



# Clerks' Briefing

Autumn 2019



**Strong teamwork  
between the  
headteacher, the  
chair of the  
governing body and  
the clerk is crucial to  
efficient working.**

Ofsted, Learning from the Best 2011.



**The role of the clerk is  
pivotal to ensuring that  
statutory duties are met,  
meetings are well organised  
and governors receive the  
information they need in  
good time. Consequently,  
governors come to meetings  
well prepared and with  
pertinent questions ready so  
that they are able to provide  
constructive challenge.**

Ofsted, Learning from the Best 2011.



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### Help us to help you

#### Reminder - Governor Support Service Requests

We hold a database of maintained school and academy governing boards which helps us to help you. Such information is needed for governor recruitment purposes, in cases of urgency, safeguarding, Ofsted inspections, and schools where there is a cause for concern. All data is stored and accessed in accordance with the Data Protection Act and GDPR. The only piece of information we can give out publicly is the name of the Chair of the Governing Board, which is already in the public domain. We do not give out personal contact details or any other information.

With contact details changing each term, please let us have a complete list of all your GB membership including:

- Category of governor
- Contact phone numbers (mobile & home)
- Who is chair and vice chair
- Term of office
- Email address
- Details of any associate members of the board (inc. contact details and term of office)

Please send your Governing Board membership information to: [office@governor.support](mailto:office@governor.support)

#### Get Information About Schools (GIAS)

Please make sure that you keep the DfE site updated with your governing board membership as well.

#### Your governing board minutes

Please send us a copy of your draft board and committee minutes once approved by your chair of governors and the final agreed minutes. Email: [office@governor.support](mailto:office@governor.support)

#### Autumn Term Governor Training Courses (Annex B)

Please can you remind your governors of the range of courses that are available this term, also that they feedback on the course(s) attended to the governing board and to update your training records. Your minutes need to show what learning was achieved and shared with all governors.

### [NEW Course booking arrangements \(Annex A\)](#)

To book any course(s) taking place from 1<sup>st</sup> October 2019 onwards governors and clerks should follow the link on our website home page and on first use will need to register their details. Once registered, users will be able to log in and book a course(s) and receive automatic confirmation of their booking.

**PLEASE NOTE:** Colleagues who have already booked a place on any Autumn term course can be assured that their place is secure but are kindly asked to rebook their chosen course/s on the new course booking site. This will enable them to manage all their bookings on the new system via the 'My Bookings' section which can be viewed when logged in to their personal account.

Please see Annex A for the step by step registration and course booking process.

### [Access to the secure area of our website](#)

This is available to all governing boards and their clerks who subscribe to our Service Level Agreement. Please email [office@governor.support](mailto:office@governor.support) to request your log in details.

### [Hillingdon Governors' Termly Meeting](#)

There is no meeting in the Autumn Term. We will let you know the date of the Spring Term 2020 meeting when more details are available.

### [Help your board plan ahead, if you haven't already](#)

Prepare a **whole year agenda planner**. It will show that either you have too many meetings or not enough meetings to cover the myriad of items which need to be covered in an academic year. Fit in all the statutory things you have to do and perhaps find time for some reflection - you know research, values, the why. This really matters.

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## **Department for Education (DfE) – Consultations**

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### **Financial Transparency of Maintained Schools: A Consultation**

As part of its drive to make financial reporting across all types of schools more consistent, the DfE has launched a consultation, inviting views on the proposal to apply some of the financial measures used in academies to local authority run schools. Current financial transparency arrangements are different and provide different levels of assurance across LA maintained schools and academy trusts.

The key issues highlighted in the consultations are:

- Making public where local authorities are failing to comply with deadlines for completing assurance returns and financial collections;
- Strengthening Dedicated School Grant annual assurance returns;

- Whether maintained schools should be required to provide local authorities with 3-year budget forecasts;
- Strengthening Related Party Transaction arrangements in maintained schools;
- The concern that internal audit visits to maintained schools are too infrequent;
- Strengthening arrangements to help schools that are in financial difficulty; and
- Concerns that there is not enough transparency when it comes to reporting high pay for school staff or reporting maintained school income and expenditure.

The consultation is open until 30<sup>th</sup> September 2019 and can be accessed [here](#)

### **Implementing mandatory minimum per pupil funding levels: A Consultation**

The government recently announced that funding for schools and high needs will rise to over £52bn by 2022-23. This considerable investment will benefit every school. It will ensure that per pupil funding for all schools can rise at least in line with inflation next year; and faster than inflation for most. The majority of schools – those attracting their core NFF allocations – will benefit from a 4% increase to the basic per pupil factors and the funding formula provides for additional needs.

The Department for Education is consulting on how to implement the minimum per pupil funding levels in the National Funding Formula (NFF) on a mandatory basis in 5 to 16 school funding. This means that every local authority will have to use the factor in their local funding formulae from 2020-21.

The consultation is open until 22<sup>nd</sup> October 2019 and can be accessed [here](#)

### **Extending the academies risk protection arrangement to LA schools: A Consultation**

The DfE commenced the risk protection arrangement (RPA) on 1 September 2014, for academies, on an opt-in basis, as an alternative to commercial insurance. The RPA project was initiated in order to help reduce the cost to the public purse of protecting academies against risk (an outline of the risks covered by the RPA). In 2014 the average cost of commercial insurance for academies was £49.93 per pupil. The RPA launched in September 2014 at a cost of £25 per pupil. The DfE are now looking at the potential to extend the RPA to Local Authority Maintained Schools (LAMS) in England in order to help reduce the cost of protecting them from risk. It is not possible to be precise about the cost of insurance for LAMS. However, drawing on Consistent financial reporting (CFR) returns from LAMS, shows £46m spend on staff insurance and £140m on premises and other insurance.

The consultation is open until 4<sup>th</sup> November 2019 and can be accessed [here](#)

## Guidance on the use of restraint and restrictive intervention in mainstream settings and alternative provision: A Consultation

The Department for Education is seeking views on whether there is a need for further guidance on the use of restraint and restrictive intervention in mainstream schools, mainstream post-16 settings and educational settings offering alternative provision. You should read the recently published guidance for special schools and health and social care settings before completing this consultation. Responses from the consultation will feed into work being undertaken as part of the Department's commitment to publish clearer, more consistent guidance for schools on managing behaviour by summer 2020.

The consultation is open until 17<sup>th</sup> October 2019 and can be accessed [here](#)

## Department for Education (DfE) News

### Safeguarding

Keeping Children Safe in Education has been updated for the start of the new academic year; the updated guidance can be found [here](#).

**It is essential that all governors read at least Part 2 of the guidance, The Management of Safeguarding**, as safeguarding is a collective Board responsibility: many Boards will require all Governors to declare and sign that they have read this section of the guidance at the start of the academic year.

Annex H at the back of the document highlights the changes that have been made to the KCSIE 2018 guidance. Whilst a number of amendments reflects the requirements of the new Education Inspection Framework, Relations Education, Relationships and Sex Education and Health Education, two aspects with respect to school Governors have been clarified/ and added:

- Maintained school Governors are required to have an enhanced criminal records certificate from the DBS and it is the Board's responsibility to apply for these certificates. Governance is not a regulated activity and so Governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a Governor.
- The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 made enhanced DBS checks mandatory for maintained school governors but not associate members. **Governing boards need to discuss, agree and minute their decision on DBS checks for associate members.**

## Relationships and Sex Education

From September 2020, Relationships Education will become compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The DfE is encouraging schools to adopt the statutory guidance early, from September 2019. The guidance can be found on <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Even if early adoption is implemented, schools will still need to follow <https://www.gov.uk/government/publications/sex-and-relationship-education> until September 2020 with respect to relationships and sex education.

The guidance highlights:

- Schools must have a written policy and parents must have been consulted when developing and reviewing this policy;
- The policy must include the right of pupils to be withdrawn from (some aspects of) sex education;
- The milestones that children are expected to have reached by the end of their primary and secondary education, including with respect to their physical health and mental well-being; and
- What Governing Boards should ensure:
  - all pupils make progress in achieving the expected educational outcomes;
  - the subjects are well led, effectively managed and well planned;
  - the quality of provision is subject to regular and effective self-evaluation;
  - teaching is delivered in ways that are accessible to all pupils with SEND;
  - clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and
  - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

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

## Review into support for Children with Special Educational Needs

Five years on from reforms introduced to better support children and young people with special educational needs and disabilities (SEND), the review aims to improve the services available to families who need support, equip staff in schools and colleges to respond effectively to their needs as well as ending the 'postcode lottery' they often face. Find out more [here](#).

## Assessment Information

### Early Years

The early years foundation stage profile results for the 2018/19 academic year, at both national and local authority level, are expected to be released in October/November 2019.

## Key Stage 1 and Phonics Screening Check

The provisional results for KS1 teacher assessments and the phonics screening check are due at the end of September 2019.

## Key Stage 2

The start of September saw the DfE update its provisional attainment statistics for KS2 and the updated statistical analysis can be found [here](#). Key points include:

- 65% pupils reached the expected standard in reading, writing and maths combined (2018: 64%) with 11% (2018: 10%) of pupils reaching the higher standard in all three subjects.
- In reading, 73% of pupils reached the expected standard in 2019 (2018: 75%). In maths, 79% of pupils reached expected (2018: 76%). In GPS, 78% of pupils reached expected, unchanged from 2018. In the writing teacher assessment, 78% of pupils reached expected standard, again unchanged from 2018.
- In reading, 27% of pupils reached the higher standard in 2019 (2018: 28%). In maths, 27% of pupils reached the higher standard (2018: 24%). In GPS, 36% of pupils reached the higher standard (2018: 35%). In the writing teacher assessment, 20% of pupils reached the higher standard, unchanged from 2018.
- Attainment in reading, writing and maths (combined) in 2018 and 2019 is not directly comparable to previous years (2016 and 2017) due to the changes to the writing Teacher Assessment frameworks in 2018.
- 85% of pupils who met the phonics standard in year 1 attained the expected standard in reading at the end of KS2 (2018: 88%).
- The gender gap in reading has increased, driving an increase in the overall gender gap.
- In 2019, 70% of girls reached the expected standard in reading, writing and maths (combined) compared to 60% of boys, a 10% gender gap (2018: 8% gap). This has been driven by an increase in the gender gap in reading, where both boys and girls saw a fall in the proportion reaching the expected standard between 2018 and 2019, but the fall was higher for boys (down 3pp to 69%) than girls (down 1pp to 78%).
- The gap between disadvantaged pupils and others has remained stable.

## Key Stage 4

Whilst the provisional date for KS4 will be released by the DfE in mid-October, it can be noted that:

- Of the 5.2M GCSE entries this year, provisional data suggests 4.2M were for EBacc subjects, an increase of almost 4% on 2017/18, and including rises in entries to Spanish (10%) and French (4%).
- The increase in EBacc and modern foreign language entries sits alongside a 3% increase in entries to GCSE arts subjects such as art and design subjects and performing and expressive arts.
- The percentage of entries graded A/7 or above rose to 20.8% in 2019, up 0.3 percentage points. This is the second successive year in which the proportion of top grades has increased since the reformed GCSE qualifications were first sat in 2017.

- The proportion of C/4 grades and above, considered as the "standard pass", also increased slightly to 67.3% of entries, up from 66.9% in 2018.
- Boys continued to narrow the gap at the pass rate, with 62.9% of boys achieving a C/4 grade or above (2018: 62.3%) and 71.7% of girls achieving a standard pass (2018: 71.4%).
- This means the gender gap at C/4 has narrowed from 9.1 percentage points in 2018 to 8.8 in 2019.
- At the top grades of A/7, the gender gap has stabilised at 6.5 percentage points (2018: 6.5pp), after narrowing from 7.3 percentage points in 2017.

### Key Stage 5

- Entries to STEM subjects have increased for both boys and girls; a 26.2% rise overall since 2010.
- Maths remains the most popular subject at A level.
- More girls now do science subjects than boys and overall science entries are up by 7.4%, despite the fall in the population.
- Entries to Spanish have risen making it the most popular language at A level while there has been a relative increase in entries to German for the first time since 2007.
- Girls narrowly outperformed boys at A and A\* combined, reversing last year's trend, but boys did better than girls at A\*.

### School Funding

It has been announced that next year schools will receive a £2.6Bn funding uplift, rising to £4.8Bn in 2021-22 and to £7.1Bn in 2022-23. The increase will also include £700M of extra funding for special needs pupils and new minimum levels of per pupil funding from 2020-21: secondary schools will have at least £5,000 per pupil whilst primary schools will have a minimum threshold of £4,000 per pupil.

This cash injection will be in addition to the recently announced extra funding of £1.5Bn per year to cover rises in teachers' pension costs. From September 2019, the government will be fully funding increased contributions into the pension scheme which means that teachers will get an employer contribution of 23.6% on top of their salary towards their pension every year to ensure the scheme is fully funded.

The Institute for Fiscal Studies calculates that the funding increase should be enough to restore school spending to pre-austerity levels. The independent financial think tank argues that the £7.1Bn increase, promised in three years, will be sufficient to reverse cuts to schools of 8% over the past decade.

Providers of 16-19 education, such as further education and sixth form colleges, will also receive £400M million of additional funding. This includes:

- Protecting and increasing the base rate with funding worth £190M to boost access to high quality courses.
- £120M to help deliver expensive but key subjects such as engineering.



- £35M more for targeted interventions to support students on level 3 courses (A level equivalent) who failed GCSE Maths and English, so they can re-sit their exams in these subjects.
- £25M to deliver T-levels.
- The advanced maths premium, which adds £600 to college budgets for every additional student who takes on A- and AS- level maths, is also funded with £10M of additional funding.
- £20M investment to help the FE sector to continue to recruit and retain strong teachers and leaders and provide more support to ensure high-quality teaching of T Levels.

## School Teachers' Pay

The new Education Secretary, Gavin Williamson, has proposed increasing teachers' starting salaries by up to £6,000 in a letter to the School Teachers' Review Body (STRB). If accepted, salaries for new teachers would rise to £30,000 by 2022-23.

School teachers and leaders are set to receive an above inflation pay rise in the 2019-20 academic year. All the recommendations from the independent STRB to raise the upper and lower boundaries of all pay ranges by 2.75% have been accepted by the Government. A 2.75% increase is equivalent to a £1,000 increase to average classroom teacher pay and a £1,620 increase in the average pay of school leaders.

Whilst schools will continue to determine how staff are paid, the pay increase will be supported by an additional £105M to be paid through the teachers' pay grant.

## School Improvement Support

The DfE has set out a package of support that will be available for schools with a 'Requires Improvement' judgement from Ofsted, from a pool, of expert education leaders and National Leaders of Education. A more intensive offer of leadership guidance, plus up to £16,000 in support, will be available to schools with two consecutive Ofsted RI judgements, to help them improve in a sustainable way. This is expected to amount to c.£16.5M worth of support to around 2,400 schools nationally. The DfE will be contacting schools throughout the 2019/20 academic year to offer this support package.

This follows the previous Education Secretary's commitment at the National Association of Headteachers conference in 2019 to use Ofsted's RI judgement as the only trigger for offering tailored support to leadership teams.

## Teacher Well-Being

The summer saw Ofsted release its research on the well-being of staff; when asked to contribute ideas towards Ofsted's research programme, teachers overwhelmingly wanted Ofsted to research teacher stress, workload and well-being. Whilst the full report can be accessed [here](#), the report's key findings were:

- Teachers enjoy teaching and are positive about their workplace and colleagues, but they are disappointed by the profession.

- Levels of satisfaction with life are higher among the general public than staff in schools and FE providers and overall levels of teachers' occupational well-being are low.
- Workload is high, affecting work–life balance.
- Staff perceive a lack of resources as a problem that stops them from doing their job as well as they can.
- Poor behaviour is a considerable source of low occupational well-being, and teachers do not always feel supported by senior leaders and parents with managing it.
- Relationships with parents can be a negative factor and a source of stress.
- Educators feel that they do not have enough influence over policy, which changes too quickly.
- Educators also feel that Ofsted inspections are a source of stress.
- Findings on overall support from senior leaders are mixed.
- Staff need more support from their line managers.

Ofsted's report makes a number of recommendations in response to these findings, aimed primarily at school leaders and the DfE.

As strategic leaders, Boards should have oversight over the levels of well-being of school staff, including the headteacher and should be monitoring the range and success of initiatives to ensure low well-being does not impact in terms of staff retention rates and the quality of teaching and learning in the classroom.

## Teacher Workload

Research published in the summer identified that school leaders are taking action to reduce teacher workload. Based on a survey, conducted twice a year on a range of departmental policy areas, of 836 school leaders and over 1,000 classroom teachers:

- 94% of leaders reported reducing workload related to marking (2018: 88%).
- More than three-quarters (78%) reported they had reduced workload related to planning, compared to 71% last year.
- Almost half of leaders surveyed (46%) reported they were already making use of the DfE's Workload Reduction Toolkit.

The previous Secretary of State also committed to:

- only asking for pupil attainment data if a school is at risk of failure, above that which is collected for national assessments;
- requesting data in a school's existing format, where possible, to avoid duplication; and
- updating the workload reduction toolkit with new sections on behaviour management and tools for governing boards.
- No changes to these commitments have been made by the new Secretary of State, as yet.

The DfE has also worked with Ofsted on its new Education Inspection Framework which will:

- have a strong focus on reducing teacher workload;

- consider staff workload as part of the leadership and management judgment;
- look unfavourably on schools that implement burdensome data practices; and
- refuse to look at internal assessment data.

The survey also found that:

- The number of schools with a designated lead for pupil mental health has significantly increased, from 70% in 2017 to 82% in 2018, with a major jump at primary level, from 67% to 81%.
- All schools surveyed indicated that they monitor wellbeing through one to one discussions with pupils and parents.
- 85% of maths teachers said they were confident in teaching their reformed GCSEs.
- Almost all leaders (just under 100%) and 99% of teachers had accessed at least one type of CPD in the past 12 months.

## Primary Sports Premium Funding

The DfE recently undertook a survey on the Primary PE and Sport Premium, focusing on how primary schools have used the Premium, their views on the outcomes it has had and what, if any, difference the doubling of the Premium has made since it was given to schools in September 2017. Whilst the full report can be accessed [here](#) some key findings include:

Compared to 2016/17:

- Almost 9 in 10 respondents thought that the profile of PE/Sport in supporting whole school improvement had increased (with half of all respondents reporting it had improved ‘a lot’).
- Almost 9 in 10 respondents thought that the confidence, knowledge and/or skills of all staff in teaching PE had increased ‘a little’ or ‘a lot’.
- More than 8 in 10 thought the level of competitive sport being offered had increased ‘a little’ or ‘a lot’. Over 6 in 10 thought it had increased for all pupils.
- Around 8 in 10 thought that the proportion of pupils doing 30 minutes of exercise a day in school had increased ‘a little’ or ‘a lot’. Also, more than 6 in 10 thought participation had increased for all pupils in PE and more than 7 in 10 thought it had increased for all pupils in extracurricular sport.
- The vast majority of respondents (over 9 in 10) indicated that there was now a broader range of PE and sport being offered to all pupils.
- Almost no school reported that any of these had decreased since 2016/17.

**Question for governing boards:**

***What has been the use and outcomes of the PE/Sports Premium in their schools?***

## School Exclusions

The DfE has released statistics on the permanent and fixed term exclusions in England’s schools for 2017/18 and this analysis can be accessed [here](#). The analysis found that:

- The rate of permanent exclusions has remained stable across all school types at 0.1% across all state funded primary, secondary and special schools. However, the increase in permanent exclusions seen in recent years has slowed.
- The number of fixed term exclusions has increased by 8%, resulting in a fixed term exclusion rate of 5.08% across all stated funded schools.
- Persistent disruptive behaviour remains the most common factor behind both permanent and fixed term exclusions but permanent exclusions for this specific reason have fallen for the first time in five years.
- Primary, secondary and special academies all have higher exclusion rates than LA maintained schools.

Following the Timpson review on exclusions earlier in 2019, the DfE have stated that the current statutory exclusions guidance will be updated by the end of the 2019/20 academic year. Watch this space!

**Essential action:**

***Exclusions, fixed and permanent, should be reported to Boards, at least on a termly basis, aiding Board discussions on whether their school's behaviour policy remains fit for purpose.***

## Healthy School Rating Scheme

The healthy schools rating scheme has been designed to recognise and encourage schools' contributions to pupils' health and wellbeing. Celebrating the positive actions that schools are delivering in terms of healthy eating and physical activity, it also aims to help schools identify useful next steps in their provision.

This voluntary scheme is available for both primary and secondary schools. Schools will complete a self-assessment and then receive a rating based on their responses around food education, compliance with the school food standards, time spent on physical education and the promotion of active travel. Further details can be found [here](#)

## Schools financial value standard (SFVS) 2019 to 2020

The standard changed on 1st April 2019 and now comprises a checklist and a dashboard all in the one toolkit available on the DfE website, link below. The dashboard enables schools to look at where they stand on a range of measures compared to similar schools. The checklist asks questions of governing boards across 6 areas of resource management. It provides clarification for each question, examples of good practice, and details of further support available to assist schools in addressing specific issues.

Some questions will be familiar as they are unchanged from the previous version of the SFVS. Of the 25 old questions, they have dropped three and amended one. The amendment involves the frequency of budget monitoring reports. Previously, the governing body had to receive budget monitoring reports at least three times a year, it has now increased to at least six times a year.

There are seven new questions and amongst these are two new questions on Setting the Annual Budget (whether the budget setting process allows sufficient time for the governing body to scrutinise and challenge and whether pupil number projections are realistic), and two new questions in the Value for Money section (is the governing body given the opportunity to challenge the school's plans for replacing contracts due to expire and whether the DfE national deals are used to benchmark existing non-staff expenditure). The final new question posed in the checklist regards the dashboard itself. It asks if the results have been "carefully considered and potential follow-up actions identified". This could be viewed as the DfE's way of ensuring schools are benchmarking.

Maintained school governing boards need to complete this document in March each year and return to Hillingdon Local Authority.

The [checklist](#) is worth discussing in your governing board committees during the autumn term.

Further details can be found [here](#)

## Admissions Appeals

A reminder for governing boards that are responsible for admission appeals.

The DfE published guidance can be accessed in full [here](#)

### **Points to remember:**

- Inform parents of their right to appeal.
- Setting up the independent appeal panel.
- Admissions Authorities ("AA") must appoint a clerk to the appeal panel, who is independent of the school and the education functions of the Local Authority.
- The AA must also appoint an independent appeal panel, which must consist of a Chair and at least 2 other panel members,
- The AA should ensure that panel members are selected on the basis that they can make fair and objective decisions. It's important that panel members are always independent and retain their independence. For schools with a religious designation, the AA should not select panel members solely based on their faith.
- The AA must ensure that both the clerk and the panel members have the appropriate and up to date training before taking part in any part of the appeals process.
- It is the AA's responsibility to ensure that the notes and records of appeal proceedings are held securely for a minimum of 2 years.

## Academy Updates

### **Academies Financial Handbook 2019**

The new Academies Financial Handbook (AFH) has come into effect from 1<sup>st</sup> September 2019 and can be accessed **here**.

Some of the main changes include:

- The trust must, with respect to its internal scrutiny work, submit its annual summary report of the areas reviewed, key findings, recommendations and conclusions (as presented to the audit

committee by the person or organisation carrying out the programme of work) to the ESFA by 31 December each year, when submitting its audited annual accounts. The trust must also provide ESFA with any other internal scrutiny reports if requested.

- Audited accounts must be provided to the Members of the Trust.
- Trusts must maintain a risk register and effectively manage its risks.
- Further emphasis on the need for a robust, evidence-based process when setting executive pay levels (see sub-section on Executive Pay further in newsletter).
- Emphasising that monthly management accounts must be produced and must include an income and expenditure account, variations to budget report, a cash flow and balance sheet.
- Trusts with Financial Notices to Improve from the ESFA must publish these on the Trust website.
- Trustees are reminded that they must apply the highest standards of conduct and ensure robust governance, as these are critical for effective financial management

Trustees and Governors are reminded that compliance with the AFH is a requirement of Trusts' Funding Agreements.

### Annual Report and Accounts

The summer saw the DfE publish its consolidated annual report and accounts for the year ended 31 August 2018 for the academy sector. Whilst the full report, including the financial statements, can be accessed [here](#), the report starts with an overview of the academy sector, including financial and academic attainment indicators. Key points include:

- The number of academies has increased during the year to 31.7.18 to 7,920 (2016/17: 6,925).
- However, the number of academy trusts has decreased during the year to 2,986 (2016/17: 3,054), demonstrating some consolidation within the sector.
- 78% of all academies (6,177 academies) are in an academy trust with more than 1 academy (2016/17: 71%, 4,949 academies) forming 1,141 MATs (2016/17: 7.1%, 4,940 academies in 987 MATs).
- There were 1,743 academies/free schools in a single academy trust (SAT), or in a MAT with only one academy compared to 1,976 academies at 31.7.18.
- For the year ending 31 August 2018, the academy sector received £25.3Bn in income (2016/17: £22.5Bn) and spent £25.7Bn (2016/17: £23.6Bn). A significant contributor to the deficit in both years was non-cash movements relating to land and building valuations and fixed asset depreciation. After adjusting for such non-cash expenditure, the sector has an operating surplus of £1.8Bn (2016/17: £1.5Bn).
- 146 academy trusts disclosed payments of £150K to individual staff in 2018, c.4.8% of the total sector (146, 4.0% in 2017). 988 academy trusts (32.4% of the sector) made payments of between £100 - £150K in 2018 (941 or 30.1% in 2017).
- Across the sector, the total aggregate cumulative deficit for 2017/18 was £78M (2016/17: £65M), compared to a total cumulative aggregate surplus of £2.5Bn (£2.4Bn in 2016/17). Of the academy trusts in the current year which reported a cumulative deficit figure, 113 trusts also reported a cumulative deficit in the prior year.

- The sector held cash balances of £3,889M (16/17: £3,543M) with the proportion of cash held to operational cash expenditure remaining stable at 15.1% in 2017/18 (which represents approximately two month's cash expenditure). The sector is encouraged not to hold more cash than is required to maintain financial stability.
- At Key Stage 2, mainstream academies had an average maths progress score of 0.1 scaled score points above the national average, writing progress of 0.2 scaled score points above average and reading progress in line with the national average.
- At Key Stage 4, the average progress 8 score in mainstream academies was 0.03 grades (across pupils' best 8 subjects) above the national average.

### Trust Capacity Fund

A new trust capacity fund (TCaF) has been announced by the Government which will award up to £17M to support trust growth and development across England. Applications will open in September 2019, closing in December; awards will be made in conjunction with growth approved by Regional Schools Commissioners.

The TCaF will have 4 strands:

- A1: supporting strong MATs to grow and innovate in areas of long-standing need;
- A2: encouraging strong trusts to grow by converting and improving weaker maintained schools, or adding vulnerable academies to their trust and improving them;
- B: accelerating the development of mid-sized trusts with the potential to be strong; and
- C: creating new strong trusts, either by single-academy trusts joining larger trusts, or by supporting the growth of existing trusts via mergers, or priority projects as identified by RSCs.

Each strand has different eligibility criteria, dependent on: financial health; trust size; school improvement; progress; phonics attainment; and the English Baccalaureate.

Eligibility for the fund will be determined in two stages. Stage one will use published criteria to determine whether a trust is eligible to apply, and under which strand of the fund. To assess their eligibility, the eligibility checker can be accessed [here](#)

Once an eligible trust makes a funding application, alongside their application for growth, RSCs will undertake a stage two assessment, making a final decision on whether the trust should be funded and taking into account the outcome of the application for growth.

### Academy Self-Assessment Tool

There is one area in which financial arrangements for maintained schools are deemed by the DfE to be currently more rigorous than for academy trusts. Maintained schools are required to complete, on an annual basis, the Schools Financial Value Standard (SFVS), and submit this to the Local Authority.

The SFVS comprises 29 questions in relation to value and governance, and with effect from 2019/20, it also includes a dashboard enabling schools to look at where they stand on a range of measures

compared to similar schools. The SFVS is intended to help schools manage their finances and to give assurance that they have secure financial management in place.

A similar tool for academies, the Self-Assessment Tool for academy trusts, was launched in 2018. However, whilst this has been widely used by academies, it is currently not mandatory. **The DfE has now decided to make the Self-Assessment Tool mandatory for academies with effect from the end of the academic year 2018/19.** This will ensure that there is no area in which the DfE are requiring a weaker accountability of academies than of maintained schools.

The tool and the supporting notes can be accessed [here](#)

### **New Guidance on Executive Pay**

Whilst Academy Trusts are free to set their own salaries for staff, high pay in the academies sector has been a divisive issue which has been a topic of media scrutiny. Boards should be conscious that their use of public money must represent the best value for money. In light of this media scrutiny and following on from a number of letters issued to Trust Chairs by the Chief Executive of the ESFA, the ESFA has now published guidance which will help Trusts to:

- make robust, fair, reasonable and defensible decisions about executive pay;
- identify the key points for consideration when setting executive salaries;
- determine a fair remuneration package that appropriately reflects the level of challenge and responsibility of the role; and
- justify and be accountable for decisions around executive pay.

The guidance takes into consideration, amongst other things, the requirements of the Academies Financial Handbook, the Trust's academic and financial performance, the educational challenge facing the Trust, the experience of the individual in question, benchmarking and performance management.

Aimed at school leaders, including Trust Boards, this guidance applies to salaries for the CEO, the CFO/Finance Director, executive head teachers and any other executive leadership positions. The guidance can be accessed [here](#)

### **ISCA Academy Guidance Notes**

This technical and good practice guidance has been developed through collaboration between experts and practitioners. It provides independent advice on a wide range of governance issues and practical specimen materials that you can adapt and use. Academy guidance is free to download and share. You will be prompted to [register](#) or log in to access the guidance notes.



## Ofsted – News and Updates

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### The Education Inspection Framework

From September 2019 Ofsted inspections will take place under the new Education Inspection Framework which can be accessed [here](#). As a reminder, schools will be specifically graded in four areas: the quality of education; behaviour and attitudes; personal development; and leadership and management. Ofsted will continue with its existing grading system of outstanding, good, requires improvement and inadequate.

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

Inspectors will check that school leaders are behaving with integrity by putting children's interests first. This includes checking that schools do not enter pupils for qualifications that are inappropriate for the child but that may have a positive impact on the school's published performance data.

Inspectors will also check that schools are not removing pupils from the school's roll without a formal, permanent exclusion when this is not in the child's best interests; this is referred to as 'off-rolling'.

With respect to governance, the EIF highlights that inspectors will seek evidence of the impact of those responsible for governance. In a maintained school, those responsible for governance are the school governors. In a stand-alone academy, it is the trustees. In a MAT, the trustees are responsible for governance. If inspectors are informed that a local governing board within a MAT framework has delegated responsibilities, they should establish clearly which powers are with the trustees, which are with the leaders of the MAT and which are with the local governing board; they should then ensure that both their inspection activities and the inspection report reflect this.

Inspectors will explore how governors carry out each of the three core governance functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils. In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010 and other duties, for example in relation to the 'Prevent' duty and safeguarding.

Inspection reports on education will also be shorter and clearer. They will tell parents what it's like to be a child or young person at the school – what is being done well and what could be done better. The reports have also taken into account what will make them more accessible to a wide range of people, including employers and apprentices.

Following the publication of the EIF, Ofsted has updated its guide for schools (including governors) on what they should expect from and how they can prepare for an inspection. This guide can be accessed [here](#)

### **The Inspection of Outstanding Schools**

A raft of new measures to help struggling schools, tackle underperformance and ensure standards continue to rise unveiled by the Education Secretary on 1<sup>st</sup> September 2019 include plans to reintroduce regular Ofsted inspections for outstanding schools by removing rules which exempted top-rated schools from routine inspection. Routine inspections of outstanding schools ceased in 2011 but the DfE said that bringing them back would ensure parents have up to date information about their child's school and can be confident that schools rated outstanding really are providing the highest standards. The DfE have said they will consult on how best to do this, and subject to parliamentary approval, bring these schools back into a regular inspection cycle.

To develop further understanding of the primary curriculum, Ofsted will be carrying out a number of inspections of exempt outstanding primary schools between October 2019 and April 2020. These inspections will be in addition to the 10% already identified through risk assessment

A 2018 National Audit Office report found 1,620 schools, most of them outstanding, had not been inspected for six years or more, with 290 not having been inspected for at least a decade. Earlier this year, Ofsted re-inspected 305 schools that had previously been rated outstanding that had since developed specific issues; 80% of these schools lost their outstanding rating.

### **Inspecting MATs**

The summer saw Ofsted publish its report "Multi-academy trusts: benefits, challenges and functions" which looks at: how MATs' central vision and approaches influence day-to-day practice in schools; and to what extent MATs are having a positive, or otherwise, impact on the work of leaders and teachers in the academies that Ofsted inspects.

Following publication of the report (which can be accessed in full [here](#)), Ofsted has renewed its call to be given the power to inspect MATs (rather than undertake summary evaluations of the quality of education provided by the Trust) rather than mass inspect a number of academies within the Trust. Ofsted's argument rests on:

- Three quarters of academy schools now belong to a MAT whose job it is to make important decisions, not just about the financial management of their schools, but also what is taught in them, and how it is taught and assessed. Some MATs may control as many as 50 or more schools.
- Given the power and influence of MATs, it's important that they are properly accountable to parents. The fact that Ofsted is unable to inspect trusts directly means parents and policy makers are only given a partial view of what is happening in a proportion of schools. This presents some very real risks, which have come to light through the recent failures of some academy trusts.

Ofsted's report highlights that schools in larger trusts benefit from economies of scale, back-office support, training, career progression and recruitment. However, size has its drawbacks, and some MATs took on a large number of schools in difficulty quickly, without always having the central capacity and leadership required to improve them.

The report also finds that schools in a MAT are able to share data and expertise, which many staff reported had particular benefits for pupils with SEND. However, getting everyone together in the same place can be costly, time-consuming and frustrating, particularly if the geographical spread of a MAT is wide.

The report makes a number of recommendations:

#### *For the DfE*

- The fact that accountability has multiple audiences and purposes needs to be reflected in the inspection framework for MATs and schools. This suggests the need for a model in which both MATs and individual schools are inspected by Ofsted.
- Whilst accountability at the school level is strong, accountability at MAT level needs to be strengthened, not least in the light of weak implementation in many MATs of internal accountability at trust level. Inspection arrangements should reflect this.

#### *For MATs*

- MATs should make full use of the opportunities for standardisation of back-office functions provided by the MAT. They should explore which policies can be most helpfully developed and standardised at MAT level. Developing subject curriculums, which may be beyond the capacity of individual schools, could be one example where more trust-level activity than is currently the norm may be beneficial.
- MATs need to ensure that collaboration within the Trust is used effectively to maximise the benefits of shared expertise and mutual learning, while minimising unproductive networking for its own sake.
- MATs should work productively with the LA and other schools in their local area. They should participate in local coordinating mechanisms around statutory duties such as safeguarding and work with the LA and other schools/MATs to ensure that pupils with SEND and those subject to exclusion receive appropriate provision.
- MATs need to review their accountability carefully to ensure that it encourages educationally-focused conversations about what children are learning and that an excessive focus on data does not exist.
- MATs need to carefully manage growth. If a MAT is too small, it can be hard for it to maximise the advantages of MAT status through economies of scale and central support and challenge. However, overly rapid growth can move MATs beyond the confines of their capacity for support.

- MATs need to have the role of the local governing board clearly set out and explained. In particular, members of local governing boards need to know what has been delegated to that board, and what is expected of them to fulfil that role.
- As well as mechanisms for monitoring the effectiveness of their individual schools, MATs should put in place mechanisms to monitor their own performance at trust level.

### **Inspecting schools: guide for maintained and academy schools**

This guide gives a summary of what schools should expect and what they need to do as part of an Ofsted inspection. The guide can be found [here](#)

### **School inspection update, September 2019**

This update written primarily for inspectors, however we thought it to be equally helpful for governing boards.

Key areas covered in the update include:

- the new Ofsted Parent View questions
- outstanding primary schools
- meetings with curriculum leaders
- clarification on schools keeping books between different academic years
- the healthy school rating scheme
- use of progress 8 estimates for the 2019 examinations round

The update can be found [here](#)

### **Research commentary: managing behaviour**

Behaviour matters. That is why the new inspection framework contains a separate behaviour and attitudes judgement. Ofsted expect that this will bring a greater focus on behaviour on inspection, and allow them to probe more deeply into what schools do and how well this is working.

Find out more [here](#)

### **Ofsted Parent View Survey**

From September 2019, Ofsted have updated what is asked in the Ofsted Parent View survey so that it links more closely to Ofsted's new Education Inspection Framework. The survey continues to ask parents how strongly they agree or disagree with statements about their child's school, though the focus of what we ask parents has changed. New questions have been added, including a question for parents of children with special educational needs and/or disabilities (SEND). This is in response to requests from parents for a question in this area.

The updated questions can be found [here](#)

## Other News

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### A 7-step guide to Integrated Curriculum and Financial Planning (ICFP)

This guidance is based on the key elements for successful integration of financial and curriculum planning. It is based around the decisions a school makes about teaching and education support staff resources and this framework helps leaders make effective decisions. It works for primary, secondary and special schools, studio schools, and PRUs. It is designed to bring senior teams and decision makers together to help them manage risk and maximise opportunities for pupils. The goal of ICFP is to design a curriculum that is cost-effective and affordable, rather than simply efficient. It is a question of delivering the best possible education with the resources available, and planning for future school improvement. It is strategic, in that it starts with where you are now, is very clear about where you are aiming to get to and sets out how you will get there, over a three to five-year period, because big change will take several years to plan, implement, realise and embed. Importantly, while it is simple common sense, it's not always easy. This guide has been designed to give school leaders, governors and business managers a common framework for these discussions, and together, teams can adapt the steps to form a tailored approach for their school or MAT.

Further details can be found [here](#)

### Model code of conduct – 2019 version

The National Governance Association (NGA) model code of conduct has been revised and includes the Seven Nolan Principles of Public Life: selflessness; integrity; objectivity, accountability; openness; honesty and leadership. The 2019 version has been strengthened by the inclusion of the Framework for Ethical Leadership in Education to help school leaders take difficult decisions. There are also additions in the Relationships, Confidentiality and Conflicts of Interest sections. The model code of conduct can be tailored to reflect your specific governing board and school structure.

Once approved by the governing board, the Code will apply to all governors/trustees/academy committee members.

Edited from material provided by, Department for Education, National Governance Association, Ofsted, Schoolsweek, Times Educational Supplement

## Useful Websites

### Department for Education (DfE) Statutory Guidance and Advisory Guidance for Schools

General DfE Website	<a href="https://www.gov.uk/government/organisations/department-for-education">https://www.gov.uk/government/organisations/department-for-education</a>
Statutory Guidance for Schools	<a href="https://www.gov.uk/government/collections/statutory-guidance-schools">https://www.gov.uk/government/collections/statutory-guidance-schools</a>
Advisory Guidance for Schools	<a href="https://www.gov.uk/government/collections/departmental-advice-schools">https://www.gov.uk/government/collections/departmental-advice-schools</a>
DfE Governance Handbook	<a href="https://www.gov.uk/government/publications/governance-handbook">https://www.gov.uk/government/publications/governance-handbook</a>
Education and Skills Funding Agency	<a href="https://www.gov.uk/government/organisations/education-and-skills-funding-agency">https://www.gov.uk/government/organisations/education-and-skills-funding-agency</a>

### The Law

All legislation	<a href="http://www.legislation.gov.uk/">http://www.legislation.gov.uk/</a>
The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013	<a href="http://www.legislation.gov.uk/uksi/2013/1624/contents/made">http://www.legislation.gov.uk/uksi/2013/1624/contents/made</a>
The School Governance (Constitution) (England) Regulations 2012	<a href="http://www.legislation.gov.uk/uksi/2012/1034/contents/made">http://www.legislation.gov.uk/uksi/2012/1034/contents/made</a>
The School Information (England) (Amendment) Regulations 2012	<a href="http://www.legislation.gov.uk/uksi/2012/1124/made">http://www.legislation.gov.uk/uksi/2012/1124/made</a>
Education Acts	<a href="http://www.legislation.gov.uk/all?title=Education%20acts">http://www.legislation.gov.uk/all?title=Education%20acts</a>

### Other sources of support

Governor Support Service website	<a href="http://www.governor.support">www.governor.support</a>
Governor Support Service on Twitter	<a href="https://twitter.com/govsandclerks">https://twitter.com/govsandclerks</a>
Governor Support Service on Facebook	<a href="https://www.facebook.com/governorsupport">https://www.facebook.com/governorsupport</a>
Hillingdon Council's information for schools	<a href="http://www.hillingdon.gov.uk/schools">www.hillingdon.gov.uk/schools</a>
Information on safeguarding children	<a href="https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children">https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children</a>
Governors For Schools	<a href="https://www.governorsforschools.org.uk/">https://www.governorsforschools.org.uk/</a>
Ofsted Website	<a href="https://www.gov.uk/government/organisations/ofsted">https://www.gov.uk/government/organisations/ofsted</a>
National Governance Association	<a href="http://www.nga.org.uk/">www.nga.org.uk/</a>
Safer Recruitment Training for Schools and Governors	<a href="https://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/">https://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/</a>
London Diocesan Board for Schools	<a href="http://schools.london.anglican.org">http://schools.london.anglican.org</a>
Catholic Education Service	<a href="http://www.catholiceducation.org.uk/schools">http://www.catholiceducation.org.uk/schools</a>
Diocese of Westminster: Schools	<a href="http://rcdow.org.uk/education/governors">http://rcdow.org.uk/education/governors</a>

## School Name (and logo)

### Formal Notice and Agenda of the Full Governing Board Meeting to be held on **Date** at **Time, Venue**

#### Attendee List

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Full Name	Role	Information
	Headteacher	
	Staff governor	
	LA governor	
	Parent governor	
	Parent governor	Vice Chair of Governors
	Co-opted governor	Chair of Governors
	Foundation governor	
	Partnership governor	
	Associate member	Non-voting
	Observer	Non-voting
	Clerk to Governors	Non-voting

#### Attendance

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Please confirm by email that you are able to attend this meeting, [email@address](mailto:email@address). You are politely asked to respond by dd/mm/yy.

If you are unable to attend, please telephone your apologies as soon as possible to the clerk to governors. Please ensure you give a reason for any non-attendance. [AN Example on 01234 567890](#). Absence (with or without apologies) is not automatically approved and must be authorised by the governing board at the meeting.

#### Declarations

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Governors and associate members are reminded that if they have a personal or business interest in any of the agenda items, then **it must be declared at the meeting**. If it is a specific interest, then it must be declared before the agenda item the person must withdraw for that part of the agenda. Where there is any question of a conflict of interest, the governing board may decide on whether that person remains in the meeting.

#### Preparation

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Governors are reminded to prepare for this meeting by reading the Headteacher's report, committee minutes and all documentation circulated with this agenda (list given below). *Come to the meeting prepared with your questions, contributions to discussion and decision making.*

**All governors and meeting attendees are politely reminded to observe and follow the Code of Conduct and Standing Orders at all times to ensure we make the best use of our time and resources. Copies can be obtained from the clerk to governors.**

#### Meeting Papers

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The following is a list of documents circulated with this agenda.

Xx

## Meeting Agenda – Autumn term 2019

Item Ref	Agenda Item	Item Lead and Timing
001/19-20	<b>Statutory Duty:</b> Apologies and the governing board's <b>acceptance or rejection for all absences.</b>	Chair/1 Min
002/19-20	<b>Statutory Duty:</b> Election of Chairman and/or Vice Chairman ( <i>where required</i> ).	Clerk/5 mins
003/19-20	<b>Statutory Duty:</b> Governing board approval of the minutes of the last meeting.	Chair/1 min
004/19-20	Matters arising from the previous minutes ( <i>if any</i> ).	Chair/2 mins
005/19-20	<b>Statutory Duty:</b> Report on membership of the governing board to include any vacancies, elections, appointments and forthcoming expiration of any terms of office	Clerk/5 mins
006/19-20	<b>Statutory Duty:</b> Reporting on delegated functions, educational performance of the school and recommendations to the full governing board: <ul style="list-style-type: none"> <li>▪ The Chairman's report (<i>including any urgent actions undertaken</i>)</li> <li>▪ Committee, link governor and working group reports</li> <li>▪ The Headteacher's Report including a data review of pupil numbers, attendance, achievement, exclusions, staffing, safeguarding, racist and bullying incidents</li> </ul>	
007/19-20	<b>Key Issues: Autumn term 2019</b>	
008/19-20	<ul style="list-style-type: none"> <li>▪ <b>Statutory Duty</b> for maintained schools to keep their constitution under review. Is your Instrument of Government still fit for purpose?</li> </ul>	
009/19-20	<ul style="list-style-type: none"> <li>▪ <b>Statutory Duty:</b> School's website and DfE database compliance. Have these been reviewed and updated this term?</li> </ul>	
010/19-20	<ul style="list-style-type: none"> <li>▪ <b>Statutory Duty</b> Compliance: Have all staff undergone performance management? Any issues to report generally?</li> </ul>	
011/19-20	<ul style="list-style-type: none"> <li>▪ <b>Statutory Duty</b> Compliance: GB to set the date and appoint panel for the HT performance Management in autumn term. GB to appoint the independent adviser for the HT PM.</li> </ul>	
012/19-20	<ul style="list-style-type: none"> <li>▪ <b>Statutory Duty</b> Review the information and format of HT/SLT reports to GB. GB to set the reporting requirements for HT to the GB for the year. Ensure a strong focus on data reporting in a format that the GB can understand to inform their decision making.</li> </ul>	
013/19-20	<ul style="list-style-type: none"> <li>▪ <b>Statutory Duty</b> Review the GB delegation planner, committee structure, committee membership and terms of reference to ensure that all are current and fit for purpose.</li> </ul>	
014/19-20	<ul style="list-style-type: none"> <li>▪ <b>Statutory Duty</b> Academies: To be aware of the revised ESFA Financial Handbook from September 2019 and ensure your establishment is compliant with any changes.</li> </ul>	
015/19-20	<ul style="list-style-type: none"> <li>▪ <b>Statutory Duty</b> Compliance: GB to check and report that the Single Central Register is up to date, considering any staffing changes for this new term. Note the requirement on all schools to ensure governors undergo a section 128 check.</li> </ul>	
016/19-20	<ul style="list-style-type: none"> <li>▪ <b>Statutory Duty</b> Compliance: Ensure required safeguarding policy changes are made in line with the updated Keeping Children Safe in Education guidance 2019.</li> </ul>	
016/19-20	Review, record the <b>impact of</b> and update the School Development Plan ensuring it links to budget priorities.	Chair
017/19-20	Review and/or update of the school's self-evaluation document	Chair
018/19-20	<b>Statutory Duty:</b> School policies to be reviewed and updated this term.	Chair
019/19-20	Correspondence, information and literature received.	Chair
020/19-20	Planning, reporting back and <b>impact</b> of governors' visits to school and training attended.	Chair
021/19-20	<b>What impact has the GB made since the last meeting and expected impact from this meeting?</b>	Chair
022/19-20	Any items for discussion deemed ' <b>Confidential</b> '.	



## HOW TO REGISTER ON THE COURSE BOOKER WEBSITE [FIRST TIME USER]

1. In your web browser go to: [coursebooking.enhancealliance.org](http://coursebooking.enhancealliance.org) or use the link in the 'Courses' section of the Governor Support Service website home page: [www.governor.support](http://www.governor.support)
2. Once on the course booking website click on the 'Register' button in the top right corner.



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### COURSES

3. Enter your registration information as requested on the registration form and then click the "Register" button (you will then receive an email to confirm you have successfully registered on our website).

New Registration

School Name	<input type="text" value="Enter School Name"/>
Email Address	<input type="text" value="Enter Email Address"/>
Confirm Email Address	<input type="text" value="Enter Confirm Email Address"/>
First Name	<input type="text" value="Enter your First name"/>
Last Name	<input type="text" value="Enter your Last name"/>
Job Title	<input type="text" value="Enter your Last name"/>
Password	<input type="password" value="Enter Password"/>
Confirm Password	<input type="password" value="Confirm your password"/>

I understand by ticking this box and registering my account that I am accepting the [Terms and Conditions of Use](#) and [Privacy Policy](#)

I'm not a robot 

## HOW TO BOOK A COURSE

1. In your web browser go to: [coursebooking.enhancealliance.org](http://coursebooking.enhancealliance.org) or use the link in the 'Courses' section of the Governor Support Service website home page: [www.governor.support](http://www.governor.support)
2. Once on the course booking website click the "Sign In" link at the top right corner of the page



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### COURSES

3. Enter your email address and password then click the "Log in" button

Please Sign In

  
  
 Remember Me

[Click here to register](#)  
[Forgotten my password](#)

4. Click on **GOVERNOR SUPPORT COURSES 2019-2020** to see the available courses and then click **'View Course'** to see more details about the course.

# COURSE

BOOKER

BOOK OUR  
LEARNING &  
DEVELOPMENT  
COURSES HERE

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Courses

Thursday 03 Oct 2019	<p style="margin: 0; color: #4a90e2;"><b>Intro to Governance Part 1 – Autumn 2019</b></p> <p style="margin: 0; font-size: 0.8em;">Course venue: Britannia Court UB7 7PN Course Capacity: 10 - Course places available: 10 Course cost: £140.00 or free as part of our Governor Support Package</p> <p style="margin: 5px 0 0 0; display: flex; justify-content: space-between;"> <span style="background-color: #27ae60; color: white; padding: 2px 5px; font-size: 0.8em;">6:30pm - 8:30pm</span> <span style="background-color: #f1c40f; color: white; padding: 2px 5px; font-size: 0.8em;">View course</span> </p>	<input type="checkbox"/>
Wednesday 09 Oct 2019	<p style="margin: 0; color: #4a90e2;"><b>Intro to Governance Part 2 – Autumn 2019</b></p> <p style="margin: 0; font-size: 0.8em;">Course venue: Britannia Court UB7 7PN Course Capacity: 10 - Course places available: 10 Course cost: £140.00 or free as part of our Governor Support Package</p> <p style="margin: 5px 0 0 0; display: flex; justify-content: space-between;"> <span style="background-color: #27ae60; color: white; padding: 2px 5px; font-size: 0.8em;">6:30pm - 8:30pm</span> <span style="background-color: #f1c40f; color: white; padding: 2px 5px; font-size: 0.8em;">View course</span> </p>	<input type="checkbox"/>

NQT COURSES 2019 - 2020

SAFER RECRUITMENT

SAFEGUARDING DSL TRAINING (FORMERLY LEVEL 3)

EDEN ACADEMY 2018/19 SEND OUTREACH PROGRAMME

**GOVERNOR SUPPORT COURSES 2019 - 2020**

5. Select the course or courses you want to book by ticking the applicable box. Multiple courses can be booked at the same time so tick the box for all the courses you want to book.

# COURSE

BOOKER

BOOK OUR  
LEARNING &  
DEVELOPMENT  
COURSES HERE

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Courses

Thursday 03 Oct 2019	<p style="margin: 0; color: #4a90e2;"><b>Intro to Governance Part 1 – Autumn 2019</b></p> <p style="margin: 0; font-size: 0.8em;">Course venue: Britannia Court UB7 7PN Course Capacity: 10 - Course places available: 10 Course cost: £140.00 or free as part of our Governor Support Package</p> <p style="margin: 5px 0 0 0; display: flex; justify-content: space-between;"> <span style="background-color: #27ae60; color: white; padding: 2px 5px; font-size: 0.8em;">6:30pm - 8:30pm</span> <span style="background-color: #f1c40f; color: white; padding: 2px 5px; font-size: 0.8em;">View course</span> </p>	<div style="border: 2px solid red; padding: 5px; display: inline-block;"> <input type="checkbox"/> </div>
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NQT COURSES 2019 - 2020

SAFER RECRUITMENT

SAFEGUARDING DSL TRAINING (FORMERLY LEVEL 3)

EDEN ACADEMY 2018/19 SEND OUTREACH PROGRAMME

GOVERNOR SUPPORT COURSES 2019 - 2020

6. Scroll to the bottom of the course list and click the “Book Course” button

Tuesday  
19 Nov  
2019

### Governors briefing on the role of the Local Authority Designated Officer

Course venue: To be confirmed  
Course Capacity: 10 - Course places available: 10  
Course cost: £140.00 or free as part of our Governor Support Package

6:30pm - 8:30pm
View course

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Thursday  
28 Nov  
2019

### Hot Topics - Autumn 2019

Course venue: Britannia Court UB7 7PN  
Course Capacity: 10 - Course places available: 10  
Course cost: £140.00 or free as part of our Governor Support Package

6:30pm - 8:30pm
View course

Book Course

7. Then on the next screen enter the information as requested and click on the “Finish” button. The information entered at this stage will be stored on the database so for all future bookings there will be no need to enter them again.

GOVERNOR SUPPORT COURSES 2019 - 2020

Course Title	Date	Time	Venue
Governors briefing on the role of the Local Authority Designated Officer	19/11/2019	6:30pm - 8:30pm	To be confirmed
Hot Topics - Autumn 2019	28/11/2019	6:30pm - 8:30pm	Britannia Court UB7 7PN

Your Details

First Name	<input style="width: 95%;" type="text"/>	First Name required
Last Name	<input style="width: 95%;" type="text"/>	Last Name required
School Name	<input style="width: 95%;" type="text"/>	School Name required
Job Role	<input style="width: 95%;" type="text"/>	Job Role required
Contact Number	<input style="width: 95%;" type="text"/>	Contact Number required

Finish

Cancel

You will receive an email confirmation of your booking/s.

## HOW TO CANCEL A COURSE

1. In your web browser go to: [coursebooking.enhancealliance.org](http://coursebooking.enhancealliance.org) or use the link in the 'Courses' section of the Governor Support Service website home page: [www.governor.support](http://www.governor.support)
2. "Sign In" using your username and password.
3. After sign in click on the "My Bookings" link at the top of the page.



[Courses](#) [My Account](#) [Delegates](#) [My Bookings](#) [Contact Us](#) [Logout](#)

4. Click the "Cancel" button to cancel the course.

### MY BOOKINGS

Course Title	Course Date	Course Time	Course Venue	Attendee Name	Booking Status	
Clerks briefing meeting (evening)	12/09/2019	6:30pm - 8:30pm	Britannia Court UB7 7PN	Mandeep Anand	Confirmed	Cancel
Clerks briefing meeting (morning)	13/09/2019	10:00am - 12:00pm	Britannia Court UB7 7PN	Mandeep Anand	Confirmed	Cancel
New Ofsted Inspection Framework	19/09/2019	6:30pm - 8:30pm	Colham Manor Primary School	Mandeep Anand	Confirmed	Cancel
Intro to Governance Part 1 – Autumn 2019	03/10/2019	6:30pm - 8:30pm	Britannia Court UB7 7PN	Mandeep Anand	Confirmed	Cancel
Intro to Governance Part 2 – Autumn 2019	09/10/2019	6:30pm - 8:30pm	Britannia Court UB7 7PN	Mandeep Anand	Confirmed	Cancel

You will receive an email confirmation of your cancelled booking/s.

**IF YOU HAVE ANY QUESTIONS ABOUT HOW TO USE THE COURSE BOOKER  
OR EXPERIENCE ANY PROBLEMS WHILE USING THE SERVICE  
PLEASE CONTACT GOVERNOR SUPPORT AT:  
OFFICE@GOVERNOR.SUPPORT OR 01895 717321**



## Governor Support Service - Autumn Term 2019 - Course List (Annex B)

### SEPTEMBER

**Title of Event:** Clerks' Briefing Meeting - Autumn 2019 (evening)

**Date and time:** 12-Sept-19, 6:30pm - 8:30pm

**Event Ref:** GSS19/001

**Venue:** Britannia Court, West Drayton UB7 7PN

**Title of Event:** Clerks' Briefing Meeting - Autumn 2019 (morning)

**Date and time:** 13-Sept-19, 10:00am-12:00pm

**Event Ref:** GSS19/002

**Venue:** Britannia Court, West Drayton UB7 7PN

**Title of Event:** Ofsted-Understanding the New Inspection Framework

**Date and time:** 19-Sept-19, 6:30pm - 8:30pm

**Event Ref:** GSS19/003

**Venue:** Colham Manor Primary School, Violet Avenue, Hillingdon, UB8 3PT

### INTRO TO GOVERNANCE COURSES – OCTOBER/NOVEMBER

**Title of Event:** Intro to Governance Part 1

**Date and time:** 03-Oct-19, 6:30pm - 8:30pm

**Event Ref:** GSS19/005

**Venue:** Britannia Court, West Drayton UB7 7PN

**Title of Event:** Intro to Governance Part 2

**Date and time:** 09-Oct-19, 6:30pm - 8:30pm

**Event Ref:** GSS19/006

**Venue:** Britannia Court, West Drayton UB7 7PN

**Title of Event:** Intro to Governance Part 3

**Date and time:** 16-Oct-19, 6:30pm - 8:30pm

**Event Ref:** GSS19/007

**Venue:** Britannia Court, West Drayton UB7 7PN

**Title of Event:** Intro to Governance Day (inc lunch)

**Date and time:** 06-Nov-19, 09:30am-3:30pm

**Event Ref:** GSS19/004

**Venue:** Britannia Court, West Drayton UB7 7PN

### OCTOBER

**Title of Event:** Understanding & monitoring the curriculum for governing boards & senior leaders

**Date and time:** 10-Oct-19, 6:30pm - 8:30pm

**Event Ref:** GSS19/011

**Venue:** (TBC)

## **NOVEMBER**

**Title of Event:** Exclusions – what governors need to know

**Date and time:** 12-Nov-19, 6:30pm - 8:30pm

**Event Ref:** GSS19/008

**Venue:** (TBC)

**Title of Event:** Human Resource Matters for Governors

**Date and time:** 13-Nov-19, 6:30pm - 8:30pm

**Event Ref:** GSS19/013

**Venue:** (TBC)

**Title of Event:** Chairs' Briefing - Autumn 2019

**Date and time:** 14-Nov-19, 6:30pm - 8:30pm

**Event Ref:** GSS19/010

**Venue:** Britannia Court, West Drayton UB7 7PN

**Title of Event:** Governors' Briefing on the role of the Local Authority Designated Officer (LADO)

**Date and time:** 19-Nov-19, 6:30pm - 8:30pm

**Event Ref:** GSS19/012

**Venue:** (TBC)

**Title of Event:** Hot Topics - Autumn 2019

**Date and time:** 28-Nov-19, 6:30pm - 8:30pm

**Event Ref:** GSS19/009

**Venue:** Britannia Court, West Drayton UB7 7PN

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## **Courses pending confirmation**

**Title of Event:** Asking the Right Questions

**Date and time:** 30-Oct-19, 6:30pm - 8:30pm (TBC)

**Event Ref:** GSS19/14

**Venue:** TBC

**Title of Event:** Chairing: Role, skills and best practice

**Date and time:** 03-Dec-19, 6:30pm - 8:30pm (TBC)

**Event Ref:** GSS19/15

**Venue:** TBC

**Title of Event:** Governors' Briefing: School Finance (maintained schools)

**Date and time:** TBC, 6:30pm - 8:30pm

**Event Ref:** GSS19/16

**Venue:** TBC

**Title of Event:** Safeguarding principles, policies and practice

**Date and time:** TBC

**Event Ref:** GSS19/18

**Venue:** TBC

## Notes