



# Clerks' Monthly Briefing

May 2022



**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.



**Governor Support Service**

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## Agenda

➤ Welcome new clerks	➤ Information exchange
➤ Help us to help you	➤ Updates
➤ Clerking vacancies	➤ Your questions

## Governor Support Service

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)

### Instruments of Government (IOG)

Please send us a copy of any changes made to your IOG.

### 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)

### Summer Term 2022 Governor & Clerk Training Courses

Please can you remind your governors of the range of courses that are available, 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.

Check the courses [here](#).

Our Service level Agreement has been sent out. Please ask your governing boards to discuss and return to us by **5pm on Friday 20<sup>th</sup> May 2022** please.

### Agenda reminders

#### [Governing board to approve school budget and send to local Authority](#)

[Governing boards to seek a Data Protection Officer report](#), if they have not already received one this year.

#### [Pupil premium 2021-2022](#)

To comply with school information regulations, maintained schools are required to publish an updated pupil premium strategy statement annually.

All schools must use the template available on the [using pupil premium](#) guidance page on GOV.UK to publish their 2021 to 2022 statement on their website by the end of the summer term or 31 July at the latest.

The Department for Education will undertake monitoring checks on a sample of schools' published statements.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' statements, including their plans for use of their pupil premium funding and the outcomes achieved in the previous academic year.

#### [Model DfE templates](#)

#### [Statutory guidance to keep school uniform costs down](#)

School uniforms are helpful in fostering a good learning environment and can promote the ethos of a school. To make sure school uniforms are affordable for all families, our [guidance](#) sets out how you should keep the costs of their uniforms down. Schools are required to take steps to do this **before September 2022**, taking actions including removing unnecessary branded items and allowing more high-street options, like supermarket own-label uniforms.

All schools should review their school uniform policies to ensure they are in line with what is set out in the statutory guidance.

#### ***Requirements for governing boards***

The DfE have published statutory guidance on the [cost of school uniforms](#) which the governing board must have regard to when developing and implementing their uniform policy.

Governing boards will also need to ensure that in developing and implementing their uniform policy, they comply with the Human Rights Act 1998 and Equality Act 2010 and take into account key considerations such as safeguarding requirements and the health and safety of their pupils.

## Department for Education (DfE)

### Schools white paper: Opportunity for all

The latest schools' white paper, 'Opportunity for all:

Strong schools with great teachers for your child' set out the government's vision for education, which includes:

- a range of programmes for teacher development and recruitment
- additional support for schools to secure the fundamentals of behaviour, attendance, and wellbeing for all
- various interventions to target support to those who need it most
- introducing a fully trust-led system with a singular regulatory body\*\*

The Department for Education (DfE) will be consulting a range of views on different proposals outlined in the paper.

To support the proposals of the white paper, the DfE will be consulting on:

- moving schools that have received two consecutive below 'good' judgements from Ofsted into strong trusts to tackle underperformance
- the exceptional circumstances in which a good school could request that the regulator agrees to the school moving to a stronger trust
- a statutory framework to govern children's movements so that all placement decisions – including alternative provision – are always made in the best interest of the child
- a new backstop power for local authorities to direct trusts
- allowing local authority-maintained specialist providers to move into either specialist-only or mixed trusts, based on individual and local circumstances
- a new leadership level NPQ for SENCOs, replacing the National Award in SEN Coordination as the mandatory qualification for all new SENCOs

\*\* DfE report "[The case for a fully trust – lead system](#)" (March 2022)

**Governing boards should discuss the white paper as a topic on an upcoming meeting agenda and may wish to contribute to future DfE consultations.**

## SEND Review: Right support, Right place, Right time Green paper

The 2022 green paper sets out the government's proposals to ensure that every child and [young](#) person has their needs identified quickly and met more consistently.

This includes:

- establishing a single national special educational needs and disability (SEND) and alternative provision (AP) system that sets clear standards for the provision that children and young people should expect to receive
- strengthened accountabilities and investment that will help to deliver real change for children, young people, and their families
- creating a single national system that has high aspirations and ambitions for children and young people with SEND and those in AP, which is financially sustainable

**Governing boards should discuss the white paper as a topic on an upcoming meeting agenda and may wish to contribute to the consultation.** Link to consultation [here](#)

The consultation closes at 11.45pm on 22<sup>nd</sup> July 2022

### Governing board meetings

'The DfE position is:

- Governing boards can now meet face-to-face if it is safe to do so
- It is suggested that that people wear face coverings in crowded and enclosed spaces where they might come into contact with people they do not normally meet.
- Schools will need to continue to monitor their own risk assessments and update as necessary
- However, we would encourage boards to consider lessons learned during the pandemic to inform their future meetings.

### Tackling Child Abuse

The government has launched a campaign called 'Together we can tackle child abuse'. The resources, aimed at everyone in the community, could be used with parents and include four very short videos explaining physical abuse, emotional abuse, sexual abuse, neglect, and online abuse.

The simple mnemonic, ABC, is used to remind people that they should look out for changes in appearance, behaviour, or communication. The webpage has a search engine to find out where to report abuse. Find out more information [here](#).

### [Online Safety for 11 - 18s \(CEOP\)](#)

CEOP has created a new website for teenagers called 'The internet, relationships & you' and offers advice on socialising online, online safety, getting support and sexual content online. CEOP is a part of the National Crime Agency.

## **School-led tutoring: guidance and tracker tool**

Details for schools, academy trusts and local authorities on the expectations and conditions attached to school-led tutoring funding.

The National Tutoring Programme (NTP) helps support disadvantaged and vulnerable pupils from year 1 to year 11 to catch-up on missed education due to coronavirus (COVID-19).

School-led tutoring is one route of the NTP. State-funded schools and academy trusts, with pupils eligible for pupil premium, receive a ring-fenced grant to source their own tutoring provision to support catch-up.

This guidance is for school leaders, school staff and governing boards in eligible schools and academy trusts, as well as local authorities.

The school-led tutoring grant in academic year 2021 to 2022 will be calculated based on the number of pupils eligible for pupil premium.

For 2021 to 2022, the grant provided has been calculated to cover 75% of the cost of tuition, based on an average cost of £18 per hour and a pupil receiving a package of 15 hours of tuition, totalling £202.50 per pupil.

From the £18 average hourly cost, DfE will provide a maximum of £13.50 per hour for tutoring. Schools and academy trusts are expected to contribute the remaining £4.50 from other budgets such as the recovery premium or pupil premium

New tutoring “league tables” will be published this autumn, it has been confirmed by DfE, and will also be shared with Ofsted

Please ask your leadership team for an update.

## **Working together to improve school attendance, from September 2022**

Improving school attendance begins at board level, therefore all academy trust boards, and governing bodies of maintained schools should take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with school leaders to set whole school attendance cultures. This should include:

- Setting high expectations of all leaders, staff, pupils, and parents.
- Recognising that attendance improvement does not happen in isolation and therefore ensuring it is prioritised in wider improvement strategies, such as raising attainment, behaviour, special educational needs and disabilities, wellbeing, and safeguarding. This may include having a link governor or trustee that focusses on attendance.

Improving attendance requires constant focus, and effective whole school approaches require regular ongoing support, guidance, and challenge. We therefore expect all trusts and governing bodies to:

- Recognise the importance of school attendance and promote it across the school's ethos and policies.
- Ensure school leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure school staff receive adequate training on attendance.

Multi-academy trust boards and governing bodies of federations are also expected to:

- Share effective practice on attendance management and improvement across schools. Whilst it is expected that all trusts and governing bodies will provide support covering these areas, the approach to delivering it should be proportionate to the size of the group of schools and type of school(s) within it.

Summary table of responsibilities for school attendance can be found [here](#).

Additionally, subject to new legislation providing the Secretary of State the power to set a single national framework for issuing fixed penalty notices in respect of absence, removing the existing duty (under the Education (Penalty Notices) (England) Regulations 2007 as amended) and subsequent burden for each local authority to draw up a code of conduct for issuing penalty notices.

### **School food – guidance for governors**

It is the statutory responsibility of the governing body and trustees to ensure the [School Food Standards](#) are being met and [Ofsted](#) are putting a much greater focus on how schools are creating a culture and ethos of healthy eating.

A great school food culture improves children's health and academic performance. Increasing the take-up of school meals is also better for your school's finances.

Getting more families to choose school meals requires a cultural change within your school. It means:

- providing tasty food that looks good and is nutritious
- creating a positive dining experience
- getting the price right
- allowing children to eat with their friends
- and instilling a love of cooking and growing

The headteacher can lead this transformation but they also need support from their governors and leadership team.

The Department for Education recommends that all governors “work with the senior leadership team to develop a whole school food policy that sets out the school’s approach to its provision of food, food education (including practical cooking), the role of the catering team as part of the wider school team and the school’s strategy to increase the take-up of school lunches.

## Education recovery support

This guidance is intended to support governors and trustees to have effective discussions about education recovery plans within their school or trust. The governing board is the decision-making body of the school or academy trust, accountable and responsible for the school or academies in the trust. It is therefore vital that governors and trustees play an active role in providing support and challenge as schools and trusts continue to deliver education and help pupils recover from the impact of COVID-19.

Guidance and questions for governors and trustees:

<https://www.gov.uk/government/publications/education-recovery-support/education-recovery-guidance-for-governors-and-trustees>

## Ofsted

### Ofsted has today published a new strategy for the next 5 years (2022 to 2027)

This includes:

- accelerate the inspection cycle so that all schools are inspected by July 2025
- allow more time for professional dialogue and evidence-gathering by increasing the proportion of longer inspections in education

## Ofsted webinars for school leaders

### Inspections and teachers' workload (Monday 13 June, 4pm to 5pm)

The webinar topics and content has been carefully chosen to focus on key points and on the areas that can sometimes cause confusion.

You can [register to join as many of these sessions](#) as you like.



## Ofsted Inspection Handbooks-updates

April 2022 saw the Inspection Handbooks updated to remove the requirement for Local Authorities, proprietors and Academy Trusts to prepare a Statement of Action specifically for Ofsted. Although Statements of Action will continue to be required by law, from the 18<sup>th</sup> April Ofsted will no longer be reviewing these Statements on receipt. Whilst Ofsted will acknowledge receipt of the Statement, it will not be evaluated by an inspector at that time, and Ofsted will not reject or endorse any Statements. Instead, the Statement will form part of the evidence base for the first monitoring visit of that school, along with the school's own improvement plan.

Summary of changes: <https://www.gov.uk/government/publications/section-8-school-inspection-handbook-eif/summary-of-changes>

Section 8 handbook: <https://www.gov.uk/government/publications/section-8-school-inspection-handbook-eif/school-inspection-handbook-section-8>

Section 5 handbook: <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

## Ofsted Parent View: toolkit for schools

This toolkit explains Ofsted Parent View. Schools can use it to encourage parents and carers to share their experiences of their child's school.

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.

Ofsted have removed and adapted some of the statements and added new questions including a question for parents of children with special educational needs and/or disabilities (SEND). This reflects the new framework and responds to requests from parents for a question in this area.

Ofsted Parent View questions

The survey asks parents to respond to 14 statements and questions.

1. My child is happy at this school.
2. My child feels safe at this school.
3. The school makes sure its pupils are well behaved.
4. My child has been bullied and the school dealt with the bullying quickly and effectively.
5. The school makes me aware of what my child will learn during the year.

6. When I have raised concerns with the school they have been dealt with properly.
7. Does your child have special educational needs and/or disabilities (SEND)? (yes or no)

If yes, the survey asks parents how strongly they agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed.'

8. The school has high expectations for my child.
9. My child does well at this school.
10. The school lets me know how my child is doing.
11. There is a good range of subjects available to my child at this school.
12. My child can take part in clubs and activities at this school.
13. The school supports my child's wider personal development.
14. I would recommend this school to another parent. (yes or no)

## Academy and ESFA updates

### ESFA Updates – 4<sup>th</sup> May 2022

Information: Pupil Premium

We have now published the updated [allocations for PE and sport premium 2021 to 2022](#) for the period April 2022 to August 2022.

#### **Information: wellbeing support for school leaders**

School leaders can access free wellbeing support through the charity Education Support. The Department for Education (DfE) funded scheme provides free one-to-one counselling, one-to-one supervision, and peer support to school leaders, helping those at deputy head level and above with their wellbeing. [Find out how school leaders can access wellbeing support.](#)

### Trust budget surplus

Data published by the Department for Education shows 97.4 per cent of trusts reported having surplus cash or breaking even in their most recent accounts.

The average trust had £1.48 million in reserves, up by more than a quarter from £1.15 million in 2019-20.

The latest document shows the average trust's reserves amounted to 12.9 per cent of their income in the year to 31 August 2021, up from 11.4 per cent the previous year.

The net £3.94 billion combined reserves trusts enjoyed marked a sharp improvement on the £3.13 billion recorded in 2019-20, which included only the initial phase of the pandemic.

Part of the growth in reserves could also reflect academies' growth, with a 3.9 per cent jump in academy numbers during the year. Trust numbers fell by 2.4 per cent, as the average trust grew in size from managing 3.5 schools to 3.7.

Data for [maintained schools published in December](#) showed a similar picture, with Covid fuelling an unlikely turnaround in their finances.

The average-maintained school's revenue balance jumped from £110,690 in 2019-20 to £160,490 this year.

### **Academies accounts return**

Information for academy trusts to complete their accounts return.

The AR for 2021/22 will go live on 18 October 2022 and will have a deadline for submission of 19 January 2023.

### **Updated guidance on what governing boards and school leaders should expect from each other**

The latest edition of the guidance jointly produced by the national professional organisations, which covers what governing boards and school leaders should expect from each other has been published. In a departure from the previous five editions, there are now two separate versions: one for governing boards and headteachers in single schools and federations and another for multi academy trust boards and CEOs. Both versions are focused on ensuring relationships between school leaders and governing boards are as effective as possible, and improve outcomes for children and young people, through:

- Respecting respective roles
- Working together to set a strategy
- Stakeholder engagement
- Ensuring your school/trust is a great place to work
- Making governance effective
- Ways of working

### **Clerks briefing meetings - Dates for your diary**

**Wednesday 22<sup>nd</sup> June 2022 at 10.00am**

**Tuesday 20<sup>th</sup> September 2022 at 10.00am**

Please book a place [here](#)

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