



Governors' Monthly Update

April 2019

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Welcome to the eighth edition of the Governors' Monthly Update.

We wish all readers a happy Easter break.



School News

Congratulations to all at Oasis Academy Lister Park for their recent Good Ofsted judgement and to all at Immanuel College for their retention of their Good judgement.

Request for updates

The School Governor Service (SGS) are still hearing that governors are not receiving training information and these updates directly. Unfortunately, if your school is not currently a subscriber to any of our services then we may not receive changes to governor information such as amendments to email addresses. If you are not receiving this document directly please email your details to school.governor@bradford.gov.uk and the team will update our records. If you have any concerns about Data Protection please be assured that all information is kept securely in accordance with legislation. The team will provide the Council's privacy notice on request.

Training Courses in April 2019

Please note that the new Pay as You Go system will not be introduced until after the Easter holiday so all training courses in April are included within current subscriptions. Those at schools which do not subscribe will, however, be charged at the new rate of £55 per course. The two courses available before the holidays are:-

Safeguarding,

Monday 8 April, 6-8.00pm at Eastwood Community Primary

This course will enable governors to be aware of their role in monitoring the effectiveness of schools in keeping children safe from harm and will take account of the latest Keeping Children Safe in Education Guidance and explain the remit of the Named Governor.

**Broad & Balanced Curriculum,
Tuesday 9 April, 6.15-8.15pm at Margaret McMillan Tower**

Governors have a responsibility to ensure that the curriculum delivered within their school meets the statutory requirements and is tailored to the needs of the pupils. This session will look at the breadth of the curriculum and ways in which governors should be involved in monitoring its planning and delivery.

If you wish to attend either of these courses then please email school.governor@bradford.gov.uk to book a place.

Schools to trial new Multiplication Tables Check (MTC)

From Monday 1 April schools are able to try out the new multiplications check by signing up to access the online system, register pupils and familiarise themselves with the digital platform. The national pilot programme begins in the summer but schools can let pupils try the check as soon as the school has registered.

The aim is to help ensure primary school children know their times tables up to 12 off by heart by year 4 and there is a national pilot between 10 and 28 June this year of the test, which will be compulsory from June 2020.

The Test will have 25 questions based on the 2 to 12 times tables and will be an online test taking less than five minutes to complete. Pupils will have 6 seconds to answer each question and can be taken at any time during the three week window. There are accessibility provisions for pupils with special educational needs and disabilities to allow them to access the test.

The test will be sat by 8 and 9 year-olds in year 4, after teachers and schools told the Government this was the best point for it to be introduced. There will be no pass mark and no expected standard threshold for the MTC. Results from the check will not be published at school level, and will not be used by Ofsted and others to force changes in schools.

Governors may wish to ask about their school's preparations for the test and whether they are intending to allow pupils to try out the system in advance of the test. The outcomes of the test will form a useful check for governors on the progress of pupils.

Update to Analyse School Performance (ASP)

The DfE have made a number of additions to the Analyse School Performance website.

As a result Governors will be able to view a Prior Attainment by Year Group report for 2017/18. As governors will remember prior attainment levels are used when judging progress scores from KS1 to KS2 tests and then to GCSE. This will enable governors to look at the relevant baseline data and will inform their questioning. If governors have not accessed the site for some time, please note that there is a new DfE sign in website and the DfE have provided guidance to this which can be accessed [here](#).

Education Endowment Fund

The Education Endowment Fund is an organisation that produces free guides and toolkits for use by schools and governing boards. Based on research evidence these identify how much impact initiatives have so that schools can adopt the most effective. It also assesses how expensive an

intervention may be. The EEF website, accessible [here](#) is a useful resource for governors who are linked to particular areas such as Pupil Premium and Curriculum but also enables governors to question the effectiveness of interventions and initiatives that a school may be putting in place.

Clerks and Governance Professionals

Lord Agnew sent a video message to the NGA Clerks Conference this year praising the role of the Clerk in supporting Governing Boards to perform well. Strong Governance is one of the top priorities identified by Lord Agnew and he considered it “essential for creating the conditions for financial stability and educational success”. He further identified the clerk’s role in “ensuring that the governing body operates effectively and meets its statutory obligations”.

Lord Agnew confirmed that boards, trusts and LAs should “invest proportionately” in clerks and stated that the role should not be an “add on” to existing roles in the school, but a separate profession in and of itself, noting Ofsted’s finding that clerks are pivotal to improving the effectiveness of governing boards’ work. You can view the video on YouTube, by following this [link](#).

Online App to Transform Careers Advice for Students

On 2 April Universities Minister Chris Skidmore unveiled two innovative apps, created by the winners of a Government competition receiving around £150,000 funding each, which set out simple and accessible information about graduate outcomes for prospective students.

The launch of the new tools follow the latest data published by the Department for Education on Thursday showing graduate earnings broken down by subject, which help students and parents to understand likely earnings and employment outcomes from a range of disciplines.

The new online apps, available to access from the developers’ websites today, will help to revolutionise student choice on their future careers, bringing together data on potential future earnings, with information on careers and employment options, and the quality of teaching in an easy to use format. One works as a personalised digital assistant to access information, while the other is a game where players can simulate career paths.

The tools also aim to help students make more informed decisions about the best course and institution for them, particularly for those from disadvantaged backgrounds who may receive less help from their parents to navigate university choices.

Two contracts were awarded to the winners of the Open Data Competition, one to AccessEd (<https://accessed.ngo/>) for ThinkUni, which offers students a ‘personalised digital assistant’ bringing together data on universities, courses and financial outcomes that are easy to explore and compare.

The Profs (<https://www.theprofs.co.uk/>) have created TheWayUp!, a game for students to simulate different graduate career paths to help them make better choices about their future. It also aims to help students from disadvantaged backgrounds set aspirational educational and career goals to increase their chances of achieving them.

Both apps are in open beta and are available online from April 2, operating with the latest information on universities in the UK.

In addition the OfS published a data dashboard (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-datadashboard/>) last week which helps students to see gaps in access, continuation, success and progression at institutions for different groups such as gender, ethnicity and disadvantaged backgrounds.

The apps come ahead of the Department's EdTech Strategy which will be launched shortly, which aims to harness the power of technology in education and unleash young people's potential.

New Register of 'children not in school ' Planned

Again on 2 April a consultation has been launched to provide a clear picture of where children are if they are not in school. Estimates suggest almost 60,000 children are deemed to be educated at home – a figure that is thought to be rising by around a quarter every year.

A register of children not in school will transform a local council's capacity to identify and intervene where the standard of a child's education isn't good enough or, in the rare instances, where they are at risk of harm. It will also help the authorities spot young people who may be receiving a solely religious education, attending an unregistered school or not receiving an education at all.

The Department is also proposing new measures to support parents who choose to educate their children at home, in the form of a legal duty for local authorities to provide assistance like helping to pay for exam costs and more.

Damian Hinds explained:-

'The term 'home education' has now acquired a much broader meaning than it used to. It is now a catch-all phrase, used to refer to all children not in a registered school. So whilst this does include those actually getting a really good education at home, it also includes children who are not getting an education at all, or being educated in illegal schools where they are vulnerable to dangerous influences – the truth is, we just don't know.

As a Government, we have a duty to protect our young people and do our utmost to make sure they are prepared for life in modern Britain. That's why this register of children not in school is so important – not to crack down on those dedicated parents doing an admirable job of educating their children in their own homes, but to prevent vulnerable young people from vanishing under the radar.'

The consultation is accessible [here](#).

Guidance for Schools on Workload

The DfE have published guidance and materials available [here](#), to help schools and Trusts to reduce workload for themselves and their schools. This includes a workshop for governors, a toolkit for schools to assist them in carrying out a workload audit and advice on ways to tackle identified issues which have led to excessive workload. Finally there are tools to help schools evaluate the impact of changes put in place after a review.

School leaders, teachers and other sector experts have worked in conjunction with the Department for Education (DfE) to design this toolkit to help schools assess and address workload issues.

In the light of the concerns expressed in the new Draft Ofsted Framework on the need to reduce workload and governors' responsibility for this it seems clear that this topic should be included at some point in all board discussions.

New School Governor Service SLA

The new Service Level Agreement has been sent out to all schools and placed on the website and on Bradford Schools Online (BSO). This outlines the services which are available to Governing Boards from the start of the summer term. One major change is the move from a yearly subscription for

courses to a Pay as you go system. From April 2019, we have a core training programme spanning the full academic year (this year will run from April 2019 to July 2020), plus additional sessions added each term in response to requests, changes in policy, hot topics etc. Thus governors can plan ahead whilst having the chance to attend new training every term.

We recognise that many governors have been in post for several years and may already have attended a lot of the core training. For that reason, we are planning a programme of Continuous Professional Development for Chairs and governors –more details to follow.

Bespoke Training

We can tailor training to your school's specific needs and deliver it at your chosen venue. This can be especially useful for schools working collaboratively in clusters, LAPs, federations or as part of Multi-Academy Trusts. This makes the training more relevant to your school and offers greater value-for-money.

If throughout the year your school books 4 training places from the prospectus you will get the 5th FREE.

Governing Boards may wish to consider whether to agree a budget for training over the year and review this as necessary so that their governors can access courses.

The detailed training programme for the summer term, together with the core training offer for the next academic year will be available at the start of next term. If you have any questions about the courses then please email us. During the summer term a new website will be launched to enable governors to book courses directly.

Afterword

The next edition of the update will be sent out during the first week of May and will include the list of items to discuss at meetings during the summer term.

If you have a topic for the Governor Forum, for the Chairs' Update or for the training programme then please email school.governor@bradford.gov.uk and the service will endeavour to assist.