

Governor Support Service

# Governance update - July 2020

Wednesday 8<sup>th</sup> July 2020



# Aims of the session



1. To identify the key issues that governors will need to consider at the start of the new academic year.
2. To identify the key documents that have been published in the last two terms.
3. To review the impact of partial school closure
4. To note the guidance for schools reopening.

What is the governance role and what questions should governors be asking?

# Etiquette



We will take it in turns to speak and when not speaking we will keep ourselves on **mute**.



It is good to see colleagues but you can turn your **camera** off if you wish.



You can use the **chat** feature to make comments or ask questions.

# Sian Mathias

## Leadership and governance consultant

- Working with MATS and Local Authorities (LA's) across London as an independent trainer and consultant
- Currently Chair of the Trust Board of a multi-academy trust (MAT)
- Chaired two maintained schools governing boards
- Worked as head of governor services in a successful LA school improvement team
- Worked on numerous task groups supporting schools causing concern

## Three Core Functions

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

*Governance Handbook, March 2019*



# **Governance handbook**

**For academies, multi-academy trusts  
and maintained schools**

**March 2019**



# **A Competency Framework for Governance**

**The knowledge, skills and behaviours  
needed for effective governance in  
maintained schools, academies and  
multi-academy trusts**

**January 2017**



# The Competency framework

## Everyone on the board:

### Knowledge

- key themes of national education policy and the local education context

### Skills and effective behaviours

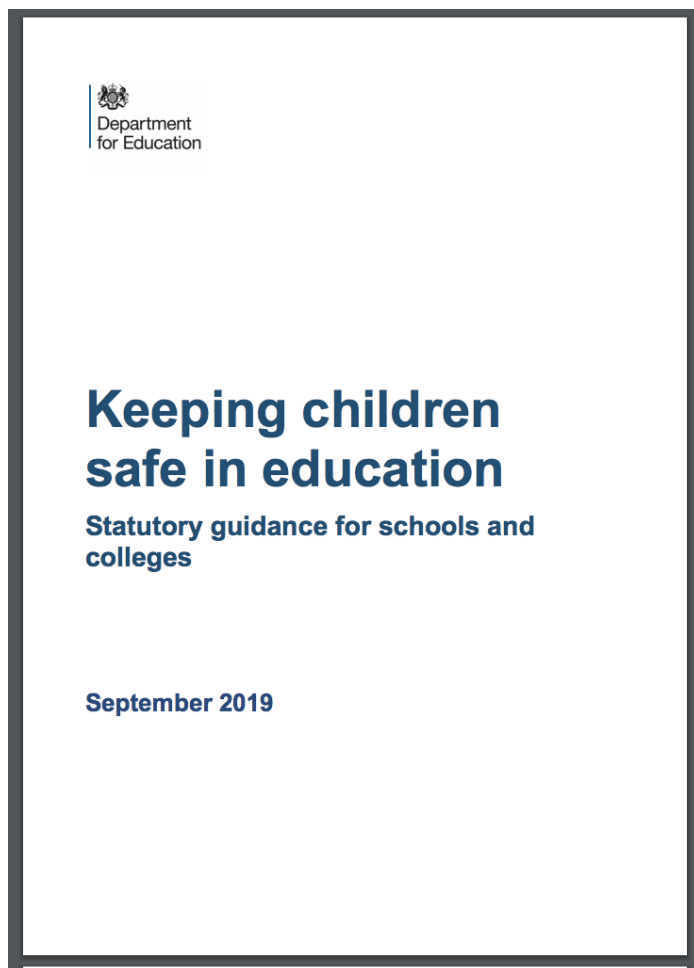
- thinks strategically and contributes to the development of the organisation's strategy
- supports strategic change having challenged as appropriate so that change is in the best interests of children, young people and the organisation (and aligned with charitable objects, where appropriate)

## **An exceptional year – the impact of Covid-19**

- Partial closing of schools
- Unprecedented health risks for staff and pupils
- Concern for pupils isolated at home
- Significant loss in learning and progress
- Staff working through traditional holiday time
- Managing constant change and uncertainty
- New ways of supporting pupils learning at home
- Virtual meetings and the impact on relationships
- Assessment and data impact



Updated for September 2020



#### **PART 1 – information for all staff**

- New information on mental health
- New information on child criminal exploitation and child sexual exploitation

#### **PART 2 – management of safeguarding**

- New information on supporting children who need a social worker
- New information on supporting children who need mental health support

#### **PART 4 – allegations against staff**

- Incidents outside school
- Supply staff

**\*Remember all governors must read at least Part 1\***

## New for September



# Academies financial handbook 2020

**For academy members, trustees, accounting officers, chief financial officers and auditors**

**Effective from 1 September 2020**

**June 2020**

### Governance

- Maintain trust as a going concern
- Keep register of business interests up to date
- Appoint a clerk

### Leadership

- CFO and accounting officer must be employees
- Encouragement to employ an accountant

### General controls

- Maintain a fixed assets register
- Termly review of pupil projection numbers
- Integrated curriculum and financial planning
- Publishing information about high pay and whistleblowing
- Responsibilities for risk management
- Completion of the school resource management self-assessment tool

### Internal scrutiny

### Annual accounts

# School Funding

## Covid catch-up support

- New measures to help primary and secondary school pupils catch up on lost teaching time
- An allocation of £650 million for state schools to boost educational outcomes
- A high-quality £350 million tutoring scheme targeted at the most disadvantaged pupils delivered over the 2020/21 academic year

# School Funding

## New School Building Funding

- 10 years
- 50 projects
- Details Autumn 2020

<https://www.gov.uk/government/news/pm-announces-transformative-school-rebuilding-programme>

**PE and Sports premium** to continue next year



Department  
for Education

Guidance

# **School funding: exceptional costs associated with coronavirus (COVID-19) for the period from March to July 2020**

Updated 24 June 2020

- Increased premises related costs
- Support for free school meals for eligible children not attending school
- Additional cleaning



Department  
for Education

Correspondence

## **School governance: coronavirus (COVID-19) June update**

Updated 4 June 2020

- Governors and school leaders to work collaboratively using risk assessments
- School leaders communication with stakeholders is key
- Governors can use virtual technology
- Eligible children should be strongly encouraged to attend school
- Exclusion meetings can be virtual and deadlines can be extended
- Complaints to be considered when schools fully re-open
- Data collection paused or cancelled



Questions?





Department  
for Education

# Changes to the School Admissions Code

## - Government consultation

### In-year admissions

- To introduce a 20 school day limit for a school place to be allocated under the Fair Access Protocols.
- <https://www.gov.uk/government/consultations/changes-to-the-school-admissions-code--4>

Respond by 19<sup>th</sup> October 2020



# Relationship and sex education – new statutory requirement from September 2020

Health education and relationships education will be compulsory for all primary-age pupils, and health education; relationships and sex education will be compulsory for all secondary-age pupils.

- Due to Covid DfE has allowed some flexibility in implementation in September
- All schools must be fully delivering by the summer term 2021
- Ofsted handbook states that inspectors will consider the provision of relationships, sex and health education as part of a wider judgment of pupils' personal development.

**Resources to support mental health for pupils and teachers promised**



## School 'visits' to resume in September

- Pilot with volunteer schools in September
- All inadequate and some 'sample' schools from October
- Appropriate challenge
- Published letter but no grade issued

Guidance

# Supporting children and young people with SEND as schools and colleges prepare for wider opening

Updated 18 June 2020

- Local Authority duty to provide support for SEND pupils (to which they face a legal challenge) has been relaxed during the coronavirus outbreak. Instead, local authorities only need to use “reasonable endeavours” to fulfil their duty.
- In new guidance for the autumn term, the DfE confirmed it **will not be** issuing another notice to modify the EHCP duties, unless the evidence changes.
- However, it stated that it will “consider whether any such flexibilities may be required locally to respond to outbreaks”.
- This would include considering the need for changes on EHC needs-assessments timescales, which are in force until September 25<sup>th</sup>.

Guidance

# Guidance for full opening - schools

Published 2 July 2020

- All pupils, all year groups from the start of the autumn term
- A framework for proportionate, protective measures

# Managing risk

## **Essential measures include:**

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

## **How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:**

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

# The respective roles of governance and management

Governance is **strategic** and management is **operational**. This distinction between governance and management needs to be clearly understood by all, so that governors and trustees are not asked to, and do not try to, involve themselves in day to day management.

Governors and trustees are there to govern, not to carry out other work within a school on a pro-bono basis. School leaders must not be **micro-managed**. The governing board should concentrate on matters related to strategy and school improvement, delegating to school leaders those tasks which are operational (for example, drafting policies, making judgements about teaching quality, and recruiting and deploying staff below senior leadership level).

*What governing boards can expect from their school leaders and what school leaders can expect from their governing boards (NGA, ASCL and NAHT) November 2019 – 5<sup>th</sup> Edition*

# The task ahead – the next three weeks

- **School leaders** will revisit their risk assessments, control measures and operational plans in light of the guidance.
- **School leaders** will be seeking the advice of their **governing boards** on the risk assessments, control measures and operational plans.
- **Governing Boards** will be testing the quality of the **school leader's** judgement, listening and offering support even if it isn't asked for.
- **Governing boards and school leaders will be working together** to build confidence and understanding in the steps that they are taking to return to full capacity.

## Managing risk and school returns – the governance role?

- Scrutinising the risk assessment
- Supporting the communication of key messages to stakeholders
- Supporting the wellbeing of staff – encouraging a complete break for at least a part of the summer holidays?
- Ensuring that our school leaders seek advice and support as necessary
- Ensuring good governance continues without becoming a further burden



Questions?



## Longer term – new questions?

- How are pupils been supported in re-engaging with learning?
- How is the curriculum being adapted to start to bridge gaps?
- What are the curriculum priorities in the short-term?
- Which pupils have been most disadvantaged and how will we address inequalities?
- How are staff being supported with the recovery plans?
- How will we know what good outcomes next year look like?
- What have we learnt about on-line/home learning?
- How will we use on-line support in the future and during staged reintegration?
- How can we support our senior leaders and the wider school community with this challenge?

# What have we learnt from the last 6 months?

- Strategically?
- Accountability – standards and finance?



## GSS Contact details

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## Book a course



The screenshot shows the 'COURSE BOOKER' website. At the top, there is a blue header with the text 'COURSE BOOKER' and a calendar icon. To the right of the header, it says 'BOOK OUR LEARNING & DEVELOPMENT COURSES HERE'. Below the header, there is a list of courses under the heading 'Courses'. The list includes: 'NQT COURSES 2019 - 2020', 'SAFER RECRUITMENT', 'GOVERNOR SUPPORT COURSES 2019 - 2020', and '"GREEN BOOK" GUIDANCE WORKSHOPS 2019'. To the right of the course list is a photograph of a diverse group of people smiling.

**<https://enhancealliance.com>**