, significant influence or control over the company;
- Having the right to exercise, or actually exercising, significant influence or control over the activities of a trust or firm which is related to the company, although not a legal entity itself (i.e. a trading subsidiary of the company), but would satisfy any of the first four conditions if it were an individual.

This could include anyone who is a member, trustee, or person employed by the trust.


**Action: Academy chairs, is your board compliant?**

**Open consultation**

**Internet safety strategy green paper**

The government has published a green paper outlining its proposals on internet safety to “make Britain the safest place in the world to be online”. The government’s strategy aims to foster a
coordinated, strategic approach to online safety across the country but specifically relating to education, it proposes that the Department for Education (DfE) and Department for Culture, Media and Sport (DCMS):

- intends (subject to consultation) to make Personal, Social, Health and Economic (PSHE) education compulsory in all schools from September 2019
- will ensure that new compulsory subjects address the challenges faced by young people who use the internet and that ‘online safety’ is a specific feature of content – again subject to consultation
- will expect ‘digital literacy’ and ‘digital citizenship’ to form part of compulsory relationships education requirements and sex education and/or compulsory PSHE
- will continue to ensure schools are well supported by signposting to relevant materials and providing clear guidance about their responsibilities in relation to cyberbullying
- will revise the statutory guidance, ‘Keeping Children Safe in Education’, to reinforce schools’ safeguarding duties and responsibilities regarding online safety, which the DfE is expected to consult on this autumn

Governing boards have legal duties to safeguard and promote children’s welfare. As part of their responsibilities, governing boards should establish policies and practices which promote online safety and ask questions of their leaders about how effective these are in their schools. The UK Council for Child Internet Safety (UKCCIS) has produced guidance about the types of information they should be receiving from school leaders and questions to ask them. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/562876/Guidance_for_School_Governors_-_Question_list.pdf


Consultation closes 7 December 2017

Action: Governing board to review current practice and policies

Open consultation

Working Together to Safeguard Children: revisions to statutory guidance

This consultation seeks views on significant revisions to ‘Working Together to Safeguard Children’ – the statutory guidance which sets out what is expected of organisations, individually and jointly, to safeguard and promote the welfare of children. These revisions are being made largely to reflect the legislative changes introduced through the Children and Social Work Act 2017.

In sections one, two and three of this document, the consultation seeks views on the changes to guidance which are needed to support the new system of multi-agency safeguarding arrangements established by the Children and Social Work Act 2017.

In broad terms, these changes relate to:

- the replacement of Local Children Safeguarding Boards (LCSBs) with local safeguarding partners (section one)
- the establishment of a new national Child Safeguarding Practice Review Panel (section two)
- the transfer of responsibility for child death reviews from Local Safeguarding Children Boards to new Child Death Review Partners (section three)

In section four of this document, the consultation seeks views on the separate guidance we intend to issue in order to facilitate a clear and orderly transition from the existing system. The DfE have also restructured ‘Working Together’ in a number of areas to improve clarity, although core requirements have not changed. Following this consultation, the government proposes to update and replace the current statutory guidance, ‘Working Together to Safeguard Children 2015’

Find out more: https://consult.education.gov.uk/child-protection-safeguarding-and-family-

Closing date: 31 December 2017

**Action: Information**

**Open consultation**

**Eligibility for free school meals and the early years pupil premium under Universal Credit**

The current eligibility criteria for free school meals mean that some of the most disadvantaged low-income households do not qualify for free school meals. To address this, this consultation proposes eligibility criteria based on each household’s net earnings rather than, as currently, the number of hours worked. It is important to note that a household’s net earnings do not include their additional income through benefits. This approach is consistent with the wider approach to determining eligibility to other passported benefits that flow from Universal Credit eligibility.

Free school meals is one of the key factors in the definition of disadvantage used in these measures. The new eligibility criteria will alter the make-up of the free school meals cohort, and consequently affect the cohort included in the disadvantage metrics to some degree. The headline performance measures, such as Progress 8, will be unaffected. However, the breakdowns of data by disadvantage will be affected in two ways:

- there will be some discontinuity for the disadvantage breakdowns of the performance measures between years, both nationally and at a school level
- in some cases it may be hard to make direct comparisons between the performance of schools within the same year, or between a school’s own performance between years. This is because Universal Credit is rolling out over a number of years, resulting in the cohorts for individual schools’ disadvantaged pupils changing at different points across this period.

Consultation overview: [https://consult.education.gov.uk/healthy-pupil-unit/fsm/supporting_documents/Consultation%20%20Free%20school%20meals%20and%20EYPP%20under%20Universal%20Credit.pdf](https://consult.education.gov.uk/healthy-pupil-unit/fsm/supporting_documents/Consultation%20%20Free%20school%20meals%20and%20EYPP%20under%20Universal%20Credit.pdf)

Closing date: 11 January 2018

**Action: Information and discussion**

**Ofsted**

**Inspection changes**

School inspectors in England have been told to question Muslim primary school girls if they are wearing a hijab or similar headscarf, the head of Ofsted has announced.

Amanda Spielman, the head of Ofsted and chief inspector of schools, said the move was to tackle situations in which wearing a hijab “could be interpreted as sexualisation” of girls as young as four or five, when most Islamic teaching requires headdress for girls only at the onset of puberty.

The announcement – in the form of a recommendation to Ofsted inspectors rather than an update to the inspectorate’s official handbook – follows a meeting last week between Spielman
and campaigners against the hijab in schools, including Amina Lone, co-director of the Social Action and Research Foundation.

“While respecting parents’ choice to bring up their children according to their cultural norms, creating an environment where primary school children are expected to wear the hijab could be interpreted as sexualisation of young girls,” Spielman said.

“In seeking to address these concerns, and in line with our current practice in terms of assessing whether the school promotes equality for their children, inspectors will talk to girls who wear such garments to ascertain why they do so in the school.

The DfE comment was that it was up to schools to set their own uniform policies.

**Action: Information**

**Primary and Secondary Curriculum**

Following her announcement that one of Ofsted’s priorities was to be a review of curriculum design, development and implementation, HMCI Amanda Spielman has published a commentary on preliminary research findings into the primary and secondary curriculum.

This is still work in progress, but initial findings suggest:

- The primary curriculum is narrowing in some schools: some primary schools have set aside time for SATs preparation which has reduced overall teaching time.
- Some school leaders have “misunderstood the purpose of key stage 3”. The research findings show that some schools have reduced the length of key stage 3 to just two years, with pupils selecting their subject options for GCSE at the end of year 8.
- In some secondary schools, the curriculum for lower attaining pupils reduces their ability to study EBacc subjects: EBacc and Progress 8 can be seen as a constraint which has allowed for less flexibility and forces pupils on to an academic track.


**Action: Information**

**Further consultation on changes to short inspections**

Following a consultation earlier this summer, Ofsted have revised their proposals for changes to short inspections. A number of changes took place from October half term:

- some ‘good’ schools will automatically receive a full, two-day inspection instead of a short inspection
- where a short inspection converts to a full inspection, this will usually continue to be within 48 hours but may take up to 7 days in some cases
- short inspections of secondary schools with more than 1,100 pupils will be carried out by three inspectors (rather than two as is standard)
- The proposals set out in the new consultation are that:
- where short inspections pick up serious concerns, they will continue to convert to full inspections within 48 hours
- where, following a short inspection, inspectors are not confident that the school remains ‘good’ but “the standard of education remains acceptable, and there are no concerns about safeguarding or behaviour”, the inspection will not convert. The school will receive a letter setting out the inspection findings and a full inspection will take place within 1 to 2 years. It will remain a ‘good’ school
- where, following a short inspection, inspectors believe the school may be ‘outstanding’, the inspection will not convert. As above, the inspection findings will be set out in a letter, the school will remain ‘good’, and a full inspection will take place within 1 to 2 years

**Action: Information**

**Ofsted has published updates to its handbooks for both full and short, section 8, inspections**

The updates reflect the outcomes of the recent consultation; changes to data reports (Analyse School Performance and the new inspection data summary reports or IDSR); and new content explaining what happens to schools that receive the ‘requires improvement’ and ‘inadequate’ judgements. There is also a new ‘myth buster’ document, clarifying some common misconceptions about what kind of evidence inspectors will and will not be looking for.

Find out more:

**Action: Information**

**Inspection Data Summary Reports**

On 3 October 2017 Ofsted published prototypes for primary and secondary inspection data summary reports (IDSR) showing proposed layout and context using example data.

The IDSR is a new style data report. It will replace the inspection dashboard when 2017 data is released later in the 2017 autumn term.


**Action: Ask your headteacher/senior leadership to explain new inspection summary report to the board**

**Ofsted and Governance**

You Tube video of webinar on 7th November 2017.Well worth watching, it dispels some myths as you prepare for inspection. Lasts 37 minutes.


**Action: Information**

**Counter-terror experts say pupils should respond to terror attacks 'like a fire drill'**

Advice for pupils on how to survive terrorist gun and knife attacks is to be made available to schools across the country for the first time.

The lesson plans for key stage 3 and 4 pupils have been produced by the National Counter Terrorism Security Office (NaCTSO) and the PSHE Association, and are backed by the Department for Education.

The materials are an extension of the government’s Run, Hide, Tell campaign and address the threat of terrorist attacks in crowded places.
They are based around a six-minute film called Run, Hide, Tell - The film follows the story of three young people reflecting on how they managed to survive an attack on a shopping centre.


**Action: What plans are in place in your school?**

**Other News**

**Changes in the Local Authority Designated Office( LADO ) team**
Rob Wratten has been appointed as the Hillingdon LADO, with effect from 6th November 2017. His direct dial number is 01895250975 and his email is rwratten@hillingdon.gov.uk

Megan Brown will remain as the Deputy LADO and Lead CP schools adviser.

Safeguarding Children and Quality Assurance Service
Tel: 01895277463 (diverted to admin when unavailable)
Mob: 07702989901 (message bank available)
Email: mbrown3@hillingdon.gov.uk

**Action: Safeguarding/Governing board awareness**

**Guidance for consultation on admission arrangements**
This is a reminder that all schools considering consultation of their admissions arrangements for 2019 need to do so for at least 6 weeks between 1st October 2017 and 31st January 2018. This applies to 'own admission authority' schools which are academies, voluntary aided schools, free schools, foundation schools, UTCs and studio schools.

For community schools, the local authority is responsible for consultation and we will be taking a decision shortly about whether to consult on any changes to the existing arrangements. Staff in community schools do not need to take any action.

All 'own admission authorities' are required to consult at least every 7 years even if they do not plan any changes to their admissions policies.

Please ensure that if you are consulting on your arrangements that you send details of your consultation to the local authority (you can do this by e-mailing admissions@hillingdon.gov.uk).

All admission authorities (including the local authority) MUST determine their admission arrangements annually by 28th February. This will include publishing your arrangements on your website and sending a copy to the local authority. This must be done even if you choose not to consult.

Year 10 providers (UTCs and Studio Schools) are strongly encouraged to contact the School Placement and Admissions team to discuss opting out of local authority allocation. This is encouraged by the group representing all admission authorities in London. This will allow those schools to set application and offer deadlines which are more suitable to the school year, as well as giving schools full responsibility for receiving applications and making offers.

If you have any queries regarding the consultation process, please contact the School Placement and Admissions team for further information.
**Action: This applies to 'own admission authority’ schools which are academies, voluntary aided schools, free schools, foundation schools, UTCs and studio schools**

**Children’s SEND Local Offer**
Hillingdon Council has updated the Children’s SEND Local Offer website and this has now moved to a new provider under the branding of Connect to Support Hillingdon. This is part of a longer-term plan to create a single portal for information and advice on support and services for adults and children.

The new site has been developed using invaluable feedback from parents and carers, providers, schools, young people and internal staff, all who had a connection with the Local Offer.

Please take some time to review your details on the new site and ensure that all the information is up to date, including your contact details, opening times and services on offer. [www.connecttosupporthillingdon.org/children](http://www.connecttosupporthillingdon.org/children)

**Action: Check the new site that your information is up to date**

**Outstanding clerk to a governing board**
The award celebrated the work undertaken by clerks and was judged by Mandy Parsons and Stephen Adamson. The judges were looking for: good organising skills, a thorough understanding of what the role and functions of a governing board are, knowledge of the law as it relates to governance, an ability to get on well with people – especially in the key relationships with the chair and head, the ability to be the governing board’s critical friend, and something special that they have brought to the governing board beyond the basics. The winner of this award was:

**Winner - Angie Marchant from Colham Manor Primary School, Hillingdon**

![Image of Angie Marchant and another person receiving an award.](image)

Angie provides an excellent service with meticulous and organised paperwork. She supports her governing body with information, advice on matters of law and good practice examples that enable governors to challenge the school leadership in the right areas.

**Dealing with Complaints by Parents or Carers on Social Networking Sites (Kent County Council)**
Social media enables people to share in a way that simply didn't exist in the past. Parents have always shared their grumbles about schools and teachers with each other, but using Facebook, Twitter and WhatsApp, it is often more public and spreads further than ever before.
Schools need to take a proactive approach to any negative content online and should respond quickly to stop the spread of rumours. Parents should be encouraged to follow the school's complaint procedures whenever they have concerns and not air them on social media.

The Kent Area Education Officers and Education Safeguarding Team have updated their ‘Dealing With Complaints against Schools and Settings by Parents or Carers on Social Networking Sites for September 2017.


Action: Information
Review of current policy

Fire chiefs call for sprinklers in all UK schools
All new and refurbished schools in the UK should be fitted with sprinklers, fire chiefs say. Currently, sprinklers are mandatory in new school buildings in Scotland and Wales, but not in England and Northern Ireland - and the National Fire Chiefs Council says that must change. London Fire Brigade Commissioner Dany Cotton accused the government of "playing with children's lives".

Action: Information, unless you are planning a new building

Fischer Family Trust(FFT)
FFT have updated their Aspire system with the latest 2017 Key Stage 2 results. Schools will be able to analyse their results and look at how various pupil groups compare with national trends. There is also an eight-page FFT School Dashboard for those governing and school leaders, including a new report that compares the performance of disadvantaged and non-disadvantaged pupil groups.

Any governor/trustee can access FFT’s free training modules about the FFT Governor Dashboard at http://elearning.fft.org.uk/ Once registered you can work through the two Key Stage 2 modules at your own pace, saving your progress as you go.

Action: Governor development and understanding of school data