

Governor Support Service

Clerks Briefing Meeting

Ron Fowler and Sandra D'Souza

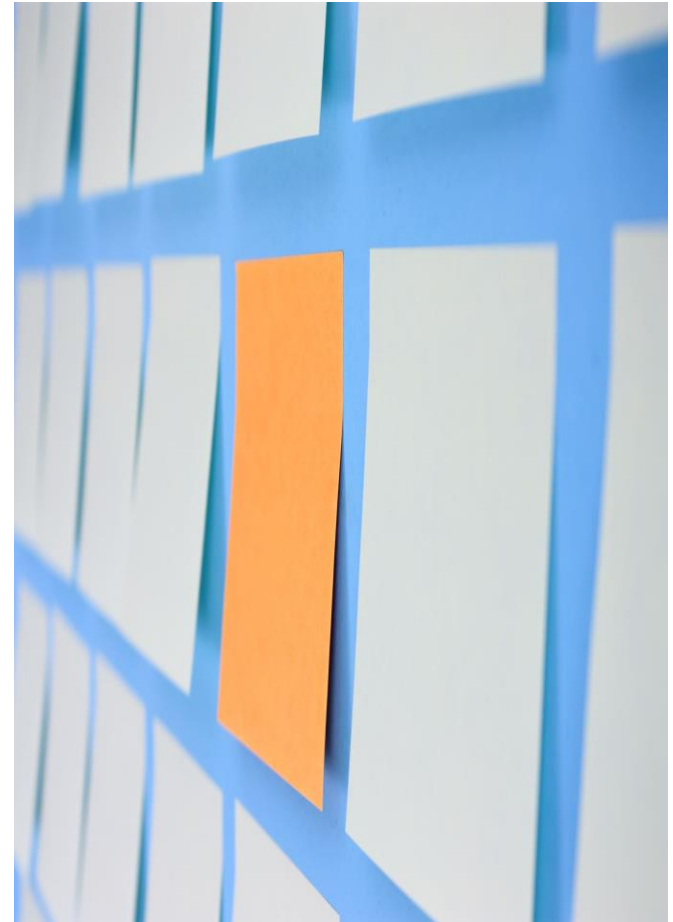


12th February 2025

Clerks briefing – February 2025

Agenda

- ✓ Welcome & Introductions
- ✓ Information Exchange
- ✓ Support and Resources
- ✓ Current Issues and Updates
- ✓ Clerking Vacancies
- ✓ Q&A
- ✓ Future Planning



Clerks Briefing – February 2025



DfE Consultations:

- Use of reasonable force and other restrictive interventions
- School accountability reform

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Suggested agenda items

- Childrens Wellbeing & Schools Bill, Notes
- Pupil Attendance in School
- Special Educational Needs & disabilities
- Schools Financial Value Standard
- School Food Standards
- SEND & Disability Duties-Checklist for governing boards
- Breakfast Clubs-Early Adopters
- Budget

Our evaluation of this provider

Causing
concern

Attention
needed

Secure

Strong

Exemplary

Achievement



Leadership
and
governance



Attendance



Curriculum



Behaviour
and attitudes



Developing
teaching



Inclusion



Leadership and governance

Causing concern	Attention needed	Secure	Strong	Exemplary
Leadership and governance are likely to be 'causing concern' if one or more of the following applies: Leaders do not identify and/or prioritise the right issues or take suitable or timely action to deal with them. Leaders do not have a track record of improvement or, since being appointed, have not done everything they could reasonably do to secure improvements. Governors/trustees do not carry out their statutory core functions. Their contribution to the school's strategic aims is weak. Any breaches of legal responsibilities are serious and have a detrimental impact on pupils.	Strategic leadership and capacity to improve (track record of improvement or of sustaining high standards)			Where a school is secure in all evaluation areas, and strong across all the themes in leadership and governance, inspectors may consider a feature of leaders' work to be exemplary. All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is: <ul style="list-style-type: none">▪ embedded and sustained over time▪ making a tangible difference to pupils' learning, development and well-being▪ being used and/or adapted internally to support and improve other areas of the school's work▪ being (or will be) shared externally to
	Leaders' analysis of the school's strengths or weaknesses lacks precision and/or does not consistently identify the root causes of weakness. Actions to bring about improvement, while focused on the right areas, are imprecise. This makes it difficult for leaders to know how successful their work has been and what further action is needed.	Leaders and those responsible for governance have an accurate understanding of the school's context, strengths and weaknesses. This informs the actions they take. Leaders' actions are well judged and consistently effective. They improve or sustain standards. Leaders' decisions are always in pupils' best interests. Leaders make sure that the school's aims, priorities, vision and values are firmly established. The positive impact of leaders' actions has been sustained over time. Leaders create a culture of continuous improvement. They actively pursue their own professional development, acting as role models for staff.	Leaders' astute understanding of the school's context, strengths and weaknesses informs and underpins their evolving response to priorities. They adjust and adapt actions as part of a responsive and continuous improvement culture. Highly effective leadership leads to consistently high standards, particularly for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). These standards are sustained over time. Improvements in any areas of weakness are rapid and sustained.	
	Responsible bodies, including employers, trustees and governance (strategic oversight)			
	The responsible body is inconsistent in its support for leaders' well-being.	The responsible body knows its statutory duties and carries them out effectively.	Governors'/trustees' contribution to the school's work is consistently strong.	

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Ofsted

- Trials of new inspection approach
- Consultation on renewed inspection framework in February
- Consultation on report cards to opened in February
- Video about proposals
Link in briefing sheet
- *Reminder – 21 schools last inspected in 2020/2022*

Education Skills & Funding Agency (ESFA)

Submit your school resource management self-assessment checklist by 14th March

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- ✓ Spring/summer term courses
- ✓ Help us to help you and your board members

Nominations for:

- ✓ Outstanding clerk
- ✓ Outstanding governance professional
- ✓ Outstanding governance in a single school
- ✓ Outstanding governance in a multi academy trust

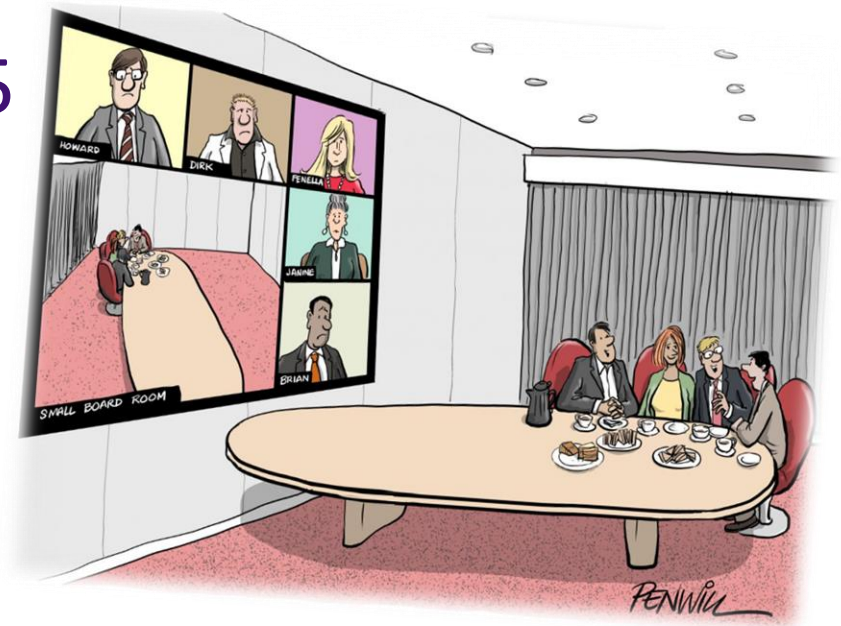


**National School
Governors'
Awareness Day**
13th February 2025

Q&A

Look forward to seeing you at our next meeting:

Thursday 6th March 2025
at 10.00am



✓ Book a place [here](#)

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