

**Governor Forum**  
**Autumn Term 2018**

**Monday 8 October, 6.30pm – 8.30pm @ Margaret McMillan Tower**

Governors present: Neil Jerome – Ellar Carr PRU, Gareth Logan – Fearnville Primary, Roger Butterfield – Grove House Primary, Ian Grant – Heaton St Barnabus, John Bailey & Lee Robertshaw - Myrtle Park Primary, I Bilal Maynard - Newby Primary, Debbie Holroyd – St Clare’s Catholic Primary, Helen Halewood & Jane Holdsworth – St Columba’s Catholic Primary, Joyce Simpson – St Stephen’s CE Primary, Patricia Stockdale & Teresa Battersby – St William’s Catholic Primary, Ann Worsnop – Stocks Lane Primary, Divinder Purewal – Wellington Primary, Ann Hedley – Lilycroft Nursery, Cathy Lynch – Poplars Farm, Ros Garside – Glenaire, Pete Sayers – Thorpe Primary, Jean Ellison – St Philips CE, Ron Buttery Home Farm Primary, Eric Fairchild – Bankfoot Primary, Annet Norton – Menston Primary

LA representatives: Andrew Redding, Evelyn Haigh, Yasmin Umarji, Nick Smith, Danielle Wilson

Minute taker: Sarah Bryan

The meeting opened at 6.30 pm

**Welcome and introductions**

Evelyn Haigh welcomed everyone to the meeting and asked governors to provide their email addresses if they hadn’t received their papers.

EW reported about the changes to personnel in SGS and about Bradford Council’s new trading service Skills 4 Bradford.

**Finance Update and information on Teaching Staff Salary Changes - Andrew Redding and Nick Smith (PACT HR)**

**Supporting papers: Finance Update & Information on Teaching Staff Salary Changes National Funding Formula and 2019/20 Funding Arrangements**

AR reported the arrangements have not changed substantially. The key point to make is the level of uncertainty in the system and the position after 2019/20. This will not be settled till the 2019 spending review.

3 consultation documents (Primary/Secondary/High Needs) are to be presented to the Schools Forum in about one week’s time. Governors need to ask what the impact is on their school/academy. AR went on to highlight the main points in his document covering the following: -

Early Years – the allocation of monies for 2, 3 and 4 year old entitlements will be put out soon. In 2019/20 the third and final year of the final strategy will be completed. Feedback on the proposal for SEND funds is to be included will be sought. After 2019/20 it is uncertain what the nursery funding will look like.

Primary & Secondary Schools & Academies and Higher Needs – A number of things so far have been done towards changing to a national funding formula. Local decision making round local arrangements will cease in 2019/20. The central government national formula won't come in now till April 2021. Page 2 of the summary document details what has been done for the establishment of the “hard” NFF. The vast majority of schools are affected by the minimum funding guarantee so **governors were advised** by AR to see if their schools are affected by this.

The question this year is, “Do we transfer funds from the schools block to the higher needs block”. The NFF for the higher needs block is not rising at the same rate. 95% of higher needs block funding is funding places for children and the other 5% for services. Schools will be consulted on this.

Teacher pay award – most schools budgeted for 2% across the board. The Government have said there is an additional grant to subsidise this. For 2018/19 Primary is £16.40 and secondary is £26.54. For 20

Sometime during 2019/20 there will be a significant increase to teacher pensions. It has been suggested the increase could be as much at 7%. Additional money will come from the government to manage unexpected costs.

**GQ:** When will the consultation come out?

AR: The Schools Forum will look this week and if they approve it will come out through Bradford Schools Online after that.

There were no further questions from governors.

### **Nick Smith PACT HR**

#### ***Supporting paper: Teachers Pay Grant Methodology***

Nick Smith talked through the plan for the teachers' pay grant. The pay increase is a cost of living increase. Decisions still need to be taken in line with your normal performance management cycle for performance related pay.

**EH:** Is this cross the board in Bradford and if so, does it apply to Foundation schools?

NS: Foundation Schools may have their own pay policy.

EH: So Foundation governors need to make their own decisions.

NS: The Bradford policy was decided to make Bradford competitive with other local authorities.

Disqualification by association legislation – people who lived with people who had committed crimes had to declare this. That legislation has now gone. Members of staff who live with people who have committed crimes do not now have to be asked this question.

We do not know what the effects of Brexit will be on employment law. The cut-off date of 31 December 2020 you can apply for settled status. If you do not have 5 years residency you can apply for pre-settled status. If you only have pre-settled status you may not be able to tap into national services. We will let you know more information as we get it.

**GQ:** What could they access?

NS: The NHS. Not anything to do with school.

**GQ:** Should we be worried about residency?

NS: We don't know yet. The main concern is the access to services for pre-settled status.

EH: Would that include their children going to school?

NS: Again we don't know yet this level of detail.

## **Overview of Pupil Outcomes Summer 2018**

### **Yasmin Umarji – Strategic Manager for Education and Learning, School Achievement Service**

#### **Supporting paper: Overview of Pupil Outcomes Summer 2018**

Referring to graphs detailing results for 2018, YU reported this isn't data from the DfE but what our data people have put together. In EYFS our attainment continues to be below national. We are working in partnership with the Birth to 19 Teaching Schools Alliance.

For Year 1 Phonics the rate of improvement is similar to Bradford but still below. We monitor our schools and this term we have offered two workshops. Burley Woodhead have secured funding to work with other schools. YU **asked governors** to ask what the difference between boys and girls is, how the vulnerable learners are doing and what they need.

In KS1 YU explained what the gap with national is. Bradford is ranked against the other 152 LAs. Last year we were 123<sup>rd</sup> in Reading but this year we are 138<sup>th</sup> so we have gone down 15 places. Other LAs have done better. We are 9<sup>th</sup> compared to our statistical neighbours this year. In writing we were 101<sup>st</sup> last year and this year 115<sup>th</sup>. **Governors were asked** to look at their schools in comparison to the national results.

**GQ:** Should we not be looking at narrowing the gap with national rather than the averages.

What is the range in the national figure?

YR: We will check this and this year we are going to rank our schools and look if we can reduce the gap.

KS2 is an improving picture but we are still below the national average. 124<sup>th</sup> last year and 128<sup>th</sup> this year. In terms of reading 70% got the expected standard and this is a 4% increase. Joint 139<sup>th</sup> last year and now 136<sup>th</sup>. Maths has remained the same. Writing is an improvement and is 98<sup>th</sup> this year and was 115<sup>th</sup> last year. GSP was 115<sup>th</sup> last year and is 98<sup>th</sup> this year. It is not all gloom and doom but we need to do better.

Progress measures at the end of KS2 are positive and is good but attainment still needs improvement.

Referring to the KS4 data, YU reported this data is provisional and may change but that Bradford is below national for attainment but did well for progress. We need to close the attainment gap.

There is a new framework for 2019 focussing on the breadth of the curriculum. **As governors** what can you do to change Bradford's profile? It would be good to have a workshop on this for governors to give ideas to practitioners. Governors need to be used to impact on practitioners. **As governors** please keep targeting and asking questions and don't sometimes accept excuses and check you are offering the right curriculum and resources and meeting the needs of your learners.

## **Vulnerable Learners – offering supportive challenge and identifying good practice**

### **Danielle Wilson – Education Safeguarding**

#### **Supporting papers: What makes a pupil vulnerable?**

DW explained how in Bradford colleagues are now working together to get a broad understanding of who our vulnerable learners are. DW referred to the figures in her paper of the types of vulnerable learners and explained who they are. The police are doing a significant amount of work in identifying pupils who are linked to organised crimes groups of which we have been given a figure of 471.

**GQ:** Do we know how many are secondary and primary?

DW: I don't have access to this but we do know.

**GQ:** Are they offenders or just vulnerable?

DW: Some are at risk and are vulnerable because of who they are mixing with and may be at risk of offending and some will be offenders. We are not saying they will go on to offend we are saying they are being exposed to the risk of offending. Police have only just started to look at this piece of work so it is in the development stages.

**GQ:** Some numbers are high. What proportion of the children in Bradford are vulnerable

DW: Just highlighting where we are looking in the LA.

**GQ:** Our last speaker spoke about the need for improvement so surely this is one of the reasons we are not making improvements

DW: Some of the children detailed in each group will be the same

What do we know? – We have developed a data base in the LA now to show the areas of our vulnerable learners, where absences are, where exclusions are. The development of this dashboard will help us to have the conversations with schools where needed. We haven't had this depth of data before. This data is not yet available to schools but we will ask for it to be made available. We want to be sharing good practise with schools.

YU: Ofsted are now challenging schools about their exclusion data.

What is your role? DW reminded governors of the questions they should be asking of their schools.

**GQ:** As a governor in secondary school the data we were missing data on permanent exclusions. Have you included numbers of managed moves?

DW: Managed moves are recorded by the LA and isn't in this model for now. Neither are children on part time tables or at alternative provisions. We are collating this data now.

## Open Forum and suggested topics

### TRACKS PRU PATHWAYS/HOME TUITION PATHWAY

Supporting paper: TRACKS PRU Pathway/Home Tuition Pathway

EH reported governors should be aware of these systems which will go on to BSO. **A governor** pointed out TRACKS home tuition is not the same as a PRU where children are sent for bad behaviour. YU pointed out if a child has a medical need the LA have to provide them with an education. TRACKS was created for children with anxiety issues in Year 10 and 11. Now when we have looked into this these children have not been school since Year 7 and this is not good enough so we are challenging the system.

**A governor** also pointed out PRU provision had children with social, emotional and mental health needs not behavioural issues. YU explained there are behavioural centres within schools where some children go for a period of 12 weeks and then go back to mainstream education. If a Head sends a child to a behavioural centre they are charged a weekly fee.

### General Discussion

EH invited governors to suggest topics for discussion in the future.

**GQ:** Could we look at the different models available for TAs?

**Other governors** agreed this was a good idea and EH noted their comments.

EH invited governors to look at the governor training available and added that extra training will be available on a broad and balanced curriculum

**GQ:** Preparing for Ofsted training is on a Tues x 2. Could we look at running the same course on different nights?

EH: Yes we can consider that.

**GQ:** Exclusions don't come up very often but recently the governors on two panels I've sat on had to overturn the exclusions because the proper procedures had not been following leading up to the exclusions and papers and research weren't appropriate. Is this an area Heads, staff and governors could have training on?

EH: Yes we can look at this.

EH invited governors to contact SGS if they thought of any other topics for discussion in the future on [school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk)

### Date of next forum

Monday 4<sup>th</sup> March, 2019

As there was no further business the meeting closed at 8.20 am