



Clerks' Monthly Briefing

June 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

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

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](#).

Governor Support Service SLA 2022/23

Reminder

Our Service level Agreement has been sent out. If your governing board haven't already completed this, please can you remind them as the end of the summer term is fast approaching.

Agenda reminders

DfE Consultations on:

- ✓ [White Paper- "Opportunity for all"](#)
- ✓ [SEND Green Paper-closes 22nd July 2022](#)
- ✓ [National Formula Funding](#)-Following on from a [consultation last year](#), the DfE have launched a further consultation focusing on more technical aspects of implementation. This includes special educational needs budgets for schools and funding for schools experiencing significant growth in pupil numbers, or falling rolls, which are of interest to governing boards, who we encourage to respond. Closes 9th September
- ✓ [Reviews of Education, Health, and Care plans: proposed timescales](#) Closes 12th August 2022
The DfE are seeking views on whether to extend the statutory timescale by up to four weeks where, following a review, there is a proposal to amend an EHC plan. They are also seeking views on complementary proposals to strengthen other aspects of the system for reviewing EHC plans.

Other items to consider

- ✓ Attendance, from September 2022. More [here](#).
- ✓ Budget implication of ["Parent Pledge"](#) next year
- ✓ Arrange headteacher appraisal meeting, book external adviser, ensure governors to be involved are trained. Book a place on our course [here](#).
- ✓ Senior Mental Health Lead Training
- ✓ NSPCC Safeguarding Audit
- ✓ School Admission Appeals, from October 2022
- ✓ Child Protection Policy
- ✓ Pupil Premium
- ✓ School Uniform

Department for Education (DfE)

Schools Bill and White Paper

Following on from the March 2022 White Paper, the Government has introduced its School Bill. The Bill reflects the Government's aim of all schools being part of a MAT, or in the process of joining one,

by 2030. It focuses on the regulatory framework around MATs, setting out new expected standards and strengthening powers to intervene in “failing” MATs, specifically:

- A new legal framework for enforceable academy trust standards - the DfE has produced a factsheet on the range of possible standards that it is considering implementing, although the DfE has stated that these will be consulted on with the sector and will not be implemented before September 2023 at the earliest. This factsheet can be accessed [here](#)
- Setting standards in relation to governance structures and procedures – this may include new powers to set expectations for the composition of Trust Boards and their responsibilities as well as the responsibilities of Members. The DfE has stated that this will mostly replicate existing rules and their aim is for local governance arrangements to continue; it expects to work with the sector to shape the latter.
- A new power for Local Authorities to apply for an academy order so that one or more of their schools must join a MAT. This means the power to request an academy order no longer rests solely with the Governing Board. The DfE has published a factsheet looking at LA MAT academization which can be accessed [here](#)
- A clearer set of protections for grammar and faith schools to ensure they can maintain their status on joining a trust.
- New provisions governing the transfer of land by LAs.
- A new system of central intervention in trusts and academies judged to be “failing”.

It is also proposed that the Secretary of State can:

- Require the trust to appoint a specific individual as a Trustee, or to source a new Trustee with a stipulated skillset.
- Terminate the trust’s funding agreement, allowing all or some of the trust’s schools to be rebrokered.
- Impose interim Trustees to govern a trust, with similarities to an Interim Executive Board in maintained schools. Key elements of this power include:
 - Once an interim Trustee notice is received from the Secretary of State, all previous Trustees are immediately removed from office.
 - All interim Trustees are appointed by the Education Secretary (or body acting on their behalf, such as the ESFA). There must be a minimum of three interim Trustees.
 - Interim Trustees can be remunerated, as decided by the Education Secretary.
 - The length of an interim Trustee term of office is determined by the Education Secretary but cannot exceed two years. It will be followed by either the reintroduction of a normally constituted Trust Board, which has been approved by the Education Secretary, or the termination of the Trust’s funding agreement.

In addition to the provisions relating to a MAT school system, other provisions within the Bill include:

- A restatement of the Government’s commitment to implement the National Funding Formula in full, facilitating new regulations which will gradually reduce the scope of LAs to alter funding.

- The Government’s commitment to improve attendance in schools, with a new obligation for schools and trusts to have an attendance policy in place, reflecting the DfE’s guidance which comes into force from September 2022.
- New powers for Ofsted to act against illegal schools, and new powers for inspectors when investigating them.
- Clarification of rules on when settings need to register as schools, forcing more settings to do so and thus fall under the regulatory framework surrounding schools.
- An expanded remit of the Teaching Regulation Agency to make it easier to ban unsuitable teachers from the profession.
- A new requirement for LAs to maintain a register of children not in school, alongside a duty on LAs to provide support to home-educating families.

Watch this space to see the final provisions!

Schools must budget for the ‘Parent Pledge’ next year

The Government has told schools that they will need to factor in the new ‘parent pledge’ when planning their budgets for next year. The parent pledge, which was introduced in the March 2022 Schools White Paper, requires schools to keep parents informed of when their child falls behind in English or Maths and to let them know of the support, they will be given to help them get back on track. Schools have been asked to look at the different funding available, including pupil premium, prompting fears that funding aimed at disadvantaged pupils is being broadened out to fulfil a wider remit. These concerns are in addition to the White Paper signalling a potential watering down of pupil premium funding after the Government indicated that the money can be used to support literacy and numeracy skills “where needed”.

SEND Green Paper

The Government has extended its consultation period on its SEND Green Paper with the consultation now closing on 22nd July 2022.

The consultation can be accessed [here](#)

Teacher Training

Every teacher in the country will have access to free, high-quality, ongoing training for at least the next two years as part of the Government’s drive “to ensure every pupil in England is taught by an excellent teacher, levelling up education across the country”. This forms part of the Government’s commitment to provide 500,000 teacher training opportunities.

As well as the availability of national professional qualifications being extended, additional payments to small schools are being introduced, helping ensure that where a child lives has no bearing on the quality of teaching they receive. The Targeted Support Fund will give a grant payment of £200 per participant to schools with 1600 pupils, for every teacher or leader they employ who participates in an NPQ.

National Funding Formula

The DfE is consulting on its approach to implementing the direct National Funding Formula (NFF) for mainstream schools. Since its introduction, the NFF has been a 'local authority-level' formula whereby the NFF distributes funding fairly between Local Authorities and LAs then distribute that funding among their respective schools using their own formulae. Following last year's consultation, Fair school funding for all, the DfE has confirmed its intention to move to a direct funding formula for mainstream schools. A direct NFF will mean that the DfE determines funding allocations for individual schools without substantial local adjustment. Furthermore, in the current system, MATs' individual academies can be funded on a different basis if they are spread over more than one local authority area. The direct NFF will ensure that all academies are funded on a consistent basis, wherever they are in the country.

The direct NFF is based on three key principles:

- **Fair** – each mainstream school should be funded on the same basis, wherever it is in the country, and every child given the same opportunities, based on a consistent assessment of their needs. Moving to a direct NFF will mean that it will no longer be the case that schools with similar pupil intakes and circumstances can be allocated significantly different funding, simply due to being located in different LAs.
- **Simple and Transparent** – one national school formula will be simpler to understand and engage with than the current 150 different local formulae.
- **Efficient and Predictable** – a national formula through which funding is matched to relative need means that resources can be distributed across the system as efficiently as possible. It will also support heads, Governing Boards and Academy Trusts to compare their income, spending and outcomes with other schools, and to identify ways to improve.

The document underpinning this consultation can be accessed [here](#)

The consultation itself, which closes on the 9th September 2022, can be accessed [here](#)

Education Recovery Funding

The Government has announced that funding to support children's education recovery will be doubled in secondary schools from next year. Recently published indicative rates showed a typical secondary school will receive over £60K next year, up from c.£30K this year. A typical primary school will receive almost £7,000, also an increase on this year.

The funding will help support schools deliver on the Education Secretary's pledge to parents that any child falling behind in English or maths will receive targeted support to get back on track with parents kept up to date on their progress. This extra support for secondary pupils reflects evidence showing the greater gaps in older pupils' learning and the smaller amount of time those pupils have left in education; this compares to primary pupils having already recovered around two thirds of progress lost due to the pandemic in reading and around half of progress lost in maths.

Further information can be accessed [here](#)

Direct Funding

Schools are to receive funding directly through the national tutoring programme to help reach pupils most in need of support. The plans for 2022-23 are hoped to simplify the system and give schools autonomy in how tutoring is delivered within their settings. Schools can now choose whether to use their funding to deliver tutoring through their own staff or continue to source external provision.

Building on the success of the school led route, this move both brings to an end the contract with Ranstad, who have received heavy criticism over its performance this year, as well as see the DfE launch a procurement process for a potential new supplier(s).

The Education Secretary has linked the plans to the Schools White Paper, saying that the new funding arrangements were "pivotal to the pledge I made to every parent" and that children will "receive the high-quality support they need to get back on track."

Pupil Premium

Schools must show how they're using their pupil premium funding:

- by publishing a statement on their website about how they use their funding and the impact it has on the attainment of disadvantaged pupils
- through [inspections by Ofsted](#)
- through published performance tables

Have a look at the PPG funding for your school [here](#). From the local authority code drop menu enter 312 to select Hillingdon schools.

[The risk protection arrangement \(RPA\) for schools](#)

Public sector schools can join the risk protection arrangement (RPA), an alternative to commercial insurance, which may save time and money.

A question we are often asked, what level of insurance protection there is for governors. Currently the DfE scheme provides Governors` liability of £10 million any one loss and any one membership year. Please check if your school is part of this scheme or uses another provider and the level of cover.

Mental Health and Wellbeing - Senior Mental Health Lead Training

The DfE has recently announced a further £7M in grants for senior mental health lead training, bringing the total amount of funding for 2022/23 to £10M. The announcement means up to two thirds of eligible schools and colleges in England will be able to access funding for quality assured senior mental health lead training by the end of this financial year.

Over 8,000 schools and colleges claimed a £1,200 grant to train a senior mental health lead between October 2021 and March 2022. The training provides knowledge and skills to develop a whole school approach to mental health and wellbeing in their setting. Further information [here](#).

Free Access to Wellbeing Platform

Up to 1,000 secondary schools will be able to access an online wellbeing platform for free to monitor and support pupil wellbeing, as part of a new government-backed program. Recently launched by the digital wellbeing platform Govox, the offer has been developed in conjunction with Kings College London and NHSX and is supported by leading mental health charities. The platform allows pupils to complete mental health “check-ins”, access resources and provides data and insights for school staff. Schools can sign up to the platform via the Govox website ([here](#))

Keeping Children Safe in Education

KCSiE 2022 has now been published by the DfE although this statutory guidance will only come into effect from 1st September 2022. Annex F of the guidance highlights the substantive changes that have been introduced for 2022.

A key change for 2022 relates to training expectations for Governors. Paragraph 81 of the 2022 guidance states that Governing Boards should (albeit not a must) ensure that all Trustees and Governors receive appropriate safeguarding and child protection (including online) training at the point of induction. This training should equip them with the knowledge to provide *strategic* challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding. This training should be regularly updated. Whilst not specified in the guidance, it is recommended that training should be undertaken annually with any important updates also shared throughout the year. The emphasis on strategic highlights that training for Governing Boards should be different to the operational safeguarding training delivered to staff, although that is not to say that Governors should no longer be attending staff safeguarding training. KCSiE 2022 can be accessed [here](#)

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.
- highlight the importance of school attendance;
- summarise the roles and responsibilities of parents, schools, Academy Trusts, maintained school Governing Boards and Local Authorities;
- summarise the support that should be provided to families, including for pupils who are persistently or severely absent or at risk of becoming so;
- provide details of the legal interventions available to schools and Local Authorities where support does not work, is not engaged with or is not appropriate; and
- provide details of what schools are required to record in both their attendance and admission registers.

As well as the guidance, the DfE has published a summary table of responsibilities for school attendance which can be accessed [here](#)

School admission appeals code, from 1st October 2022

Statutory guidance on how schools should organise and run their pupil admission appeals.

- Any person who has not attended training required by the admission authority arranging the appeal panel
- Panel members and clerks must not take part in hearings until they have received appropriate training
- It is the responsibility of the clerk to ensure that all panel members have received any training necessary to enable them to fulfil their role.
- Admission authorities must publish their appeals timetable on their website by 28 February each year
- Admission authorities may make arrangements for appeal hearings to be held in person or remotely by video conference or a mixture of the two (“hybrid”¹¹). Appeal hearings held entirely by telephone are permitted only where video conferencing cannot be used for reasons relating to connectivity or accessibility and if the appellant and presenting officer both agree.

Draft copy to be introduced from 1st October 2022, voluntary aided and academies to note.

Admission appeals lodged on or before 30 September 2022 must follow the current appeals code [2012](#).

Teaching Online Safety in Schools Guidance

The DfE has stated that it is currently reviewing its Teaching Online Safety in Schools guidance, first published in 2019, to ensure it remains up to date. The guidance will be published in the autumn.

Performance Management

ASCL and NAHT, along with the NGA, have published joint advice on using data from 2022 assessments and examinations for performance management reviews or decisions about pay progression. Given the significant impact of the pandemic, the advice cautions that “data produced from the results may tell users more about the impact of the pandemic than the performance of the school”.

Find out more [here](#).

Cybersecurity Schools Audit 2022

The National Cyber Security Centre and the London Grid for Learning have launched the cyber security schools audit 2022 to help assess the risk to schools in light of the increasing number of cyber-attacks and the rapid expansion of school IT networks to cope with the demand for remote learning during the pandemic.

The audit can be accessed via <https://national.lgfl.net/services/security/securityaudit>

Ofsted

Five Year Strategy

Ofsted have recently published its five-year strategy which is based on the fundamental principle that Ofsted will be a force for improvement through the intelligent, responsible, and focused use of inspection, regulation, and insights. The strategy document sets out Ofsted’s strategic priorities:

Inspections that raise standards which includes:

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

Right-touch regulation which will advance high-quality care, education and safeguarding for children.

Making the most of its insights which includes:

- sharing insights about the education and children’s social care sectors through Ofsted’s research and analysis;
- fill gaps in knowledge by carrying out rigorous research and analysis in the areas that Ofsted is well placed to generate new insights in, such as MATs, sufficiency in children’s social care and alternative provision; and
- build understanding of the quality of subject teaching by creating ‘state of the nation’ subject reports based on evidence from inspections and wider literature.

The best start in life which includes:

- developing the evidence base about early years education, including curriculum and pedagogy, and act on it;
- develop the evidence base around the early years learning and development curriculum through Ofsted’s research and insights programme; and
- develop specialist training on early years education for Ofsted’s workforce to enhance their understanding of what high-quality early education looks like.

Keeping children safe which includes:

- highlight systemic safeguarding issues using insight from Ofsted inspections and internal and external reviews so that learning is embedded in Ofsted’s practice;
- work with the DfE to increase Ofsted’s powers to act when children are educated or cared for in unregistered settings; and
- on inspection, look at how leaders ensure that schools’ and colleges’ culture addresses harmful sexual behaviour.

Keeping pace with sector changes

Ofsted will continually review its approach and advocate for additional powers where required. This includes:

- working with the DfE on their regulatory review looking at the accountability and regulation of MATs, including how trusts will be held to account through inspection in the future; and
- carry out more MAT summary evaluations to build knowledge of an increasingly diverse MAT sector.

Accessible and engaged with Ofsted’s different audiences, understanding their needs, and always acting in the best interests of children and learners as well as building a greater understanding among parents and carers of Ofsted’s role and work.

Ofsted’s strategy can be accessed in full [here](#)

School Inspection Data Summary Report (IDSR) Guide

Ofsted has updated its IDSR guide to reflect that EYFS profile data is no longer included in the IDSR. Ofsted's guide gives an overview of the IDSR, the key source of data that Ofsted inspectors will review before undertaking inspections, for both primary and secondary schools, along with information to help interpret the various charts.

The guide can be accessed in full [here](#)

Subject Reviews

Ofsted continues to add to its collection of research reviews into different subjects across the curriculum; this half term reviews have been added for:

English (research review can be accessed [here](#))

Computer Science (research review can be accessed [here](#))

Academy and ESFA updates

ESFA Updates-June 2022

Join these webinars on approved frameworks and see how you could save money for your school

The Department for Education (DfE) is hosting webinars on how using our approved frameworks could help your school get value for money.

If you are responsible for buying goods and services for your schools, check out the range of informative webinars that could help you save time and money.

All sessions are free, use these Eventbrite links to join the Schools Commercial Team and take the opportunity to ask providers the questions you may have.

A guide to joining or forming a multi academy trust



The guide, produced with the Association of School and College Leaders (ASCL) and Browne Jacobson, is designed to help governing boards and school leaders understand the current policy landscape and develop a shared understanding of the process.

The guide is intended to be used by schools where the decision to join or explore the option of forming a trust resides with the existing governing board.

Local Authority Academisation Power Schools Bill Factsheet May 2022

Academy Trust Standards Schools Bill Factsheet May 2022

Extract

Schools will continue to have the right to apply to convert individually and where they do, the Regional Director will consider their application in the normal way. It is expected local authorities will develop their plans with their schools and to take account of schools' preferences as to which trusts to join. There may be circumstances where agreement cannot be reached with individual schools. Whether the local authority includes such schools within its plans in those circumstances will depend upon whether the local authority is prepared to continue to maintain individual schools.

Both documents are worth reading.

Members and trustees of MATs have a fundamental and significant influence over the schools for which they have responsibility. Therefore, it's vital that there is understanding of who they are, their backgrounds, their motivations and, crucially, whether they are themselves representative and reflective of the communities they serve.

NSPCC Safeguarding and child protection self-assessment tool

Free self-assessment tool will help your **school** or **organisation** audit current safeguarding and child protection arrangements. The tool will also help to identify areas for development and support you in making any changes necessary.

How it works

The self-assessment tool provides a step-by-step guide to help your school or organisation meet best safeguarding and child protection practices.

Use the tool to:

- Work through a set of simple questions
- Easily identify areas for development based on your responses
- Get advice and resources to help improve policies and practice
- Access your tailored action plan to save, print and share
- Revisit as many times as you like to update your progress.

Standards

The tool is organised into five standards:

- leadership and governance

- policies and procedures
- recognising and responding to child protection
- supporting children and families
- adults working with children.

Completing your self-assessment

Work through each question and use the information, advice, and resources to help you assess whether you have the necessary arrangements in place. You can use the “optional comments” box to note any actions you have taken or need to take. Do not use this box to record safeguarding concerns or personal data.

Don't forget to save your progress as you work through the questions. You can view your progress in the “saved assessment” area and save or print your action plan to see the steps you need to take.

Next Clerks briefing meeting - Date for your diary

Tuesday 20th September 2022 at 10.00am Please book a place [here](#)



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