

Clerks' Monthly Briefing

November 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

Autumn 2022 & Spring 2023 Term 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](#).

Agenda reminders

Items to consider

- ✓ Exam/test results
- ✓ PE and Sport premium
- ✓ Pupil premium
- ✓ Pupil Attendance
- ✓ Exclusions
- ✓ security, risk [protection cover for cyber incidents\(academies\)](#)
- ✓ Review policies and update as necessary, Equalities
- ✓ SFVS
- ✓ Emergency planning

Department for Education (DfE)

[The Rt Hon Gillian Keegan MP](#)

Gillian Keegan was appointed Secretary of State for Education on 25 October 2022.

[Additional funding for schools announced in the autumn statement](#)

The Chancellor has announced an additional £2.3 billion of funding in 2023-24 and £2.3 billion in 2024-25 for school budgets in England as part of his autumn statement this week, a rise from £53.8 billion this year to £58.8 billion by 2025.

The increase means that the amount of funding schools receive per pupil will rise on average by over £1000 by 2024-25, compared to 2021-22, restoring per-pupil funding to the level it was in 2010.

Data protection: privacy notice model documents

[Privacy notice](#) (how we use personal information on Get Information about Schools (GIAS)). Suggested text for school and trust governance roles.

Provisional SATs 2022 Data

The DfE has released provisional data for Key Stage 1 assessments, including the Year 1 phonics check ([here](#)) and Key Stage 2 attainment ([here](#)).

The KS1 data includes results for pupils in schools in England by:

- national, regional, and local authority level;
- pupil characteristics such as gender, disadvantage, and special educational needs; and
- school characteristics such as school type, phase, and religious character.

In addition to the above breakdown, the KS2 data includes results on prior attainment in the phonics screening check (met the standard in year 1 or year 2 or did not meet it by the end of year 2).

The provisional **KS1 data** highlights that the percentage of pupils meeting:

- The expected standard in the phonics screening check in year 1 was 75%, down from 82% in 2019.
- The expected standard in (teacher assessed) reading was 67%, down from 75% in 2019.
- The expected standard in (teacher assessed) writing was 58%, down from 69% in 2019.
- The expected standard in (teacher assessed) maths was 68%, down from 76% in 2019.

The provisional **KS2 data** highlights that:

- The percentage of pupils meeting the combined expected standard in reading, writing and maths was 59%, down from 65% in 2019.
- The percentage of pupils reaching the higher standard in reading, writing and maths (combined) was 7%, down from 11% in 2019.
- The disadvantage gap index was 3.21, up from 2.91 in 2019.
- The percentage of pupils meeting the expected standard in reading was 74%, a small increase on 73% in 2019.
- The percentage of pupils meeting the expected standard in (teacher assessed) writing was 69%, down from 78% in 2019.
- The percentage of pupils meeting the expected standard in maths was 71%, down from 79% in 2019.

The 2023 Exam Series

The DfE and Ofqual have confirmed that GCSE, AS and A level exams in 2023 in England will largely return to pre-pandemic arrangements.

In line with the plans set out last September, Ofqual has confirmed a return to pre-pandemic grading in 2023. To protect students against the disruption of recent years, and in case students' performance is slightly lower than before the pandemic, senior examiners will use the grades achieved by previous cohorts of pupils, along with prior attainment data, to inform their decisions about where to set grade boundaries. This mirrors the approach used in the first years when GCSEs and A levels were reformed. Thus, a "typical" A level student who would have achieved a grade A before the pandemic will be just as likely to get an A in 2023.

The DfE has also confirmed that students should continue to be provided with support in GCSE maths, physics and combined science with formulae and equation sheets, but not with advance information of exam content, as was the case for the summer 2022 series.

Ofqual had already announced earlier this year that pre-pandemic arrangements for non-exam assessment, fieldwork and practical science have been reinstated. At the same time, the DfE confirmed that schools and colleges will be teaching the full content of qualifications to students taking exams in 2023.

Primary Literacy Funding

The Government announced additional funding of just over £24M to be invested in building (primary) children's literacy skills to support pupils' recovery from the pandemic and work towards the White Paper target of 90% of primary children reaching the expected standard in literacy and numeracy by 2030.

The funding will support the continuation and growth of the English Hubs Programme, enabling even more schools to embed high quality phonics teaching and benefit from the intensive support and access to literacy specialists.

The programmes will help build children's confidence and ability to read and write, including for those with dyslexia. Building on the Accelerator Fund, which helps schools access specialist programmes of support for pupils and has so far seen £4M distributed to over 450 schools, this additional funding will boost existing reading programmes in schools.

Pupil attendance and absence in schools in England

Data for the year to date relates to the period from 12 September 2022 to 21 October 2022. Data is available in the [pupil attendance dashboard](#) (ask your headteacher for the data for your board)

Attendance rates

The data shows that the attendance rate across the period from 12 September 2022 to 21 October 2022 was 93.6%, giving an overall absence rate of 6.4%.

By school type, the attendance rate across the year to date was:

- 94.9% in state-funded primary schools
- 92.2% in state-funded secondary schools
- 88.1% in state-funded special schools

PE and sport premium for primary schools

How much PE and sport premium funding schools receive and advice on how it should be spent.

You must publish details of how you spend your PE and sport premium funding by 31 July 2023 at the latest.

Online reporting must clearly show:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent or will be spent before the end of the academic year
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be [sustainable](#) in the future

You must also publish the percentage of pupils within your year 6 cohort in the 2022 to 2023 academic year who met the national curriculum requirement to:

- swim competently, confidently, and proficiently over a distance of at least 25 metres
- use a range of strokes effectively, for example, front crawl, backstroke, and breaststroke
- perform safe self-rescue in different water-based situations

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

Questions for governors to ask their senior leaders

Pupil Premium

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by **31 December** every academic year. Note include names of governor/trustee lead

[Example pupil premium strategy statement](#) (primary, secondary, and special school)

[Promoting and supporting mental health and wellbeing in schools](#)

Questions for governors:

How is the school providing visible senior leadership for mental health and wellbeing?

How does the school culture promote respect, inclusivity, and value diversity?

How does the school ensure all pupils/students have the opportunity to express their views and influence decisions?

How are staff supported in relation to their own health and wellbeing and to be able to support pupil/student wellbeing?

How does the school work in partnership with parents and carers to promote emotional health and wellbeing?

Prevent duty self-assessment tool for schools

Self-assessment tool to help schools in England review their responsibilities under the Prevent duty.

Just some of the questions for governors, trustees:

- Do they understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach?
 - Are they aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools?
 - Do they have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies?
 - Are there clear and robust policies and procedures in place for protecting children at risk of radicalisation?
 - Do governors and staff exemplify British Values in their attitudes and behaviours?
 - Has Safer recruitment training has been carried out by governors?
 - Governors, trustees understand and take responsibility for online safety as outlined in Keeping Children Safe in Education (KCSIE)?
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Updated Guidance on Federations

The DfE have finally published its much-delayed updated guidance which sets out the governance process in relation to federations.

The guidance, which applies to all maintained schools and nurseries, details the necessary statutory steps to create, join, leave, and dissolve a federation. A federation is defined in law as two or more maintained schools operating under the governance of a single Governing Board. All categories of maintained schools, including voluntary-aided, foundation schools and maintained school nurseries can federate together under one Governing Board. Academy schools **cannot** federate or join a federation. In addition, Pupil Referral Units are not able to federate as they are not legally defined as a maintained school.

The updated guidance highlights:

- the statutory steps to setting up a federation including guidance on the
 - proposal to federate.
 - how to constitute a federated Governing Board.
 - preparing the Instrument of Government.
 - what must be done before and on the federation date.
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New School Admissions Appeals Code

As referenced in previous governance updates, a new School Admissions Appeals Code has been published by the DfE, which came into force on 1st October 2022. There are limited changes which include a permanent provision for admission appeals to be heard remotely, in hybrid format or via telephone, subject to certain conditions being met and with an overriding emphasis on fairness and transparency.

The updated Appeals Code can be accessed [here](#)

Emergency planning and response for education-October 2022

All education, childcare, and children's social care settings should have emergency plans in place detailing what you would do and how you would respond if you needed to take any temporary actions in the event of an emergency.

How educational settings should plan for and deal with emergencies, including significant public health incidents and severe weather.

Question for governors:

When was plan last reviewed?

Question for clerks

Is all the governor contact information up to date in the emergency plan?

School teachers' pay and conditions-1st September 2022

Statutory guidance on pay and conditions for teachers in England.

Ofsted

Governance and inspection

During the webinar Ofsted will discuss the inspection process and clarify the role of school governors in it. This session is of relevance to anyone who has a governance role.

Dated/times: 6th December, 5.30-6.30pm

7th December, 5.30-6.30pm

To register for one of these webinars please visit this website:

<https://register.gotowebinar.com/rt/8819682371704268301>.

Securing good attendance and tackling persistent absence

The role of governors

How well those responsible for governance consider attendance practices and challenge attendance figures varies widely. It is not uncommon for governors to look only at the overall attendance figure for a school to consider where this sits in relation to national averages. But that figure can disguise variations in the attendance of groups, and sometimes real issues. Some leaders who have improved attendance in their schools spoke about how they worked with their governing board to change mindsets and raise expectations. Some had had to move governors away from what one leader described as a 'well, what can you expect here?' attitude to one of high expectations and challenge.

This shared understanding of the importance of attendance for all can be particularly important when it comes to taking a firm stance against families taking holidays during term time. Where leaders are trying to change ingrained local patterns of absence, for example pupils always taking time off related to seaside seasonal work or during harvest, governors can be influential, especially if they are members of the local community.

Inspection Data Summary Report (IDSR)

The planned release date for the primary IDSR and context data remains October 2022 (although this had not been published at the time of writing). The IDSR will include:

- January 2022 census based contextual information (all schools).
- Exclusions 2020/21 data (all schools).
- Phonics screening test data for 2022.
- Key Stage 1 attainment data for 2022.
- Key Stage 2 attainment and progress data for 2022.

The planned release date for the secondary IDSR is November 2022. The secondary IDSR will include:

- Key Stage 4 attainment and progress data for 2022.
- Key Stage 5 qualification type entry data for 2022.
- Key Stage 5 retention data for 2022.
- Key Stage 5 average point score per entry for 2022.
- Key stage 5 best 3 A levels and AAB including at least 2 facilitating subjects for 2022.

The 2022 data will be presented separately because of the uneven impact of the pandemic on schools and variability. The DfE continues to reiterate that Inspectors should not be making comparisons with data from earlier years.

Note:

- Governors in secondary schools should be asking questions of their SLT regarding the identified reading gaps in their Key Stage 3 pupils, particularly in the lower years, and how SLT plan to address these gaps on a timely basis.
- Many of the pupils currently in Years 7 and 8 still have gaps in their phonic knowledge, which is the foundation of fluent reading, as a result of the disruption caused by the pandemic. Whilst phonics

teaching is well-established in primary schools, is not necessarily expected of secondary school teachers.

- Governors in primary schools should be asking about pupils who are reading below age-related expectations (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers.

Safeguarding and school inspection: advice for governing boards in maintained schools and academy trusts. NAHT/NGA

Although safeguarding is not graded as a specific area, Ofsted inspectors will always make a written judgement under 'leadership and management' about whether the arrangements for safeguarding pupils are effective. Where safeguarding is found to be ineffective, it is likely to lead to an inadequate judgement for leadership and management.

During the discussion with inspectors, the board should be able to demonstrate that they know what the strengths and areas for development are for their school/trust in relation to safeguarding. Where there are areas for development, the board should know what is being done to address them. Find out more about the topics that may be covered [here](#).

ESFA

Risk Protection Arrangement (RPA) Members: cyber cover

The DfE has reiterated that to ensure that their school/Trust is covered for cyber incidents, all RPA members must:

- have offline backups;
- register with Police CyberAlarm; and
- have a cyber response plan in place.

This should be actioned by the person who is responsible for the RPA in their school or Trust. All employees or Governors who have access to the member's information technology system must also undertake NCSC cyber security training (<https://www.ncsc.gov.uk/information/cyber-security-training-schools>)

Academies accounts return 2021/22

The online academies accounts return form is now live for users to complete and submit. This Trust return must be submitted by the 19th January 2023. This is in addition to ensuring that the Trust's approved audited accounts for the year ended 31st August 2022 are submitted to the ESFA by the 31st December 2022 along with the auditor's management letter and the Trust's annual summary internal scrutiny report.

ESFA updates-16th November 2022

Preventing hair discrimination in schools | Equality and Human Rights Commission

One of the ways in which schools can prevent discrimination is by reviewing their policies and practices to ensure they comply with the Equality Act 2010. For instance, schools may have particular policies or rules related to hair or hairstyles that could result in unlawful indirect discrimination against pupils with certain protected characteristics, for example:

- race
- religion or belief
- sex
- disability
- sexual orientation
- gender reassignment.

This [decision-making tool](#) is intended to help you prevent any potential discrimination related to hair or hairstyles when drafting or reviewing relevant school policies.

It is part of a package of resources designed to help school leaders foster an inclusive environment by ensuring their policies, where they develop and review them, do not unlawfully discriminate.

Spring term 2023 Clerks briefing meeting dates your diary

Thursday 12th January 2023 at 10.00am Please book a place [here](#)
Tuesday 21st February 2023 at 10.00am
Wednesday 15th March 2023 at 10.00am



