



# Governors' Monthly Update

## February 2020

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Welcome to the February Monthly Update from the School Governor Service.

### School News

Congratulations to all at All Saints' C of E Primary in Ilkley for the retention of their Outstanding judgement, to all at Farfield Primary and Nursery School, Thornton Primary and High Park School in achieving their Good judgements and to Oastlers School, St Luke's C of E Primary and Cavendish Primary for the retention of their Good judgements

### Training Courses to the end of March 2020

#### **Curriculum: Broad and Balanced**

**Thursday 27 February 2020, 6.15-8.15pm at Margaret McMillan Tower**

The curriculum is now an important part of all Ofsted inspections and Governors need to be aware of the range that should be taught in their schools and consider ways in which planning for and delivery of the curriculum can be monitored. Even if a school is not currently in the Ofsted window Governors need to ensure that the curriculum being delivered meets all statutory requirements and that effective CPD is being delivered to support this.

#### **FREE SESSION Governor Network and Forum**

**Monday 2 March 2020, 6.30pm-8.30pm at Margaret McMillan Tower**

The Agenda for this session will be circulated at the start of the next half term and governors are reminded that all governors are invited and that attendance is free. Please reserve a place using the Skills4bradford website or by booking online so that sufficient copies of paperwork and presentations are provided. This session gives an opportunity to all to hear from the LA teams supporting schools, to raise any topics they may need to discuss and to share good practice.

#### **Data: Using Internal Data to Monitor Progress**

**Tuesday 3 March 2020, 6.15-8.15pm at Margaret McMillan Tower**

Although Ofsted will no longer look at internal data collections this does not mean that they are any less important for monitoring in year progress. This course will look at the types of data that governors will find helpful and how it can be used to evaluate progress across the curriculum and the year groups.

### **Preparing for Ofsted**

#### **Monday 9 March 2020, 6.15-8.15pm at Shipley Library**

If your school will move into the Ofsted window in the next few months then this course will show you what you can expect. Planning and monitoring school improvement requires an honest look at the areas on which the school will be judged and time to ensure that any needed changes are embedded. Governors will be given an opportunity to look at their role in ensuring that their school is working at the right level.

### **Well-being and Mental Health**

#### **Wednesday 11 March 2020, 4.00-6.00pm at Margaret McMillan Tower**

Ensuring the work-life balance of staff, including the headteacher is an important part of the statutory duties of the governing board. This topic has now come to more prominence with concerns being raised about student mental health issues. This course will look at the role of governance in ensuring that schools are meeting the needs of all.

### **Safeguarding**

#### **Thursday 12 March 2020, 6.15-8.15pm at Margaret McMillan Tower**

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; it will assist governors in understanding the different areas of concern and ensure that these are addressed effectively by the systems and practices of their school and will explain the remit of the Named Governor.

### **Introduction to Governance**

#### **Friday 13 March 2020, 9.30am-3.00pm at Keighley Town Hall**

This course aims to give you, as a newly appointed governor/trustee (including headteachers, staff governors and associate members), a level of knowledge of governance that you need to effectively support your school in raising standards. It included

- An overview of school governance, your role as a governor and governors' responsibilities
- A briefing on national and local educational issues and their impact on governing boards
- Processes to assist you in using your new skills and knowledge for the benefit of pupils.
- An opportunity to meet and exchange views with other recently appointed governors

### **Health & Safety in Schools**

#### **Tuesday 17 March 2020, 6.15-8.15pm at Margaret McMillan Tower**

Health & Safety in school is not just an operational issue for the staff. Governors have a role and responsibility. This course will:

- Make governors aware of Health and Safety issues in their schools.
- Outline governors' duties and responsibilities for the Health and Safety of pupils, visitors and staff in school and during associated activities and explain the management of risk assessments in school

**FREE SESSION - Cyber Safety and Awareness Raising****Wednesday 18 March 2020, 6.00-8.00pm at Shipley Police Station**

West Yorkshire Police continue to offer this specifically designed workshop to improve the awareness of e-safety for governors. Sessions are updated to reflect the current risks and issues and Governors will learn more about the latest ways in which on-line social media is being misused and how children can both be drawn into this misuse and put at risk by other users. This will enable governors to look at the systems and policies used by their schools with greater knowledge and understanding.

**NEW COURSE - Compliance: The Board's Key Responsibilities in Meeting Compliance Duties****Thursday 19 March 2020, 4.30-6.30pm at Margaret McMillan Tower**

The DfE's Competency Framework identified compliance as the fifth feature of effective governance, and explains that compliance is important 'to ensure that all those involved in governance understand the legal frameworks and context in which the organisation operates and all of the requirements with which it must comply'.

This session will explore

- what compliance means in the context of school governance
- what is expected of those in governance
- key responsibilities and the possible consequences of non-compliance.

**Communications and Marketing****Friday 27 March 2020, 1.00-3.00pm at Margaret McMillan Tower**

Governors have legal duties to comply with regarding their communications with parents, the wider community and in publication of certain information. Schools which have really good systems in place can promote admissions, extra-curricular activities and market themselves effectively. This supports the ongoing financial security of the school by supporting admissions and maximising the potential for income generation. In addition, governors are responsible for ensuring that the website is legally compliant.

**Chairs' Update****Monday 30 March 2020, 2.30-4.30pm at Keighley Town Hall****Or****Tuesday 31 March 2020, 6.15-8.15pm at Margaret McMillan Tower**

The termly updates ensure that Chairs have an opportunity to come together to discuss topics which are of current importance in their settings. Governors can request topics for discussion and will receive the latest advice available to support those discussions. If Chairs are unable to attend then vice-chairs and committee chairs are also welcome.

## Key Stage 4 Performance

National headline data has now been released for key stage 4 performance.

• EBacc (English Baccalaureate) entry rate increased by 1.6 percentage points to 40.0%, the highest entry rate since the introduction of the EBacc measure in 2010.

Grade 5 and higher scores in English and Maths remained stable at 43.2% and Attainment 8 scores and EBacc average points scores per pupil also remained stable at 46.7 and 4.07 respectively.

There has been a further slight increase in the gap between disadvantaged and other pupils from 3.68 to 3.70 following the rise from 3.06 last year but the score still remains lower than in 2011.

To access the complete report click [here](#).

The government has also released Key Stage 4 data for Multi Academy Trusts with three or more schools which can be accessed [here](#).

The national Progress 8 score for pupils in eligible MATs was -0.02, compared to 0.01 for all state funded mainstream schools. In 2019, 31% of eligible MATs had Progress scores above or well above the national average and 39% were below or well below the national average. The remaining 29% were not significantly different from the national average.

## Climate Change Bill

Teach the Future is a joint campaign by UK Student Climate Network (UKSCN) and Students Organising for Sustainability (SOS-UK) which is supporting a bill to be placed before parliament at the end of February which would place an expectation on education providers at all levels to deliver teaching and learning on the climate emergency, climate justice (the social injustice issues pertaining from global heating) and ecological crisis, and providing additional targeted funding to deliver this.

This would include additional training for teachers to enable them to deliver the information.

There is also a call for all new state-funded educational buildings to be net-zero from 2022; all existing state-funded educational buildings net-zero by 2030. This would, of course, have a huge impact on schools and nurseries. The website, which gives details of their 'Asks' can be accessed [here](#)

## National Plan for Music Education

The Department for Education (DfE) has launched a consultation to inform their revision of the national plan for music education. This can be accessed [here](#). The consultation is open until 13 March and governors may wish to share their own views on this topic.

## Ofsted Updates

### #Pause Ofsted campaign

The Headteachers Roundtable have launched a #pauseofsted campaign at their recent annual conference. This urges all school leaders to pause any Ofsted inspection duties they may have to enable Ofsted to rethink both its role and how Ofsted can effectively drive standards in the future. Their chair, Richard Tierney, has already publicly questioned whether inspecting and providing grades to schools is the best way to improve school performance. The campaign, affecting an estimated 70% of school leaders who are current practitioners, has already had an impact on Ofsted so far. The National Education Union (NEU) has backed the campaign, urging their members to stop working as Ofsted inspectors to challenge the current school accountability system.

The Association of School and College Leaders (ASCL) has stated they are 'not convinced that this action is the best way forward to create a better system'.

Obviously this campaign may have an impact on schools whose staff normally take part in Ofsted Inspections and also on those which are awaiting an inspection.

## Speech at the Royal Opera House

Meanwhile there have continued to be updates from Ofsted including a speech by Amanda Spielman at the Royal Opera House at the Headteachers' Symposium on Creativity and Education about arts subjects in schools and initial teacher education, on 27 January.

The topic of the speech was the new inspection framework, the focus on the curriculum and what that means for art education and teacher training.

The speech started with a review of arts subjects.

Music – 'the numbers taking music GCSE have decreased steadily: by around a quarter since 2003. But there has been a big increase in music BTECs and similar qualifications'

In the 2013 report on music education it was found that low expectations at the end of KS3 meant few children were prepared to take music.

Some primary schools have excellent music and learning to sing was considered key.

Drama – entries to GCSE dropped by almost 40% since 2003.

Art and design entries had remained more static but there had been a huge drop in Design and Technology (two thirds between 2003 and 2017) and MFL.

'I see a lot of people attributing these falls to EBacc and Progress 8. These measures certainly haven't stemmed the decline in music, drama and design and technology. But it's not the whole story, given that in all of these, much of the decline actually happened before 2010.'

The speech goes on to explain the approach to the quality of education judgement and the questions being asked in 'deep dives'

'We look at students' work, alongside curriculum leaders, and we think:

- how does that fit with where the school intends pupils to be in that sequence of learning?
- are pupils doing that work and do they understand it?

Around one in ten inspections have included a deep dive into music or performing arts.

The speech goes on to talk about the overall value of a wide curriculum, citing the Durham Commission report and discussion the importance of cultural capital reminding leaders that this was not a new expectation of schools and concluding:-

'narrow education models are probably self-defeating in any case; the child who has less to draw upon probably doesn't do better in the test at the end of the day.'

The way individual subjects are being inspected is being reviewed with Ofsted recruiting more subject specialists.

The speech concludes with information on the inspection of Initial Teacher Training. The draft framework has now been published for [consultation](#).

The entire speech can be accessed [here](#) and provides some useful insights for governors when considering the breadth of the curriculum and the inclusion of arts subjects.

## Multi Agency Response to Child Sexual Abuse in the Family Environment

Ofsted have also published this [report](#) which looks at the difficult topic of child sexual abuse within the family and concludes:-

- Sexual abuse within the family environment needs to be talked about
- Child sexual abuse in the family environment is not a high enough priority
- Professionals find this area of practice very difficult. Local area leaders across all agencies must provide better training and support for frontline professionals on the issue of sexual abuse in the family environment.

- Preventative work is absent or focused on known offenders
- Professionals rely too heavily on children to verbally disclose abuse
- When children have displayed harmful sexual behaviour, often it is solely their behaviour, not the cause, that professionals respond to
- Practice in this area is too police-led and not sufficiently child-centred. Too often, health agencies are not involved at all.
- The quality of criminal investigations of child sexual abuse in the family environment is sometimes poor
- Children and non-perpetrating parents and family members are not supported well enough

The full report contains examples of both good and poor practice and governors, especially Named Governors for safeguarding may consider that questioning the quality of practice in their school in this area would be helpful.

### **Questions Ofsted Inspectors should ask about Teacher Workload**

An article in [Tes](#) by Yvonne Williams poses five key questions that Ofsted Inspectors should ask when trying to ascertain the workload of teachers in a school.

The first is about how carefully the calendar is planned to prevent workload being too heavy at certain points in the year.

The second asks about leaders' knowledge of the amount of directed hours each member of staff has been allocated.

The third is about evaluating the impact of current practice in relation to the common teaching tasks and noted that planning, marking and data entry were considered the most burdensome.

The fourth asks if the amount of voluntary work taken on by teachers is considered as part of the workload. This would include clubs, team coaching and organising events.

The final question raises the issue of chore-load such as the delivery of scripted lessons as opposed to engaging staff in developmental opportunities that enhance their well-being.

## **Bradford Council Updates**

Bradford Council has launched a public [consultation exercise](#) about the future direction of our Libraries Service.

Libraries now provide more than the traditional service where people go to read and loan books. They are places where reading, literacy, learning and personal enrichment take place and they also have a positive impact on the health and wellbeing of our residents.

In recognition of the wider impact libraries have and in particular in improving health outcomes, tackling poverty, addressing social isolation, assisting people back into employment, and helping with school readiness, the Council is exploring wider funding opportunities which would help support ambitions for a sustainable library service which meets local needs.

Governors may wish to encourage responses to this consultation and consider the support for their children that can be gained from the library service.

## **Department for Education Updates**

### **Supply Teachers**

The DfE has a website that can be used to assist schools in reducing the cost of supply teachers.

. All the agencies on the website have had background checks and the website can be used to:-

- find and hire a worker using an agency
- hire a specific person using an agency (a 'nominated worker')
- find a managed service provider, who can take on all your temporary staff needs
- view the rates and breakdown of rates the agencies charge
- create a shortlist of agencies based on your needs and download it
- calculate the maximum you could be charged to make your agency worker permanent
- view a list of all the agencies

The website is available [here](#) and governors may wish to ask if their school is using its resources when seeking supply staff and in checking the relative costs of different agencies.

### **Evaluation of the Peer Support for Mental Health and Wellbeing Pilots**

This interesting DfE [report](#) is of use to those planning the delivery of support for wellbeing and mental health but Governors may find the recommendations useful in planning their monitoring of this support if it is provided in their school.

1: To draw on the combined findings from the evaluation and programme delivery, to provide schools, colleges and CYPCOs with tailored materials to support them in setting-up and running peer support.

2: To adapt the evaluation tools and templates into a stand-alone toolkit for self-evaluation, empowering schools, colleges and CYPCOs, to review and benchmark their practice, and to measure outcomes.

3: To provide additional guidance to schools, colleges and CYPCOs relating to supervision of peer support, defining and providing examples of best practice, while taking into account capacity considerations.

4: To review the training and guidance provided to peer mentors, and to consider how this can be developed into a set of resources for young people. This might be achieved using a co-design approach, by recruiting and working with a group of young people who have experience of delivering peer support from the pilot programme.

5: To further assess the requirements for delivering peer support in settings with young people who have additional needs (e.g.SEND, challenging behaviour), and with younger children, and to update the training resources accordingly so that these are fully fit for purpose.

6: To undertake light touch follow-up at an interval of 12-18 months with schools that have opted to continue with peer support within their settings, to understand how or whether the original models were adapted and to assess ongoing sustainability without funding being in place.

7: To set-up a trial or quasi-experiment, to test the potential outcomes that are achievable from sustained one-to-one peer mentoring in a smaller pilot, with controlled conditions, and over a longer period

It would appear that a properly planned Peer Mentoring programme is beneficial and that plans are in place to make additional support materials available.

### **Pupil Premium levels confirmed for 2020/21**

The government has announced the Pupil Premium levels for 2020/21 which have been uplifted in line with inflation.

This means that, [from April 2020](#), schools will now receive:

- £1,345 for primary schools or £955 for secondary schools for every pupil on roll that has been registered for free school meals (FSMs) at any time in the last six years
- £2,345 per pupil looked after by the local authority at any time in their lives
- £310 for every pupil registered as a 'service child' at any point in the last six years or those 'in receipt of child pension from the Ministry of Defence'

Those governing should ensure that the funding is used to enable eligible pupils to reach their full potential by directly addressing "barriers to learning", whether these are pastoral or educational in nature.

### **School Funding Announcement**

[The School and Early Years Finance \(England\) Regulations 2020](#) were laid before parliament on Thursday 30 January. The regulations ensure that in 2020/21 every secondary school will receive at least £5,000 per pupil, and every primary school at least £3,750 per pupil – moving to £4,000 the following year. This additional funding is provided through the National Funding Formula (NFF) and included in local authorities' Dedicated Schools Grant allocations. The new regulations require local authorities to deliver the minimum per pupil funding levels to all maintained schools in their area.

### **T Level providers to benefit from £110 million boost**

The government has [announced](#) additional funding of £95 million to allow young people who are taking the new technical qualifications to have access to industry standard equipment and high quality facilities. Providers can now apply for funding to refurbish buildings and create new spaces with further funding for equipment being allocated next spring.

There is also an additional £15 million for T Level Professional Development for staff.

## **School Uniform Guidance**

### **School Uniform Guidance Likely to Become Law**

Mike Amesbury, Labour MP for Weaver Vale and a shadow minister, has introduced a private member's bill which aims to give the Department for Education's [school uniform guidance](#) a statutory basis. The government has given its support to the bill therefore it is likely to pass and become law.

The DfE's current guidance strongly recommends a number of important points for governing boards to consider when setting a uniform policy. This include the importance of taking cost into account, including by evidencing that the best value for money has been achieved from suppliers. This means being wary of single supplier contracts. The guidance also highlights the relevance of discrimination law, encouraging schools to carefully consider requests to vary the policy to accommodate pupils' religion, ethnicity, gender and other protected characteristics

## **Afterword**

Future updates will be circulated half termly with the next issue sent out in the middle of March . 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](mailto:school.governor@bradford.gov.uk) and the service will endeavour to assist.