

**Minutes of the Meeting of the Governor Area Forum  
held on 4<sup>th</sup> March 2019 & 5<sup>th</sup> March 2019  
At Margaret McMillan Towers and Eastwood Community Schools**

**Meeting commenced at 5:30pm**

**Action**

**Those present at MMT, Bradford;**

Janet Firth (All Saints C of E Primary) , Rahila Ali (All Saints C of E Primary), Graham Kinsley (Baildon CE Primary), Paul Waters (Eldwick Primary), Francis Marslen-Wilson (Glenaire Primary), Roger Butterfield (Grove House Primary), Ian Grant (Heaton St Barnabas' CE Primary School), Ron Butterley (Home Farm Primary), Ann Hedley (Lilycroft Primary), Ibrahim Maynard (Newby Primary/ St Matthew's CE Primary), Matthew Bibby (Russell Hall Primary), Graham @Walker (Sandy Lane Primary), Eileen Difiori (St Clare's Primary), Patricia Stockdale (St William's Catholic Primary), Teresa Battersby (St William's Catholic Primary), Ann Worsnop (Stocks Lane Primary), Peter Sayers (Thorpe Primary), Mohammed Azum (Wellington Primary).

**In attendance:**

Adele Baines (Commercial Services Manager, LA); Jenny Fox (Education Safeguarding Officer); Evelyn Haigh (School Governance), Tracy Isherwood (Clerk), Richard Lait (AAO, LA)

**Those present at Eastwood Community School, Keighley;**

Janet Farrell (Holy Family Catholic School), J.G. Hardman (Trinity & All Saints (Bingley), Brenda Hickling (Laycock Primary School), Barbara Potter (Victoria Primary School), Elaine Schack (St Matthews Catholic Primary), Joyce Simpson (St Stephens CE Primary), Sheila Stevenson (Eastwood Community School), Paul Vollans (All Saints' CE Primary (Ilkley)),

**In attendance:**

Adele Baines (Commercial Services Manager, LA); Jenny Fox (Education Safeguarding Officer); Evelyn Haigh (School Governance), Tracy Isherwood (Clerk), Richard Lait (AAO, LA)

**Apologies for absence;**

Brent Fitzpatrick MBE, Muhammad Khan

**Richard Lait** – delivered the presentation regarding Ofsted – the new framework and current foci. There has been a lot of change moving towards the introduction of the new framework on 1<sup>st</sup> September 2019; the framework is currently under consultation and there are a number of changes with both the operational and philosophical aspects.

Please read the following notes in conjunction with the Power Point slides.

**Current Ofsted foci** – this has changed slightly to consider;

- The wider curriculum including music, sports and arts – rather than only core subjects, these will still be a foci as a part of the whole curriculum.
- Attendance – this continues to be a key issue asking if children are in school and what we are doing to support them.
- Provision for disadvantaged pupils and SEND – to ensure the best possible education is being received for those who are disadvantaged/SEND.
- Ensuring work is challenging enough.
- Preparing for life in modern Britain – helping pupils to understand what it means to be a British citizen in these turbulent times.

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- Community/parent involvement – will help schools to engage with diverse communities/how are parents involved in the school community.
- Quality of Governance ‘well trained’, ‘high levels of expertise’, ‘prepared to challenge’ – ensure governors hold the school to account.
- Behaviour – this links to the operational aspects of the school and refers to behaviour for learning.
- Safeguarding – keeping children and young people safe in school and in society.

**New Framework** – this is available to see online and reflect the significant change in focus. Ofsted’s principal concerns behind the changes are;

- Currently, the accountability system can divert schools from the real substance of education by being ‘bogged down’ with data, assessments, SATs etc. – the inspection will continue to look at the data though this will not be the only focus.
- What young people learn is often coming second to delivering performance data
- This data focus leads to unnecessary workload for teachers – to help create an effective work/life balance.
- Teaching to the test and narrowing of the curriculum have the greatest negative effect on the most disadvantaged, the least able and the most able children.

EH explained that a clearly explainable system is needed in school to be able to evaluate knowledge against expectations.

**Q.** I understand what you are saying, some children want the practical side of learning – if we push them to pass GCSE’s the school is penalised.

**A.** RL explained that the schools should try to prepare the children for life as rounded adults, we want to enable aspirations to be a doctor for example but to also value the roles of plumbers, mechanics etc.

**Q.** A number of apprenticeships stopped as the Government did not want them, they have returned but will the schools be penalised?

**A.** RL explained that the new framework is an evolving process but added that schools can be justified in supporting small groups of children who will not achieve at GCSE to prepare for their future. The Secretary of State announced the drive to get major companies involved with primary schools to inform the children of options available to them.

**Q.** Schools and LA’s should be banging on the doors of universities in Leeds and Bradford to help to raise aspirations.

**A.** RL agreed that we need to work alongside our young people.

### The Quality of Education

- **Intent** – curriculum design, coverage and appropriateness
- **Implementation** – curriculum delivery, teaching (pedagogy) contribution to delivering the curriculum as intended, Assessment.
- **Impact** – attainment and progress (including national tests and assessments), Reading, destinations.

**Q.** Attendance is not helped when there are only 19 days in between Easter and the next school holiday, schools are in a complicated position.

**A.** RL explained that schools can analyse attendance data following the removal of extended leave to identify additional patterns e.g. the child could usually have full attendance or have been identified as having PA.

### Judging personal development

- Spiritual, moral, social and cultural development
- Character
- Fundamental British values
- Careers advice

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- Healthy Living
- Citizenship
- Equality and diversity
- Preparation for the next stage

**Q.** What is the difference between the first and second bullet point?

**A.** RL explained that the first is to consider different views and values the second is the development of personal character traits, such as resilience.

### **Judging Leadership & Management**

- Vision, ethos and ethics
- Staff development
- Staff workload and well-being
- Off rolling – attendance and exclusions
- Governance and oversight
- Safeguarding.

See Power Point presentation for proposed changes to the Section 8 inspections.

See *Intention and substance: further findings on primary school science from phase 3 of Ofsted's curriculum research. (Page 5).*

EH explained that whilst science is not a focus for many primary schools the above report recognised that teachers subject knowledge and their depth of planning were not strong enough to sequence the knowledge and skills that pupils need to learn before carrying out practical experiments. Too frequently, the activities carried out were not deepening pupils understanding of the scientific concept, because teachers had not covered the baseline substantive knowledge required sufficiently beforehand. RL added that it is suspected that if this is the case with science, it is likely in most cases that this will follow with other foundation subjects.

- EH asked for governors to consider if there is any specific support they feel they need to prepare for the new framework to ensure they move forwards effectively. All governors can be a part of the consultation process (see link). EH reminded governors that the existing framework will be followed until September.

### **See Ofsted report from a school inspected in January 2019 which has moved from Good to Outstanding.**

**Q.** what does the 'alternative provision' in the report referred to?

**A.** in this case it will be a special school – if a school has a child in alternative provision it is their responsibility to ensure the provision received is good. The Inspection Team may decide to check this.

**Q.** the report says the school is a bubble – a place of sanctuary, good schools should have high expectations; do all schools have high enough expectations?

**A.** RL confirmed high expectations are important and the children should be clear what they are.

**Q.** there is a comment in the report about governors being present in the building, as a COG I encourage this as it re-enforces information given from the SLT also.

**A.** the report states '*the governors' clear vision for school improvement has created a culture of inclusion, nurture and high expectations. This ensures that the needs of pupils are met very well.*

**Q.** I can see no mention of parental involvement?

**A.** on page 4 (bp2) – the report states *Leaders are highly effective in engaging parents in their children's learning. Parents are very supportive of the school and incredibly proud of the progress that their children make. Parents are welcome visitors to the school. Leaders provide them with support and guidance to develop their own literacy and numeracy skills so that they, in turn, can confidently support their children. See also page 6 (bp8) parents are wholeheartedly positive about the valuable information they receive from teachers about the progress that their children are making. They also welcome the regular opportunities provided for them to understand how best to support their children's learning at home.*

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EH highlighted that the report for Early Years was excellent even though many children enter the provision lower than expected and there is a high percentage of EAL (see page9).

**Q.** Was the Inspection Team being charitable with this report?

**A.** RL emphasised that Ofsted has common standards and Inspection Teams are monitored to ensure consistency.

**Q.** Looking at this report, it raises the dilemma between governors being involved strategically and operationally.

**A.** the role of a governor continues to be to engage with subject and other school leaders to provide challenge and support. RL agreed this can be a fine balancing line but as a school culture, to see governors around school interacting with staff and pupils will help to back up reports received.

**Q.** what data will no longer be required?

**A.** data will still be required alongside that for the whole curriculum though the data for the children currently in school will take priority.

**Q.** In the sample report it shows that Writing is not in line with Reading and Maths and that the progress between KS1-KS2 is not as high as expected – would this have prevented being awarded outstanding previously?

**A.** RL explained that recently more foci have moved in this direction.

### **Relationships and Sex Education – Jenny Fox**

From September 2020 the following will be in place;

- Relationships Education in primary schools
- Relationships and Sex Education in secondary schools
- Health Education in all state schools (from September 2019)

### **Must schools honour requests to withdraw children from sex education?**

- Primary schools must honour parental requests to withdraw children from the lessons
- In secondary schools the leadership should discuss the request with the parent and record the content of the meeting.
- If the request still stands, you should honour it unless exceptional circumstances apply – no clear guidance as to what these could be.

### **Can a young person make their own decision about sex education lessons?**

- Not in primary settings
- Parent's make the decision until three terms before the child turns 16.
- The child can then decide for themselves.
- If that happens the school should provide sex education during one of those three terms.

**Q.** it would raise concerns for parents to withdraw their children from CSE?

**A.** JF agreed this could raise concerns as with the case of FGM, the children need to be aware – though this is often carried out below the age of 15 which could be too late to cover in school.

**Q.** Can children be withdrawn from ICT which may include sexting?

**A.** JF explained that in terms of CSE part of the relationships section of the secondary curriculum is about keeping safe, healthy relationships (including cohesive behaviour etc.) and is not necessarily sex education.

**Q.** how can you cover healthy relationships without covering what an unhealthy relationship is?

**A.** JF agreed some areas of this may be more difficult, for example in primary schools you would discuss friendships and unhealthy friendships such as bullying – this area can be discussed at age appropriate depth. JF will write RSE policies for primary and secondary schools, their development will include consultation with the Council for Mosques, Diocese of Leeds, representatives from the LGBT community etc.

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Schools should consider the document named *Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb. 2020)* – see pg23

*Primary age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.*

### **Will parents have to be consulted on the RSE policy?**

Yes, you should;

- Consult parents in developing and reviewing the policy
- Ensure it meets the needs of your pupils and reflects your community
- Publish it on the schools website

There may be occasion when parents need to be asked how a question raised by their child is dealt with; the child should be informed if this is the case.

### **Do the regulations apply to faith schools?**

- Yes, but the distinctive faith perspective on relationships may be taught – the faith may conflict with some areas of sexuality included under the Equalities act i.e. Civil partnerships – though most religious people spoken with so far practice tolerance even if they do not agree with it on a religious level.
- In all schools, teaching should reflect the law as it applies to relationships, so that young people understand what the law allows and does not allow – e.g. not all families look the same but are valid

### **Is religion a reason not to teach the full RSE curriculum?**

- You must take into account the religious background of all pupils – all religions should be spoken to to ensure no one is offended, if parents find any vocabulary unacceptable a mutually acceptable alternative should be sought.
- Handle sensitive topics appropriately
- Equality Act (2010) states that religion or belief are protected characteristics
- Schools must still deliver the statutory curriculum to all pupils.

### **What about pupils with SEND?**

- RSE should be differentiated and personalised for pupils with SEND
- Preparing for adulthood outcomes, as set out in the SEND code of practice
- Vulnerabilities of pupils with SEND make RSE a priority for this group.

**Q.** this raises the concern that some pupils, as part of their condition can be exceptionally affectionate.

**A.** it is about them being vulnerable but we need to keep them safe.

### **Next Steps**

- Training – the LA will be putting training on for school staff – this will be advertised on BSO, via Head teacher groups and by EH.
- Resources – there are a number of online resources which are free or cheap – details in the new guidance (see list at the back) – this will link with the CSE guidance being developed by the Police.
- Pilot – the LA is looking for schools to pilot the delivery from September. This will give those schools a year to pilot deliver before it becomes compulsory – support will be offered.

### **School Governor Services update**

**See Power Point slides for link to the Bradford Strategy.**

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**See document from Andrew Redding re 2019/20 School Funding Arrangements**

### **New Service Offer – Adele Baines**

From the autumn term 2018 Adele was appointed the Commercial Services Manager, all traded services were brought together and a network set up to cover the 3 teams which will be fully traded (see booklet and other documentation)

### **Training;**

- Pay as you go system
- New 'Core programme' for each academic year
- April 2019 to July 2020 published shortly
- Termly additions to reflect the changes in education requirements for governors and requests for topics
- CPD for Chairs and governors
- Bespoke packages – these could be shared as Federations and Trusts etc.

### **Clerking Services**

- Currently recruiting and training new clerks
- New charging system – based on the total number of hours used for GB and committee meetings, this allows more flexibility (does not include hearings/disciplinary etc.), any unused hours can be carried forwards to the following year, hours can be 'topped up' if needed.

Training will be paid for on booking to prevent events being arranged and there being no interest. The option is also available for schools to pay for cover to July before having an annual subscription – to be inline with the Academies financial year.

A COG present commented that a governor at their school could not attend training as it had been during Ramadan and was in the evening; EH explained that every attempt is made to not hold training during the major festivals, Ramadan however covers a long period so this is not always achievable.

A Governor Conference will take place on 18/06/19 at BCFC and will include a free buffet, places are free of charge. Please book places in advance

Please inform Evelyn Haigh via the School Governor Service with suggestions for future topics.

Date of next meetings;

Monday 10<sup>th</sup> June 2019 at Margaret McMillan Tower

And

Tuesday 11<sup>th</sup> June 2019 at Eastwood Community School

Meeting ends 8:30pm

### **Questions and Discussions at Bradford**

Q: It would be good to know what a good RSE curriculum looks like?

This was currently under consideration by government and the draft should be out before the end of the summer term. The LA would be preparing a draft policy and schools would be informed when this was ready. Also, if schools wished to be early adopters and to run the programme in 2019-20 then the LA would like to be informed so that they could advise and so that good practice could be shared.

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## Questions on the new Ofsted Framework – from table discussions

### What are your views on the changes to the judgements?

- Like the recognition of staff workload
- Like the broad curriculum with spots/arts etc
- This is just part of the ongoing cycle
- Use of language and subjects interesting
- This is good- a positive move
- More human and not just pie charts
- Like the apparent reduction in emphasis on data

### Have you or your school lodged any feedback?

Two unuse

One no

One yes from 6 responses.

### Is your school currently preparing for the change? If so are you in the Ofsted window for 2019-20?

- Some preparation among group and some expectation of Ofsted
- Yes, but relatively early stages
- No, these would be governor objectives for next year
- Four of the six in the group were in the window and had done some preparation

### What support is needed for you as governors to feel confident about the changes?

- Knowing how to speak to HMI/Ofsted and what to know
- More awareness sessions for both teachers and teaching assistants and governors
- Training for governors –e.g., for Priestley Trust as a whole or MyBD5 as a whole

### Looking at the research on schools' teaching of science are you confident as governors in your knowledge of the school's provision in this subject?

- May need wider knowledge than science
- Some good sessions re life and death as well as some re animals and vegetation
- The value of teacher enthusiasm was noted
- Haven't had time to read the research

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