



## Hillingdon Governors Termly Meeting



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### Open Consultation

#### Proposals to add activities to the published GCSE, AS and A level physical education (PE) activity list

In 2015, alongside publication of the GCSE, AS and A level PE subject content, the Department also announced that it would carry out a review of the activity list once the first of the new PE GCSEs, AS and A levels had been awarded in summer 2018. The activity lists at both GCSE and A-level already offer a wide range of sports, such as badminton, cricket, hockey, rugby, netball, tennis and skiing, but further suggestions are invited. Decisions on whether to add activities to the list will be based on the same considerations set out above.

Find out more [here](#)

The consultation closes on 20<sup>th</sup> December 2018



### Department for Education (DfE) - Relationships and Sex Education

The Children and Social Work Act 2017 placed a duty on the Education Secretary to make Relationships Education at primary schools and Relationships and Sex Education (RSE) at secondary schools compulsory. The Act also provided powers to make elements of Personal, Social, Health and Economic Education (PSHE) mandatory in all schools.

The start of the summer holidays saw the DfE launch a consultation on draft regulations and draft statutory guidance to make Relationships Education in primary schools, RSE in secondary schools and Health Education (a new component of PSHE) compulsory in all schools. It is not proposed to make all PSHE compulsory, as had been called for by the PSHE Association. The new proposals include topics like mental wellbeing, consent, keeping safe online, physical health and fitness and LGBT issues.

The guidance will replace the current statutory guidance for Sex and Relationship Education which was last updated in 2000.

We will update you once the proposed changes become law, which is expected during the first quarter of 2019. The draft proposals can be accessed [here](#).

### Department for Education (DfE)

As of 8 October, the Department for Education will move from having two schools directorates (the Education Standards Directorate and the Infrastructure and Funding Directorate) to one overarching group for schools and early years – this will be known as the Early Years and Schools Group (EYSG). The group will be led by Andrew McCully (currently Director General of

the Infrastructure and Funding Directorate), who will be supported by Paul Kett (currently Director General of the Education Standards Directorate) until January 2019 when he will take up the position of Director General of HE and FE.

## Schools will get £400 million in extra capital funding this year, the chancellor has announced

Philip Hammond has allocated the in-year “bonus” for schools in his autumn budget, “to help our schools buy the little extras they need”.

However, the funding can only be spend on capital projects like equipment and maintenance, and not on revenue outlays, like staff salaries.

Hammond said it would amount to an average pay out of £10,000 per primary school or £50,000 per secondary schools.

Last year, the National Audit Office said £6.7 billion in capital expenditure was needed to bring all school buildings up to a satisfactory standard.

## Keeping Children Safe in Education

New statutory KCSIE guidance came into effect from 3<sup>rd</sup> September 2018. The guidance has been updated to fully reflect schools’ and colleges’ role in the new safeguarding partner arrangements (as highlighted in the updated *Working Together to Safeguard Children* guidance) and provide guidance on information sharing practices under the new GDPR regulations and the Data Protection Act.

The statutory guidance applies to **all** schools and is for Headteachers, teachers and staff; and Governing boards, proprietors and management committees. It sets out the legal duties that must be followed to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.

As governors, it is essential that at least Part 2 of the updated guidance (The Management of Safeguarding) is read and we would continue to recommend that Boards maintain a sheet signed by governors highlighting that they have read and understood Part 2 of the 2018 guidance. As strategic leaders, it is also important that the Board are confident that **all** school and college staff have read at least Part 1 of the guidance.

The guidance is split into five distinct sections (Safeguarding information for all staff; The Management of Safeguarding; Safer Recruitment; Allegations of abuse made against teachers and other staff; and Child on child sexual violence and sexual harassment) and is supported by eight annexes which include further information on issues such as online safety, the role of the safeguarding lead and disclosure and barring service checks. Key points from the updated guidance, which places more emphasis on children with SEN/D, care leavers, previously looked after and adopted children, include:

- Schools should have their own individual safeguarding policy that meets the needs of the children in their community – referred to as contextual safeguarding.
- There is clear guidance on peer-on-peer abuse and sexual violence and sexual harassment.
- A greater focus on online safety, including the need to have a policy around children accessing the internet whilst at school (Annex C).

- Whilst Trust headquarters can keep the master MAT Single Central Record, the updated guidance states it must be accessible in each academy. Given the logistics of this, it is likely that individual academies within a MAT framework will look after their own SCR.
- The guidance makes it very clear that section 128 checks in academies and free schools includes governors/trustees, headteachers, members of SLT and departmental heads.
- Schools will be required to complete a risk assessment for every volunteer to determine whether an enhanced DBS is required. Remember that if the volunteer is not involved in a regulated activity then a barred list check is not permitted.
- It is emphasised that the school is still responsible for the safeguarding of children when they are placed in Alternative Provision. Schools must obtain a written confirmation from the AP provider that they have completed all the necessary vetting and barring checks on their staff.
- Schools must ensure they hold more than one emergency contact number for children.
- Induction training for new staff must include:
  - The school's behaviour policy;
  - The school's procedures on managing children missing education;
  - The staff code of conduct;
  - The school's Child protection policy;
  - Keeping Children Safe in Education Part 1; and
  - An overview of Annex A which provides further information on issues such as domestic abuse, children in the court system (as witnesses), child sexual exploitation, preventing radicalisation and peer on peer abuse.
  - Home-stay arrangements (covering school exchange trips) need to include Enhanced DBS checks for those parents where overseas pupils will stay for the duration of the exchange visit.

#### [The updated KCSIE 2018 guidance](#)

In addition to the updated KCSIE 2018 guidance:

- *Working together to safeguard children* was updated in August 2018 and can be accessed [here](#). Although not directly targeted at Governing Boards, it makes useful background reading for the Safeguarding Link Governor. The guidance focuses on inter-agency working, looking specifically at assessing need and providing help, organisational responsibilities, multi-agency safeguarding arrangements and child death reviews.
- *Disqualification under the Childcare Act 2006* was also updated in August 2018 and can be accessed [here](#). This statutory guidance is aimed at Governing Boards of all schools (academies and maintained, including nursery schools).

The guidance sets out:

- The responsibilities of Local Authorities and schools;
- What they need to do to comply with the legislation;
- Who is covered by the arrangements – including the changes to the arrangements for staff who live in the same household where a disqualified person lives or is employed; and
- The circumstances where staff should be directed to apply to Ofsted to waive disqualification.

The 2018 regulations have been set under s75 of the Childcare Act 2006 and set out the circumstances in which an individual will be disqualified for the purposes of s75 of the Act. S76(2) of the Act provides that a person who is disqualified under the 2018 regulations may not:

- Provide relevant childcare provision; or
- Be directly concerned in the management of such provision.

Under s76(3) schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the settings set out in the offences and orders section of the statutory guidance, unless the individual in question has been granted a waiver by Ofsted for the role they wish to undertake. An employer will be committing an offence if they contravene s76(3), except if they prove that they did not know, and had no reasonable grounds for believing, that the person they employed was disqualified.

## **Disclosure and Barring Service (DBS)**

### **Section 128 checks**

Under that latest safeguarding guidance please make sure you know who should have a section 128 check. [See Keeping Children Safe in Education, September 2018](#)

### **Academies**

Your school must carry out a 'section 128 direction' check on:

- Academy members and trustees
- Where an academy trust delegates responsibility to any delegate or committee (including a local governing board), any delegates or members of such committees
- Academy staff engaged in management roles

A section 128 direction prohibits or restricts a person from taking part in the management of an academy.

### **Maintained schools**

A section 128 direction disqualifies a person from holding office as a governor in a maintained school, so maintained school governors should have this check.

If any existing governors are yet to have this check, it would be good practice to carry these out.

This is set out on pages 32-34 and 47-48 of the 2018 version of [Keeping Children Safe in Education](#).

### **Individuals with a barred list check**

If you carry out an enhanced DBS check with barred list information on an individual, with 'children's workforce independent schools' specified in the parameters, the certificate will detail whether they're subject a section 128 direction.

### **Individuals without a barred list check**

You can carry out section 128 direction checks through the [Teaching Regulation Agency](#) (TRA). You can do this by logging onto the Secure Access Portal.

Secure Access is a free service available to all schools.

Please note that Ofsted inspectors will check the single central register (SCR) for this section 128 check.

For schools/boards that subscribe to The Schools HR Co-Operative there is a revised model SCR on their website.

## **Children and young people's mental health services**

With half of all mental illness starting by the age of 14, the government set out plans to address prevention and improve cross-sector working in education and health in a green paper published in December 2017.

The proposals aim to; create new mental health support teams, improve access to treatment in Child and Adolescent Mental Health Services (CAHMS) by an additional 70,000 children and young people per year by 2020-21, and pilot a four-week waiting time for access to specialist services. The government has pledged £1.4bn over five years to transform provision.

A new report from the National Audit Office (NAO) has highlighted several risks to improving access to children and young people's NHS-funded services including demand for specialist mental health services may be higher than originally thought. This is supported by the Education Policy Institute (EPI) into current access levels to CAHMS which estimates that "referrals to children's mental health services in England had increased by 26% over the past five years".

Governing boards have a key role in promoting an ethos of pupil and staff wellbeing. Schools should adopt whole-school policies and procedures that help staff recognise and respond to mental health and emotional wellbeing issues.

Some questions for governors/trustees to ask:

- Is our school a listening school?
- How aware is the school community of the importance of promoting good mental health?
- Do we have a mental health policy?
- Is mental health a part of our curriculum?
- Have staff been trained to recognise and respond to mental health issues?
- Do staff know who to refer mental health concerns on to?
- Have we usefully pooled our knowledge of local support and services?
- Have we considered how best to work with parents and the wider community?
- Are we meeting the emotional wellbeing needs of staff?

[NAO report](#)

[EPI research](#)

## **DfE review of literacy and numeracy catch-up strategies for low-attaining year 7 pupils**

The DfE has updated its guidance on [Literacy and Numeracy Catch-up Strategies](#), to reflect the latest evidence.

The guidance is intended to support teachers to make evidence-informed decisions based on statistical analysis of what strategies do and do not work. It is also useful for Governing Boards in ensuring that that this year 7 catch-up premium funding is being spent effectively.

The evidence highlights that with respect to literacy, interventions for writing and reading comprehension, generally produced good results, as did computer-based interventions and some

one-to-one methods. Evidence around phonics approaches, summer and Saturday schools and blended interventions was not as conclusive. Much less is known about what works to support low-attaining year 7 pupils catch up with their peers in numeracy, as the few interventions trialled did not prove to be effective.

## **Understanding your data: a guide for school governors and academy trustees**

It is the board's responsibility to guide, support and challenge your executive team to ensure your school or academy trust is:

- setting the right strategic direction
- improving outcomes for the communities it serves
- discharging its duties responsibly • taking proper account of effective use of the tax payer's money
- ensuring probity

You should already be challenging and evaluating what your data is telling you for your school or academy trust, and you should know who is responsible for providing this data (e.g. CEO or headteacher and/ or school business professional). By having regular sight of key data, this will enable you to establish the 'root causes' behind problems and drivers behind success. To facilitate further improvement in your school or academy trust's performance, the DfE have developed a set of key themes for you to use as an evidence base and discuss your school or academy trust performance with your board.

Find out more: <https://www.gov.uk/government/publications/understanding-your-data-a-guide-for-school-governors-and-academy-trustees>

## **Provisional outcomes from phonics screening and KS1 assessments**

Governors can access information on the attainment of pupils in the 2018 phonics screening check and KS1 teacher assessments (TA) which take place at the end of year 1 (typically aged 6) and the end of KS1 (year 2), respectively. This forms an important backdrop to individual school data and its role in school accountability.

The provisional data reveals that more pupils (82%) are meeting the expected standard in phonics in year 1 – a 1 percentage point increase from 2017. Attainment at the expected standard in KS1 TA is broadly similar to 2017 – a 1 percentage point increase in maths (up to 76%), while attainment in reading and science remained the same. Changes made within the 2017/18 writing TA frameworks mean judgements made in 2018 (70% meeting the expected standard) are not directly comparable to those made in 2017.

The guidance also highlights that a smooth transition from primary to secondary school also helps low-attaining pupils catch up with their peers. [Provisional data](#)

## **Pupil Absence**

The Department for Education latest data show that the overall pupil absence rate in schools in England has increased slightly to 4.7% in autumn and spring 2017/18, compared to 4.5% during the same period the year before.

The increase reflects a rise in the rates of authorised, unauthorised and persistent absence. As in previous years, illness was the most common cause of absence. There had been a slight increase in unauthorised absence due to family holidays.

Absence rates were higher for some groups of pupils than others: those eligible for free school meals and those with special educational needs (SEN) were more likely to be absent. While this may be related to medical issues for some pupils with SEN, it is worth considering how pupil premium funds could be utilised to address low attendance among pupils eligible for free school meals.

The highest overall absence rates were found among Traveller of Irish Heritage and Gypsy/Roma pupils.

Governing boards should be aware of how attendance in their school(s) compares to national averages, including among different groups of pupils, and work with senior leaders to identify and address drivers of avoidable absence.

## **Drive to ensure all children can swim by end of primary school**

Primary schools in England are set to receive extra support and improved guidance to help make sure all children can swim confidently and know how to stay safe in and around water.

Working in partnership with Swim England, the Department for Education and Department for Digital, Culture Media and Sport have announced extra help for schools to make sure every child knows how to swim and be safe in and around water by the end of primary school, supported by the £320 million PE and Sport Premium.

The package of support includes:

- using the PE and Sport Premium for extra lessons for children who do not meet the national curriculum requirement by the time they leave primary school and extra training for teachers on swimming techniques through courses provided by Swim England
- extra guidance, provided by Swim England, to help schools deliver safe, fun and effective swimming lessons
- a drive to boost partnerships with independent schools to offer the use of pools and other facilities to schools in their area; and
- offering more access to swimming competitions and festivals.

Find out more: <https://www.swimming.org/swimengland/primary-school-swimming/>

## **Pay progression**

All pay progression is related to performance. Every school governing board must have a written pay policy which sets out the criteria and standards for pay progression. The pay policy and the criteria and standards for progression are determined by the governing board but must be consistent with the STPCD's provisions.

Governing boards and head teachers of local authority-maintained schools are required by law to comply with the STPCD's provisions. Where academies have decided to adopt the STPCD's provisions to determine teachers' pay, as the majority have, contract law is likely to require these provisions to be followed in full when pay decisions are taken (and they will continue to apply under TUPE legislation to teachers whose employment transferred when the school became an academy). The DfE's pay advice - "Implementing your school's approach to pay" - is "non-statutory" advice to which governing boards are expected to have regard but are not statutorily required to follow.

## **Responsibility for decisions on pay progression**

Governing boards are permitted to delegate pay decisions to a governing board committee responsible for pay/staffing issues and reported to the full governing board.

While the STPCD does not contain any statutory deadline for taking pay decisions, the DfE's pay advice states that decisions should be made "as quickly as is reasonably possible" and notes that many schools have retained the former statutory deadlines of 31 October for classroom teachers and 31 December for leadership teachers.

The governing board should set out in the school pay policy the precise criteria and standards that will be used to determine decisions on pay progression for leadership teachers. Essentially the process is the same as for classroom teachers, i.e. pay progression is determined on the basis of appraisal outcomes.

[School Teachers Pay and Conditions Document \(STPCD\), September 2018](#)

[Guidance to help schools and governing boards develop their approach to teachers' and school leaders' pay](#)

### **Teacher's pension payments set to rise**

As part of the wider government review of public sector pension schemes, schools have been contacted suggesting that contributions will rise to 23.6% from September 2019. This is up from 16.48% for the 2018-2019 school year.

The DfE affirmed that there "will be funding from the DfE for the financial year 2019-20".

Schools face uncertainty beyond 2019-20 because arrangements for future years won't be known until the comprehensive spending review has taken place next year.

### **Buying Deals for Schools**

The Department for Education (DfE) released further deals it has negotiated to enable schools to save money. Both the new and existing deals can be found on the DfE website. Governing boards should be aware of these deals when procuring services for their schools.

Some of the services available include: Books and materials, Energy, Facilities management, ICT, Insurance, Leasing, Office supplies, Printers, Copiers, Professional services, Recruitment

Find out more: <https://www.gov.uk/guidance/buying-for-schools>

### **What maintained schools must publish online**

The information that schools maintained by their local authorities must publish on their websites.

Check your school website against the DfE listings [here](#)

### **Academies Financial Handbook 2018**

A new version of the Academies Financial Handbook came into effect on the 1<sup>st</sup> September 2018 for the 2018/19 financial year. Compliance with the AFH is an essential component of each Academy Trust's Funding Agreement with the Secretary of State.

### **Governance**

- Emphasising that the Education Secretary can make directions to remove Members or Trustees from the Academy Trust as well as prohibit individuals from participating in academy trust management.

- The definition of Trust Members has been updated to align with the definition used in the Governance Handbook – although it would be fair to state that many are still unsure of the precise role members play within Trust Governance.
- Greater emphasis is placed on the need for Trustees to apply the highest standards of governance and work alongside the Education and Skills Funding Agency.
- Boards who now meet less than six times a year must describe in their governance statement within the audited financial statements how it has maintained an effective oversight of the Trust's finances with fewer meetings.
- Expectations have also been strengthened with regards to the process of setting executive pay, ensuring the Trust's approach to pay is transparent, proportionate and justifiable. This follows on from the letters that the ESFA's Chief Executive has written to Academy Trust Chairs on the issue of executive pay in the last twelve months.
- Greater emphasis has been placed on the importance of responding to audit advice in a timely and appropriate manner, taking the opportunity to strengthen the Trust's financial management and control systems.

## **Finance**

- Emphasising that Trusts must apply robust cash management, avoiding a scenario of becoming overdrawn.
- Setting clearer budgeting requirements, updated to reflect the requirement for Trust's to now submit three-year financial forecasts to the ESFA by the 30th July each year.
- Further directives on related party transactions has been issued: from 1st April 2019, all related party transactions must be reported to the ESFA prior to the transaction taking place; and also, from 1st April 2019 Trusts must obtain the ESFA's prior approval for related party transactions involving the contractual supply of goods/services which exceed £20K.
- Emphasis is also placed on the issue of whistleblowing – all Trust's must have appropriate procedures in place for whistleblowing, making sure all staff are aware of the process and concerns raised will be managed. It is also emphasised that all Trusts must ensure that all whistleblowing concerns are responded to properly and fairly.

[Letter to Academy Trusts from Eileen Milner Chief Executive, Education and Skills Funding Agency](#)  
[The Academies Financial Handbook, September 2018](#)

## **Analyse school performance (ASP) – Data management**

The Department for Education (DfE) has released new data management functionality within Analyse School Performance (ASP).

ASP provides school leaders with a detailed breakdown of how schools, and different pupil groups (with an emphasis on disadvantaged pupils), have performed in key stage 1 and 2 (for primary schools), key stage 4 (for secondary schools) and key stage 5 (for 16-19 providers).

ASP is a free to access service which requires users to login through the DfE's sign-in portal. Those governing are entitled to login details and should speak to the individual who sends data returns at the school (in the first instance) who can help them set up an account.

The changes to ASP allows school named users to create a custom view by removing one or more pupils from their phonics, KS1, KS2 or KS4 data to carry out "what if" scenarios. School users are able to toggle between their default and custom views for most headline reports (a list of reports and data items which cannot be updated by data management are shown on the Data

management homepage). Data management is available for the most recent year's data held in ASP (i.e. 2017) and will be updated as and when new data becomes available.

### **Amended financial benchmarking tool**

The schools financial benchmarking tool allows you to check how your finances compare with other schools or academy trusts. Comparing budgets in this way can help identify whether spending could be more efficient, particularly in the four main cost areas (staff, premises, occupation, supplies and services) as well as sub-categories of expenditure. It also connects you with other schools or trusts to discuss challenges and successes.

Benchmarking can thus inform your school development process by helping you to consider if resource allocation is working and whether spending outcomes can be improved.

However, benchmarking is only a guide; some schools may find themselves at the upper or lower extremes of the spending scale. Benchmarking data should therefore be used alongside other things you know about your school. [The schools financial benchmarking tool](#)

### **Governance Vacancies**

Academy trusts, including free schools, must notify the ESFA about the appointment or vacating of governance roles within their trust. The Academies Financial Handbook clearly sets out the requirements for Trusts to provide:

□ information and direct contact details for the Chair of Trustees, Chairs of the local governing boards, Accounting Officer and Chief Financial Officer; and information for all members, trustees and local governors.

Trusts must notify the ESFA within 28 days of opening, and subsequently within 14 days of any changes being made, using the Get Information About Schools service. Individual academies within MATs should also record their headteacher information on GIAS and keep this up to date.

### **Institute of Directors (IOD)**

#### **Back to School – common challenges facing school governors and company directors**

A new report from the Institute of Directors explores the common challenges facing school governance and corporate governance, with the aim of encouraging Directors to volunteer as school governors/ trustees and to support their employees to do the same.

The report demonstrates the similarities between governance in schools and in the corporate sector, as well as some areas of difference where the sectors can learn from one another. The report's author writes: "Although they may define organisational success in different ways, board members in the private and educational sectors face many similar governance challenges. In particular, they both have to forge robust but constructive relationships with the executive leadership of their organisations. And both must be creative in terms of gaining access to smart information that will enable them to ask the right questions and make informed decisions."

The report explores the common issues between corporate and school board governance

- Holding school leadership to account while respecting governance boundaries
- Getting access to sufficient information
- Constructively challenging the headteacher and the senior leadership team
- Understanding and influencing the school's culture and values

- Demonstrating accountability
- Managing conflicts of interest

Read the full report:

<https://www.iod.com/Portals/0/PDFs/Campaigns%20and%20Reports/Corporate%20Governance/Back-to-School.pdf?ver=2018-10-24-085551-950>



## **Plans for new inspection framework revealed**

Her Majesty's Chief Inspector, Amanda Spielman, has announced some of the changes Ofsted plans to make to the school's inspection framework.

As well as the headline 'overall effectiveness' grade, Ofsted currently make judgements on four categories for all schools:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for children and learners

There are additional categories for schools with early years or sixth form provision. Ofsted plan to alter these categories to be:

- quality of education
- personal development
- behaviour and attitudes
- schools' leadership and management

The aim of these changes is to move Ofsted's focus from headline data to how schools are educating pupils and the substance of the curriculum. A formal consultation on the new draft framework will take place from January with implementation planned from September 2019.

[Read the outline of the proposed new inspection framework](#)

## **The Ofsted annual report highlights several characteristics common in failing schools:**

- governing boards failed to challenge a well-established incumbent headteacher until it was too late
- low aspirations arising from a lack of understanding of how good other schools were, and a failure to understand that "the world had moved on"
- schools that were unable to handle the transition to new leadership, either because governors/trustees had no plan or because there was too little depth in leadership

- governors and trustees failing to provide appropriate challenge and not holding the headteacher to account for underperformance
- governors and trustees being ignorant of the extent of the school's weaknesses and having a poor understanding of pupils' achievement, such as how it compares with other schools and the progress of specific groups of pupils
- governing boards were criticised for not knowing the impact of pupil premium spending on the progress of eligible pupils

### **Questions you should be asking about the Primary PE and Sport Premium Funding**

- 1) How effectively do leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively do governors hold them to account for this?
- 2) Do governors ensure that the schools finances are properly managed and can evaluate how the school is using the Primary PE and Sport Premium?
- 3) Do governors systemically challenge senior leaders so that there is effective deployment of staff and resources to secure excellent outcomes for pupils?
- 4) Do governors challenge leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally?
- 5) Where external specialist coaches are being used in curriculum time, are they working alongside class teachers to improve their skills and securing long term impact?

The Department for Education commissioned the Association for Physical Education and the Youth Sport Trust to create a national template which has been newly updated, to include swimming data. Head teachers, Governors and Subject Leaders will be able to use this reporting mechanism to ensure their website is compliant for the year 6 swimming proficiency.

Download a copy: <http://www.afpe.org.uk/physical-education/wp-content/uploads/Evidencing-the-Impact-of-Primary-PE-and-Sport-Premium-Template-2017-Final.docx>

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

School inspection handbook, revised September 2018

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/678966/School\\_inspection\\_handbook\\_section\\_5.doc](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/678966/School_inspection_handbook_section_5.doc)

Handbook for short, monitoring and unannounced behaviour school inspections, revised September 2018

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/676900/School\\_inspection\\_handbook-section\\_8.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676900/School_inspection_handbook-section_8.pdf)

School inspections-a guide for parents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/710357/School\\_inspections\\_-\\_a\\_guide\\_for\\_parents\\_May\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/710357/School_inspections_-_a_guide_for_parents_May_2018.pdf)

[Inspections of maintained schools and academies: A leaflet for maintained schools and academies](#)

### **Extract from a recent Ofsted reports which demonstrate good practice**

*Governors receive and scrutinise timely and relevant reports from the school, which they use strategically to support improvement. Minutes of governors' meetings show that governors challenge school leaders at an appropriate level. They expect leaders to secure pupils' progress, including that of disadvantaged pupils. Governors understand clearly their responsibility for monitoring the use of the pupil premium funding. They receive regular reports on the impact of this funding on pupils' progress and attainment.*

*Governors and members of the trust collaborate well to support the school. The trust provides hands-on support to leaders and provides strength to the new leadership team. The governing body understands well the information presented to it by leaders. Governors provide a broad range of expertise and are committed to helping the school to deliver effective provision. Governors visit the school regularly and question leaders about the effectiveness of new strategies.*

### **Sports England to invest £13.5 million in PE teacher workforce skills**

Sports England has announced £13.5 million of funding for a teacher training programme offering “free training ... [for] ... 7,000 secondary school PE teachers to help foster a more positive attitude to physical education”.

The funding for these training programmes will be administered by teaching schools across the country and Sports England encourage all schools interested in accessing the funding to contact their local teaching school's alliance (TSA). Sports England state that they aim to give “all schools in England the opportunity to take part by 2021”. [Sports England](#)

### **The National Governance Association (NGA)**

#### **Outstanding Governance Awards – is your vision and strategy outstanding?**



Does your governing board have an inspiring vision that makes clear what children leaving the school will have learned?

Setting vision and strategy is a core function of the governing board, and the ‘Outstanding vision and strategy’ category will recognise a board governing a single or group of schools that can evidence an inspiring vision and demonstrable progress towards achieving that vision with a clear strategy in place. The successful nominee will be a governing board that can show how

they engaged the school community in developing their vision and values; can demonstrate a methodical and clear commitment to strategy development; and have a vision and values that genuinely shape the educational offer at their school, MAT or Federation

By entering the awards, you will have the opportunity to reflect on your governing board's work and to gain deserved recognition for your good practice and success.

These are the only national education awards to recognise the contribution of governing boards and the clerks that support them. Nominations are now open to recognise achievements in four categories:

- Outstanding governing board in a single school
- Outstanding governing board in a group of schools
- Outstanding vision and strategy
- Outstanding clerk to a governing board

Governing boards and clerks can nominate themselves for an award and they can also be nominated by a third party such as an executive leader or governor services. The awards are open to all state funded schools in England including maintained schools, single academy trusts, free schools and schools within multi academy trusts and federations, and to all phases of schools. Shortlisted applicants will be invited to a prestigious ceremony at the House of Commons in May 2019 where awards will be presented to the winners.

Closing date for entries: 3 December 2018

More information on how to enter: <https://www.nga.org.uk/Be-a-Governor/Celebrating-Governance.aspx>

## **The Academies Show, Birmingham**

The Academies Show is taking place on Wednesday 21 November 2018 at the NEC, Birmingham.

Free entry and registration:

[https://schoolsandacademiesshowbirmingham.co.uk/?\\_ga=2.135671668.498803599.1540828679-1018427855.1540828679](https://schoolsandacademiesshowbirmingham.co.uk/?_ga=2.135671668.498803599.1540828679-1018427855.1540828679)

## **Help us to help you**

### **Reminders**

Please email us with:

- ✓ your updated governing board membership data
- ✓ copies of your board and committee minutes

Have you completed your headteacher's performance management performance?

It is the responsibility of the board not only to seek advice but to take action once this has been carefully considered. Our Service Level Agreement covers advice and guidance, we do not have powers of intervention.

*Edited from material from: BBC, Department for Education, Fischer Family Trust, Information Commissioners Office, London Borough of Hillingdon, National Governance Association, Ofsted, SchoolsWeek, Times, Times Educational Supplement.*