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## Governors’ Update

**Summer Term 2022**

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Updates from:

 DfE ; Local Authority; Ofsted; Education Endowment Fund (EEF)

###### Welcome and information on the Updates

Welcome to the update for the Summer Term 2022. This update is coming out at the end of term and Is intended to inform governors on changes which will be in place from the beginning of the next academic year so that agendas and visits planned for early in the term can take advantage of the changes.

Once again there are two different versions of this document. This one is for those governors whose schools have not subscribed to the advice and guidance service. This gives less detail of the topics that are included but aims to highlight topics for governors so that they can research what this means for their schools.

Details of the training programme for the autumn term are being published on Bradford Schools Online and Skills4Bradford.

###### Governor Discussion Forum

A reminder that all Governors with a login to the Skills4Bradford website can access the Governor Discussion Forum.

The aim of this forum is to allow governors to provide mutual support and to have discussions on topics of interest with each other online.

Access is straightforward: -

When you are logged in to your Skills4bradford account please click on communication from the top menu. At the top of the communication page you will see an orange box. Click on the arrow next to the word ‘Groups’ to access the groups page.

A list of groups (forums) will be listed down the right hand side. Please click on the ‘Governor Discussion forum’ and send a request to access the group. Once your request has been confirmed, you can access the forum by going to the communication page, clicking on groups and access to the forum will appear.

The governance officers will access the forum and if there appears to be a need for information on a topic then the SGS team will use this to provide training, topics for the Updates and for Governor Briefings but there are many experienced governors across the District and so the Forum should also be a way for them to share their knowledge.

###### School Governor Service (SGS) Information

The team members are still home based for most of the time, although they are now spending at least one day a fortnight in the office. The school governor inbox, school.governor@bradford.gov.uk, is monitored daily. If you wish to speak to a particular member of the team, then please send an email unless you have the mobile number for the person to whom you wish to speak.

Calls to the SGS contact number 01274 439400 are automatically forwarded to the first available team member who will not be able to transfer your call. Please note that any message you leave on that number will not be picked up until that team member is next at work and two of the team only work part time so it may take a few days before you receive a response.

The SGS clerks also work from home and can be contacted by email directly. If you need an urgent response from your clerk, such as the need for an extraordinary meeting or a hearing then please call the SGS contact number or send an urgent email and your clerk will be informed of your request. We cannot give out the clerks’ telephone numbers without their consent but we can pass on your number to them if you give us permission to do so during the call.

###### Termly Briefings for Governors

The autumn term briefing will be held virtually on 11 October from 6.30pm -7.45pm. The session will give governors the latest information from the LA and comparative information on outcomes for young people in the recent public examinations. If you have any topic on which you would like to either obtain information or to discuss with other governors, then please contact the school governor service.

If you wish to attend a briefing then please use the [Skills4Bradford](https://skills4bradford.co.uk/) website to book a place or email school.governor@bradford.gov.uk . Attendance costs £35 but is free to any governor who is part of the Chairs and Governors Development Group or whose school subscribes to advice and guidance.

###### Training

The Governor Training Programme for the whole of the Autumn Term 2022 is currently being prepared and will be available from the start of next term. Listed below are the titles of the courses already on [www.skills4bradford.co.uk](http://www.skills4bradford.co.uk) Most courses will remain virtual during the autumn term apart from those highlighted below.

Please email school.governor@bradford.gov.uk if you have any ideas for courses you would like to see provided or if you would like further information on the Level 6 Course.

**Sessions planned for the first half term include: -**

Staff Governor Roles and responsibilities - 1.00pm-3.00pm, 7 September

Planning the Governance Year and Self-evaluation – 4.30pm-6.30pm, 21 September

Governor School Visits, Who, What, Why, When – 10am-12 noon, 27 September OR

5.30 – 7.30pm, 5 October

Safeguarding for Governors –4.30pm-6.30pm, 27 September

Introduction to Governance – 9.00am – 2.30pm, 28 September OR 5.00pm -7.30pm, 10 and 17 October

Transcend Level 6 Award in Effective School Governance 4.30-m – 6.30pm, 28 September (This is the first of 7 sessions over the academic year)

Academies Overview – 4.30-6.30, 29 September

Data; Evaluating and using Data to Monitor progress - 6.00pm – 8.00pm, 3 October

Effective Financial Governance – 5.30pm -7.30pm, 4 October

Face to Face session – Heads and Chairs working together 9.30am – 1.15pm (for Heads and Chairs to attend together)

Head Teacher’s Performance Management – 4.30pm - 6.30pm, 13 October

Vulnerable Groups – 4.30-6.30pm, 18 October

Chairing the Board Part 1 – 5.00pm – 7.30pm, 19 October (Part 2 on 30 November)

Full details of these courses are already on the Skills4Bradford website and courses for the remainder of 2022 will be added by the start of the autumn term.

###### Updates from the Department for Education (DfE)

**Updated version of Keeping Children Safe in Education (KCSIE)**

This statutory guidance will be in place from 1 September 2022 and there have been several changes of which governors must take note.

Ensuring that Safeguarding is taught within the curriculum.

Staff need a deeper level of operational training so that they can spot physical abuse, but also emotional abuse and neglect. Staff need to be aware of the subtle changes, including those arising from emotional neglect. Recently there has been a focus on mental health and schools have a specific responsibility to recognise mental health problems but staff need training in all those areas and the expectation is that this will be put in place.

KCSIE has grown to 174 pages in this edition with additional information in all parts, including some clarifications and new provisions.

Part 1, which all staff must read and understand has been strengthened.

Domestic abuse is on the increase and current financial pressures are causing it to increase further. Schools need to be aware that this can include abuse between older siblings or in relationships in the teenage years. Operation Encompass is a police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse..

Part 2 of KCSIE outlines governor responsibilities and explains the Designated Safeguarding Lead’s (DSL) duties.

This now states that all governors should receive Safeguarding training as part of their induction as governors and that it should be regularly updated.

There is a new section on Human Rights and Equalities Legislation

Remote and online safety sections have been updated and governors need to be sure that there is up to date provision in place in school systems to filter out inappropriate content.

There is a new section on LGBT children, including the inclusion of this topic in Relationships Education and Relationships, Sex and Health Education

There are no changes in Section 3 but Ofsted are beginning to focus on the lack of attention to detail in some schools when following safer recruitment procedures. Governors need to ensure all the statutory checks are being done. This includes regular checks on the single central record and that Safer Recruitment training is up to date. The general view is that this should be done every three years.

Part 4 has a new title – Safeguarding Concerns and allegations made about staff and this includes supply teachers, volunteers and contractors.

Part 5 is on child on child sexual violence and sexual harassment and has almost doubled in size.

Governors need to ensure that they have effective oversight of Safeguarding in their school and ensure that they and their fellow governors attend regular training.

**July School Governance Update**

On 1 July the DfE issued a wide ranging update for governors which is available on their website

**Maintained Schools Causing Concern**

New guidance has been issued which comes into effect at the start of September.

This explains the type of warning notices that can be issued to maintained schools and includes a power for the Secretary of State to intervene in maintained schools that have had a Section 5 inspection since 1 May 2021 and have received 2,3 or 4 consecutive judgements of less than Good.

Schools inspected before that date with 5 or more consecutive judgements of less than Good are also eligible for intervention. This means that the schools can be compelled to join a MAT as directed by the Secretary of State.

**The Power of Music to Change Lives: A National Plan for Music Education**

The Government have set out their plans for their vision to enable all children and young people in England to:

• learn to sing, play an instrument and create music together

• have the opportunity to progress their musical interests and talents, including professionally

The plan sets out how they will achieve this vision by 2030

**Education White Paper Headlines**

Most governors will have already looked at many of the provisions.

The plans to improve standards suggest areas which governors will need to consider in school improvement planning from now on: -

* By 2030 90% of children will leave primary school having achieved the expected

 standard in reading, writing and maths. (Up from 65% in 2019)

* By 2030 to increase the national GCSE average grade in English Language and

 maths from 4.5 (in 2019), to 5

* By 2030 every child who falls behind in English or maths will get the right support to

 get back on track

* It is crucial that every school has a well-designed and well-sequenced curriculum

which ensures children build knowledge in a broad range of subjects before going on to specialise after the age of 16

**Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units**

The new guidance comes into effect on 1 September and schools will need to review their procedures to ensure they comply with the changes. The guidance is available [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf)

**SEND Green Paper**

Information will be published on this topic when the report from the consultation is published. The consultation is closing at 11.45pm on 22 July.

###### Updates from the Local Authority

**Finance Update**

Update on Formula Funding

We are in a period of funding system change, where changes will have implications for the budgets of schools / academies. Governors should continue to review consultations, and monitor published guidance, and should continue to consider the implications for their 3-5 year budgets. To highlight recent publications:

In a [consultation,](https://consult.education.gov.uk/funding-policy-unit/implementing-the-direct-national-funding-formula/) published 7 June, the DfE has set out in a little more detail how some of the transition to the ‘hard’ National Funding Formula for mainstream primary and secondary schools and academies will take place over the next few years.

The DfE has just published, on 4 July, a consultation on [early years entitlement funding](https://consult.education.gov.uk/funding-policy-unit/early-years-funding-formulae-2022/) for 2023/24.

The DfE published, on 29 March, [the consultation](https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time) following the national SEND Review. This Review is likely to have significant wide-ranging implications for SEND and Alternative Provision.

For your immediate planning, we anticipate that we will following our usual timescales for consulting on next year’s (2023/24) formula funding arrangements for early years, mainstream primary and secondary, and high needs, funding. We anticipate that consultation will begin mid-October.

It continues to be useful for governors to regularly check [Bradford Schools Online](https://bso.bradford.gov.uk/content/finance/latest-news-and-updates-from-school-funding-team) (finance latest news and updates).

Andrew Redding

**Asbestos Management**

The HSE will be inspecting schools from September 2022 to assess how they are managing the risks from asbestos. Governors will wish to ensure that schools have reviewed their procedures and that an up to date record of the location of asbestos in the buildings is being maintained.

######  Updates from Ofsted

**Update to Inspection Handbooks**

Updated handbooks were published on 11 July

From September: -

Section 5 Inspections will be renamed – Graded Inspections

Section 8 inspections will be renamed – Ungraded Inspections

Inspections with no formal designation and unannounced behaviour visits will be called – Urgent Inspections

Curriculum

The grace period for transitional arrangements for the curriculum ends in September and a new grade descriptor for the quality of education judgement includes: -

‘The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils’ interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.’

Inspectors will be interested in the effectiveness of leaders’ actions and the steps being taken in subject areas that are less developed.

Covid 19

Relevant paragraphs regarding temporary COVID-19 measures have now been incorporated into the main sections of each of the handbooks, to make it clear that inspectors will continue to take account of issues that providers may be facing.

**Latest Reports on the impact of Covid-19**

Three reports have been published looking at the impact of Covid-19 on Education Providers including schools, further education and early years. These reports, published on 20 July, follow on from earlier reports published in April.

Amanda Spielman said:

It’s clear that education providers are responding to the ongoing challenges of COVID with creativity and resilience. But the pandemic and lockdowns created some distinct problems, which are taking time to shift. Some young children are still behind in their development; older children are experiencing higher levels of exam anxiety than usual, and difficulties recruiting and retaining staff have been exacerbated across all phases of education.

###### Education Endowment Foundation (EEF)

**New Planning Guide**

**Moving forwards, making a difference: A planning guide for schools 2022 – 23,** is designed to support schools in their planning efforts in the academic year ahead. It proposes a tiered model that focuses upon high-quality teaching, targeted academic support and wider strategies (such as improving attendance) to aid school leaders’ existing planning efforts.

The short guide compiles the most recent available evidence for schools, providing a handy one-stop resource from which to explore the evidence base and resources of the EEF.

Governors are reminded that Pupil premium planning from September needs to be evidence based and to use the DfE strategy template.

The EEF also produce a guide – **Using Your Pupil Premium Effectively** which is endorsed by the DfE

###### Afterword

The School Governor Service team are available to support governing boards of all types with website checks, policy checks, bespoke training for your governing board or Trust and additional support to assist you in ensuring that the work you do to support schools is as effective as possible. The team are happy to deliver bespoke sessions either virtually or face to face at a time to suit your governing board.

Please get in touch to discuss any support you would wish to arrange, using the School Governor Service email address school.governor@bradford.gov.uk

A further update will be issued before the half term break and will contain details of any changes of which governors need to be aware.