

# Governors' Update

## Summer Term 2023

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Updates from:

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

### Welcome and information on the Updates and Briefings

Welcome to the Briefing for this term, which has been timed so that as many of the changes in place for September can be looked at and implemented before the start of the next term.

These Briefings are designed to give information to governors about current initiatives and areas of focus to assist them in their strategic and monitoring role. They are available to governors of schools which subscribe to advice and guidance. The Chairs and Governors development group is continuing to meet with the next session planned for 6pm-7.30pm on 6 November 2023 . This free session can be attended either face to face or virtually and is bookable on the Skills4Bradford website.

A less detailed 'Update' document, which replaces the virtual briefing, is being made available to all governors. The change to a written update has been made because of the substantial decrease in the attendance levels at the virtual Briefings which has made them much less useful for attendees and for those wishing to share information with governors. The Update is also being made available on Bradford Schools online.

### 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](mailto: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 or ring the mobile number which is listed at the foot of all staff members' email signatures.

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, as two of the team only work part time, 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 send an urgent email to the school governor inbox 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.

## Training

The School Governor Service Officers are continuing to present online training sessions and here are the links to the training sessions arranged for the Autumn term. To look at the course in detail, click on the title of the course and the link will take you to the course description on the Skills4Bradford website. There is no need to login to look at the course details. Your school will be able to book a place for you or you can use your own login to reserve a place or email the team at [school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk) to ask that a place be reserved for you.

Autumn Term 2023	
Tues 18 Sept 16.30-18.30	<a href="#">Gov: Safeguarding for Governors (v)</a>
Mon 25 Sept 16.30 – 18.30	<a href="#">Gov: Headteacher Performance Management (v)</a>
Tue 26 Sept 17.30 – 20.00	<a href="#">Gov: Chairing the Board Part 1 (part 2 on 10 Oct)</a>
Tue 26 Sept 16.30 – 18.30	<a href="#">Gov: SEND for Governors (v)</a>
Wed 27 Sept 17.00-18.30	<a href="#">Gov: Taking a united approach to implementing fundamental British Values (v)</a>
Tue 03 Oct 18.00-20.00	<a href="#">Gov: Is your Curriculum delivering your school's vision? (v)</a>
Mon 9 Oct 18.00-20.00	<a href="#">Gov: Hearings – the governors role (v)</a>
Wed 11 Oct 18.00-20.00	<a href="#">Gov: Vulnerable Groups and Pupil Premium (v)</a>
Mon 16 Oct 18.00-20.00	<a href="#">Gov: Asking the Right Questions (v)</a>
Tue 17 Oct 9.00-14.30	<a href="#">Gov: Introduction to governance (v)</a>
Tue 17 Oct 17.30-19.30	<a href="#">Gov: Effective Financial Governance (v)</a>
Wed 18 Oct 10.00-12.00noon	<a href="#">Gov: Parent Governor – know your role (v)</a>
Thurs 19 Oct 16.30 -18.30	<a href="#">Gov: Planning the governance year</a>
Mon 30 Oct 18.00-19.00	<a href="#">Gov: SFVS Webinar – guidance for Governors (v)</a>
Tue 31 Oct 18.00-20.30	<a href="#">Gov: Introduction to Governance Part 1 (v) (Part 2, 21 Nov)</a>
Thurs 2 Nov 1800–20.00	<a href="#">Gov: Strategic Vision for Governance (v)</a>
Mon 6 Nov 18.00-19.30	<a href="#">Chairs and Governors Development Group</a>
Tue 7 Nov 18.00-20.00	<a href="#">Gov: Finance – an introduction for governors (v)</a>
Wed 8 Nov 18.00- 20.00	<a href="#">Gov: SEND for Governors (v)</a>
Mon 13 Nov 18.00-20.00	<a href="#">Gov: Early Years – Governor Focus and Update (v)</a>
Mon 20 Nov 16.30-18.30	<a href="#">Gov: Pupil exclusions and Suspensions – a Governors role (v)</a>
Wed 22 Nov 16.30-18.30	<a href="#">Gov: Handling Complaints – be prepared (v)</a>
Mon 27 Nov 18.00-20.00	<a href="#">Gov: Compliance the Board's key responsibilities (v)</a>
Tue 28 Nov 18.00-20.00	<a href="#">Gov: Safeguarding for Governors (v)</a>
Wed 29 Nov 17.00-19.00	<a href="#">Gov: Prevent Introduction/Refresher for Governors (v)</a>
Wed 6 Dec 16.30-18.30	<a href="#">Gov: Preparation for Ofsted (v)</a>
Thurs 7 Dec 10.00-12.00	<a href="#">Gov: Safeguarding for Governors (v)</a>
<p><b>A Level 6 course will be added when a new cohort has been identified. Email <a href="mailto:school.governor@bradford.gov.uk">school.governor@bradford.gov.uk</a> to register an interest or for more information. Funding for maintained school governors is still available.</b></p>	

As new courses are planned and dates agreed these will be publicised on the Skills4Bradford website and on Bradford Schools Online.

There are now also E learning courses which can be completed at a time to suit individual governors. More courses will be added to these as the year goes on.

<a href="#">Academies Overview - eLearning</a>
<a href="#">Attendance - eLearning</a>
<a href="#">Curriculum - eLearning</a>
<a href="#">Link / Named Governor - eLearning</a>
<a href="#">Recruitment of Head Teacher – what governors need to know (free) - eLearning</a>
<a href="#">Staff Governor Know your role - eLearning</a>

Cost: Schools will be invoiced following attendance. £159 for full day or 2 part courses; £63 for short courses; £35 for E Learning Courses and Webinars. The Chairs and Governors Development Group and the Recruitment of Head Teacher eLearning are free for all governors.

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

### **New Edition of Keeping Children Safe in Education published**

The 2023 version was released on 6 June and, while it is still a draft and does not become compulsory until 1<sup>st</sup> September, it is not subject to any consultation this year as there have been fewer changes.

There is an updated link to the Behaviour in schools' guidance, but many of the changes concern the need for all to understand filtering and monitoring and the need to have these in staff training and in policies. Filtering and monitoring are references to security on school devices and networks and the requirement on schools to have effective systems in place. New filtering and monitoring standards have been published and the guidance includes a link to this document.

There is also a new reference to cyber security standards.

A reminder to governors on their wider safeguarding responsibility is the inclusion of a reference to the Keeping children safe in out of school settings document, which covers provision for pupils from external organisations who use school premises and a new paragraph added on how to deal with allegations against them.

There is a clarification on the difference between children missing education and children absent for education, additional information on organisations that support children with SEND and a new reference to multi-agency practice principles on child exploitation.

Governors are reminded of their duty to ensure all staff and governors have read and understood this guidance and the need to have school policies which need amendment as a result of the changes are in place for September. As cyber security appears to be a focus for many of the changes checks should be made that the school's systems are robust and comply with the set standards.

Governors are also reminded that all new governors must receive Safeguarding training as part of their induction and that all governors should refresh this training regularly. The School Governor Service Training has already been updated to cover the changes listed above and is further updated before every training session with any new information of which governors need to be aware. The training is delivered several times in each term, and at different times so that governors have every opportunity to update their knowledge.

### **Legal Duty to Promote British Values**

This appears to be a topic which is being raised by both Ofsted and the DfE with reminders of the duties on all schools to promote these values.

The values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Pupils should be enabled to

- develop their self-knowledge, self-esteem and self-confidence
- to distinguish right from wrong and to respect the civil and criminal law of England
- accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- acquire a broad general knowledge of and respect for public institutions and services in England

and schools should

- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

Governors need to remember that these values should be promoted through the curriculum and that there is also a requirement to use the curriculum to promote the spiritual, moral, social and cultural education of pupils. Ofsted will consider how well a school meets these requirements in making their leadership and management judgement.

The role of the governing board is to ensure the legal requirements are met by: -

- setting an ethos that promotes fundamental British values
- approving policies that are consistent with their ethos
- ensuring that fundamental British values are visible in a rich, broad and balanced curriculum
- monitoring how fundamental British values are being promoted in school
- taking appropriate action if anyone acts to undermine fundamental British values

### **New Standard for School Sports**

Schools are now being asked to provide a minimum of two hours' curriculum PE time and Government will provide support to schools on how to do this through the upcoming refresh of the School Sport Action Plan.

From September 2023 schools that successfully deliver equal sporting opportunities for girls and boys will be rewarded through the updated School Games Mark, to recognise their commitment to the development of sports competition across their school and in the curriculum. Girls and boys should be offered the same sports during PE and extracurricular time in schools.

Alongside this work, Ofsted will be publishing a report into PE in the coming months, which will inform future inspections and set out what they believe is possible in terms of offering high quality PE and equal access to sports.

This is backed by a package of cross-government funding to help boost sport and activities both inside and outside school hours including the confirmation of over £600 million in funding over the next two academic years for the PE and Sport Premium and £22 million for the School Games Organisers (SGO) network.

Governors will need to ensure that their schools are offering the minimum hours of curriculum PE and enabling equality in the PE offer.

The levels of PE and Sport premium for primary schools in 2023/24 have now been published, together with advice on how it should be spent.

Schools with over 16 pupils will receive £16,000 and £10 per pupil and the spending must be in accordance with the conditions of grant document.

### **Government to match schools' tutoring costs next year**

Half of tutoring costs will be funded through the National Tutoring Programme next year (2023-24) doubling the government's previous commitment to fund a quarter of the cost. Following feedback from school leaders, the Government has now agreed a subsidy rate of 50% next year, to support schools to deliver the tutoring their pupils need.

To meet their costs when providing tutoring, schools will be able to continue to use funding streams like the pupil premium, which will rise to almost £2.9 billion in 2023-24 – its highest ever level. The additional funding is thanks to the further £2 billion pounds being invested into schools. As a result, school funding is set to rise faster than forecast inflation in both 2023/24 and 2024/25.

Whilst schools will continue to have the flexibility to decide which pupils to offer tutoring to, children from disadvantaged backgrounds will be prioritised as well as those who are below the expected standard or grade boundary in a particular subject.

### **Careers guidance: statutory requirements (secondary)**

The Department for Education (DfE)'s Statutory Careers Guidance applies to:

- All maintained schools, including maintained special schools and pupil referral units (PRUs)
- Academies and free schools (including alternative provision (AP) academies and free schools)

The requirements **don't** apply to non-maintained special schools and independent schools.

**Governors need to be aware that their school should have a strategic careers plan  
This should be developed in line with the Gatsby Benchmarks and the DfE's guidance.**

It should show how the school's careers programme will be:

- Implemented
- Measured - including how the school will assess the impact on pupils

### **The school must provide independent careers guidance for all pupils**

**The school must provide at least 6 encounters with technical education or training providers**

This came into force as part of the **Skills and Post-16 Education Act 2022** on **1 January 2023**. The school should transition to these new arrangements as soon as possible.

The school must offer a minimum of 6 encounters to all pupils in years 8 to 13. There must be:

- 2 encounters for pupils during year 8 or 9
  - All pupils must attend
  - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for pupils during year 10 or 11
  - All pupils must attend
  - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for pupils during year 12 or 13

- Pupils can choose to attend
- Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

These encounters must happen for a reasonable period of time during the standard school day (encounters outside of school hours won't count towards the requirements, but schools are still encouraged to provide them).

The school must ask each provider to give as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from pupils

**The school must publish a provider access policy statement This needs to be on the school website and must set out the arrangements for provider access** and the school should update its policy statement to cover the new requirements as soon as possible.

**Details of the school's careers programme must be on the school website**

This must include the name and contact details of the school's careers leader. The school must make this information available for young people and their parents.

Governors should read the DfE's guidance to learn their role and the duties placed on their school. This will help effective monitoring.

### **Work experience**

#### **Not statutory in Key Stage 4**

Work experience is not, and has never been, statutory in maintained schools and academies for pupils under 16. However, experiences of the workplace are included as something the school **should** provide to pupils under 16 - see Benchmark 6 (above).

### **Ofsted's expectations**

#### **Secondary schools**

As part of the 'personal development' judgement, inspectors will evaluate the quality of the school's careers provision.

Ofsted will look at:

- The quality of unbiased careers advice and guidance
- How the school implements provider access arrangements for pupils in years 8 to 13
- How the school provides good quality, meaningful opportunities for pupils to experience work
- How the school uses the Gatsby Benchmarks
- The information the school publishes on its careers provision, and its statement on provider access arrangements

Inspectors will always report where a school falls short of provider access legislation (the 'Baker Clause')

## **England moves to Fourth in International Rankings for Reading**

England came fourth internationally for primary reading proficiency in the highly anticipated Progress in International Reading Literacy Study (PIRLS) results. This continued success in PIRLS follows the focus on phonics and is driven by improvements for the least able pupils.

Despite disruption from the pandemic, England's score remained stable following significant improvements in 2011 and 2016, coming fourth out of the 43 countries who tested the standard 9-10-

year-old cohort. Direct comparison of countries' performance between 2016 and 2021 is complicated by Covid-19 disruption.

England's score of 558 was well above the international average of 520 and the European average of 524. The PIRLS rankings are widely regarded as the international benchmark for primary reading capability and are typically carried out every five years. This success follows on from a series of reforms to improve standards in reading including the introduction of the Phonics Screening Check and the introduction of the English Hubs programme.

### **New Academies Handbook published**

The Handbook comes into effect on 1 September 2023 and contains updated governance content. Among other changes the three core functions of governance have been replaced with trust quality descriptions that should be used when evaluating Boards efficiency: -

- Strategic leadership of the academy trust: the board defines the trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the trust's culture and sets and champions the trust strategy including determining what, if any, governance functions are delegated to the local tier
- Accountability and assurance: the board has robust effective oversight of the operations and performance of the academy trust, including:
  - The provision of education
  - Pupil welfare
  - Overseeing and ensuring appropriate use of funding
  - Effective financial performance
  - Keeping their estate safe and well-maintained
- The board involves parents, schools and communities so that decision-making is supported by meaningful engagement

Governors will need to ensure they are familiar with all the changes highlighted on page 7 of the Handbook

## **Updates from the Local Authority**

### **Bradford Council Clean Air Schools (CASP) programme Grant Funding Scheme**

This scheme is an initiative funded by the Bradford Clean Air Zone (CAZ) and the CASP seeks to improve air quality at schools by the provision of targeted funding direct to schools to enable them to implement bespoke measures to reduce emissions and exposure so that the schools become cleaner and healthier places.

The £500,000 fund is offering grants of £250-£10,000 per school.

If schools sign up on the website and register, then they will be provided with information on how to apply for funding in the autumn term.

The grant applications will be assessed based on: **Potential air quality improvement, reduced exposure, wider benefits, cost, deliverability, and stakeholder support.**

Schools can only apply once during this round of funding and the window for the initial expressions of interest is 4 September -13 October and so this will need to be given urgent consideration.

## Updates from Ofsted

### New Inspection Handbook

A new Inspection Handbook was published on 13 July and will come into effect from September. This includes (among others)

- A new 'Conduct during inspection' section
- Confirmation of the likely date of the next inspection for schools
- Updates to the 'behaviour' and 'attendance' sections
- Clarity on the meaning of 'capacity to improve'
- Clarity on the meaning of 'culture of safeguarding'
- Clarification on schools' obligations re 'separation by sex' and the steps inspectors should take

There are two updates specifically for sixth forms:-

- confirmation that for secondary schools the requirement to teach relationships and sex education includes pupils in the sixth form
- the definition of 'off-rolling' has been broadened to include sixth-form pupils and situations where pupils are not formally removed from the roll but are not permitted to attend school

The names of inspections have also been changed: -

- Section 5 inspections are now graded inspections
- Section 8 inspections of good and outstanding schools are now ungraded inspections
- Inspections with no formal designation and unannounced behaviour visits are now urgent inspections.

The S5 and S8 inspection handbooks have been merged into a new handbook covering graded, ungraded and urgent inspections, with a separate handbook for monitoring inspections which includes new judgements for schools following monitoring.

Governors are reminded that training on preparing for Ofsted is in the autumn term schedule and will include information on the changes.

### Art Should Command an Important Place in Every School

Ofsted have published a Review of art and design as part of their review series.

It gives details of some common features that schools may want to consider in developing their art education including:-

- high-quality art, craft, and design curriculums that work towards clearly defined end goals, reflecting the complexity, diversity, and plurality of the subject
- clear decisions made about what to include in the curriculum, with subject-specific reasons
- a curriculum that allows pupils to learn the fundamentals of art and express them in interesting ways
- a curriculum that builds practical, theoretical and disciplinary subject-specific knowledge
- a curriculum that shows the diversity of art, craft and design, including work that is produced around the world by different artists, craft-makers, and designers from diverse communities, as well as traditional and contemporary forms
- sufficient training, support and time for teachers to teach the curriculum well

Amanda Spielman explained

Art makes a significant contribution to our society through human innovation, imagination, and thought.

A high-quality curriculum in art, craft and design, enables pupils to develop love of a subject that is both intellectually challenging and creatively demanding. The subject should command an important place in every school. We hope this review will contribute to raising the quality of art education for all young people.”

Governors may want to consider the Art and Design curriculum within their setting and the ways progress is measured. If in a secondary setting, the take up of Art and Design qualifications and success levels could also be considered.

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

The foundation continues to offer schools the opportunity to take part in projects and a current focus is on projects for Early Years. Also available is a guide to effective professional development in the Early Years and evidence based approaches to Early Years practice.

Governors may well wish to ask leadership if the evidence based resources are used within their settings, including the Teaching and Learning Toolkit.

## **Afterword**

The School Governor Service is always looking to find additional ways in which high quality governance can be developed and supported. If you or your governing board have any examples of successful practice to share or have identified any specific needs for support or training, then the School Governor Service would really like to hear from you. Please email the [school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk) address and the staff member who is most able to deal with your message will get back to you.

Please do include any areas you would like to see included in these briefings.