

Governors' Monthly Update

January 2019

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Welcome to the Fifth edition of the Governors' Monthly Update and best wishes for 2019 to you all.

School News

Ofsted Outcomes

Congratulations to the staff and governors of Dixons City Academy for their recent Outstanding judgement.

Congratulations also to staff and governors at Wellington Primary, Stocks Lane Primary School, Bradford Christian School and Saltaire Primary School for receiving Good in their Ofsted reports.

New Year Honours

Congratulations to Ruby Bhatti, a governor at four schools and a Trust Board member for two school trusts, who has been awarded an OBE and to Duncan Jacques, Chief Executive of the high achieving Exceed Academies Trust, who has been awarded a CBE.

Marketplace Event

The Skills 4 Bradford Traded Services Hub is holding a Marketplace event on Tuesday 15 January at the Mercure Hotel from 8am to 11am. Entry is free and the session will give an opportunity for school leadership, staff and governors to find out more about the wide range of traded services now available from the LA. These range from leadership support to training for support staff, curriculum development to catering and include the School Governor Service (SGS). To learn more you can access the website [here](#) and then come along to the event to talk to representatives from each service.

The event is running alongside the Headteachers' Briefing.

Items for Spring Term Agendas

	First Meeting:	
1	Publish proposed admission arrangements for Autumn term next year (schools which are admissions authorities)	
2	Review the school Risk Register	
3	Current Pupil Data – monitor progress against targets including for specific cohort groups	

4	Receive reports on governor visits to school	
5	Staff presentation linked to a development plan target and review of progress to date	
6	Quality of teaching, learning and assessment	
7	Receive Quarterly monitoring return and consider plans for use of any projected surplus or amelioration of deficit	
8	Review of Governor Development plan progress	
9	Approve policy for Supporting Pupils with Medical Conditions – the review frequency of this policy is for the school to determine but approval rests with the governing body or proprietor and cannot be delegated	
10	Review the school website to ensure all statutory information is correct and that all policies and policy statements are up to date e.g., information on governor attendance at meetings during the last academic year and pupil premium strategy documents.	
11	Ensure that the information about governors on the Gov.UK website Get information About Schools is up to date.	
12	Academies: Ensure annual accounts are returned to the ESFA by 19 January and audited accounts are published on the school's website by end of January and filed with Companies' House	
13	Receive a report on and review service level agreements and traded services as appropriate to ensure value for money	

	Second Meeting:	
1	Agree curriculum plans for next year, (e.g. options) and ensure compliance with statutory requirements.	
2	Agree staffing structure	
3	Headteacher's Report	
4	Consider purchase of LA and other services	
5	Review Whole School Pay Policy	
6	Identify future work	
7	Review of Pupil and Sports premium funding use	
8	Draft budget for next financial year	
9	School Financial Value Standard review and approval unless delegated to committee	
10	Report from Governor Forum	
11	Safeguarding Report	
12	[Secondary schools and sixth form providers only) Ensure the policy statement published on the school website which explains the opportunities available for all pupils aged between 8 and 13 to hear from providers of approved technical qualifications and apprenticeships and how providers can get involved with the school is still accurate.	
13	Arrange the Headteacher's mid-term performance management review	

It is also recommended that schools consider the requirements of the new Ofsted framework and that governors consider an evaluation of the school against the new criteria. Please see the Ofsted Updates below for more information.

Training Courses in January and Early February

The new training programme was sent out at the end of last term. If you did not receive a copy directly this means that the SGS do not hold an up to date email for you. If you need to change your email address then please remember to email school.governor@bradford.gov.uk

Courses in January and early February 2019:-

22 January - Introduction to Governance, Strong Close Nursery, 9.30am-3.00pm or

Tuesday 5 February (and Wednesday 13 February), Margaret McMillan Tower, 6.00pm-8.30pm

If you are new to governance then this course gives you the information you need to begin your new role effectively, explaining the responsibilities including basic finance and HR knowledge.

Wednesday 23 January – Asking Effective Questions, Margaret McMillan Tower, 4.30-6.30pm

This course will show governors ways in which they can use questioning to enable them to hold leaders to account and oversee the financial performance of the organisation and also ensure that their minutes reflect the level of challenge presented.

Monday 28 January – Preparing for Ofsted, Margaret McMillan Tower, 6.15-8.15pm

This session will provide guidance on the latest information from Ofsted on the focus for inspections and will explain how governors can prepare for the Ofsted visit. If you are a governor in a school moving into the Ofsted window then this will be of particular help.

Tuesday 29 January – Pupil Premium and other premiums, Margaret McMillan Tower, 6.15-8.15pm

Governors have a specific role in ensuring that Pupil Premium is used effectively for the support of disadvantaged children and that its impact on the progress and attainment of those children is accurately assessed. Primary school governors also have to monitor the use and impact of the Sports Premium and secondary school governors the Y7 catch up premium. This course will look at ways in which effectiveness of the use of premiums can be judged.

Wednesday 30 January - Effective Financial Governance, Margaret McMillan Tower, 4.30-6.30pm

This course has been developed by the School Funding team to explain the role of governors who serve on a finance committee (or its equivalent) and that of the governors in setting the annual budget and monitoring expenditure against the budget. This topic is of increasing importance as school budgets are coming under pressure and is of interest both to new governors and those who have not attended finance training for some time.

Friday 1 February - Generating and Managing Grants and Funds, Margaret McMillan Tower, 10.00am -12.00noon.

As a result of recent increases in costs many schools are now looking to raise additional funding and this course will assist governors in considering ways to generate additional funds, funding applications and effectively monitoring the use of such funds.

Monday 4 February - Governance in 2019, a Refresher course, Margaret McMillan Tower, 4.30-6.30pm

Long serving governors have requested this course as an opportunity to refresh their knowledge in the light of the many changes to the expectations placed on governors which have arisen over the past few years.

Wednesday 6 February - Prevent Training, Margaret McMillan Tower, 4.30-6.30pm

Schools have a duty to prepare children for life in modern Britain and safeguard them from risks of being exposed to radicalisation and extremism in all its aspects. This course provides governors with information about legislation and the Prevent Strategy and considers practical ways in which schools can meet their statutory responsibilities.

To book on any course please email school.governor@bradford.gov.uk. There are no additional charges for all governors or associate members at schools which subscribe to the training programme but they are charged on a course by course basis for other governors.

Governor Survey

As part of the ongoing programme of service improvement Governors are being asked to complete a survey to identify the types of services they would like the School Governor Service to supply. Information from this survey will be used to help plan the offer to schools from April 2019.

To access the survey please click [here](#).

It only takes a few minutes and would be really helpful. Thank you.

Ofsted Updates

On 4 December Ofsted's annual report for 2017-18 was published.

The areas of most concern identified from around 30,000 inspections and visits and from Ofsted's research projects were:-

- Between January 2016 and January 2017, 19,000 pupils in years 10-11 "dropped off schools rolls", with around half of these not appearing on another school roll. Some of the most vulnerable children were most likely to "leave their school", with Ofsted identifying around 300 schools with "exceptional levels" of pupils coming off-roll.
- Local area special educational needs and disability (SEND) inspections found continued lack of coordinated 0-25 strategies and poor post-19 provision.
- There was a subsection of schools which have been persistently judged less than "good", with over 490 "stuck in a cycle of poor performance" since 2005. Amanda Spielman dubbed these "stuck schools".
- While the report called for more outstanding schools to support "stuck schools", Ofsted identified that leadership capacity within the sector is "worryingly thin". Spielman calls on the DfE to grow system leadership capacity, to set out clearly how it will fund school improvement services and incentivise school-led system sponsors.

Identified priorities from January onwards would be a change in the process for reviewing MATs by introducing MAT summary evaluations. To read the report in full, click [here](#).

Ofsted Inspections of Outstanding Schools.

Nick Gibb, Minister of State for School Standards, has written a [letter to Amanda Spielman](#), (HMCI), asking that Ofsted increase the level of inspection for outstanding schools to 10% (rather than the current 5 - 10%). This comes amid concerns that some schools previously rated outstanding have not been inspected for over 10 years. Nick Gibb writes that whilst schools rated outstanding might be eligible for inspection, Ofsted should be able to see schools that might need inspection based on official yearly performance data. Ofsted should then be able to determine which schools needed to be inspected

Consultation for the new Ofsted Framework

This will be launched on 16 January 2019. Alongside this launch there will be continuing pilot inspections of schools using the new framework. As many governors will be aware there will be a new 'Quality of Education' judgement which will replace the current teaching learning and assessment and the pupil outcomes grades. Ofsted will take into account the school's broader curriculum offering.

This gives governing boards much to consider over the next two terms as schools will need to consider their curriculum by assessing it against the features of a high quality curriculum and create a plan to improve any areas needed. There is also a need to ensure that delivery of the wider curriculum results in effective outcomes for the children. To assist in this governors and leaders may wish to look at the research on curriculum undertaken in 3 phases by Ofsted.

Phase 3 of the curriculum research has now been released and Amanda Spielman has produced a commentary upon this research. All phases of the research and the commentary are available [here](#).

The main points outlined in the commentary were:-

- The research had used 25 criteria to judge the quality of the curriculum offered by schools in the research group and the quality of delivery and impact of the curriculum.
- Inspectors were given clear instructions on how to use those criteria which were marked on a scale from 1-5 with a score of 5 meaning 'this aspect of curriculum underpins/is central to the school's work/embedded practice/may include examples of exceptional curriculum' and a score of 1 meaning 'this aspect is absent in curriculum design'
- Inspectors looked at 1 core and 3 foundation subjects in each school
- Inspectors also gave an overall banding to each school from 1-5.
- Only 8 out of 33 (around a quarter) primary schools scored highly, i.e. a 4 or a 5 overall, whereas 16 out of 29 secondaries (over half) did.
- Only 18 out of 64 schools scored poorly, i.e. a 1 or a 2, which was more encouraging than phase 1 research might have suggested.
- English and maths in primary schools scored well and this was judged to be because of the focus on these in KS1 and because they were the subjects that were assessed.
- Unfortunately, the same could not be said for the foundation subjects. It was disappointing to see so few higher scores in technology subjects, humanities and arts.
- In secondary schools there was considerably less difference between how well foundation subjects were being implemented compared with the core subjects.

The conclusions drawn were that there were two main factors which were central to the effectiveness of the curriculum - **intent and implementation**. As the curriculum leads within the

secondary sector could make up more for deficiencies in leadership and the foundation subjects were included in examinations this meant that the implementation of the curriculum could still be effective. In primary schools the focus on core subjects resulted in some cases where both implementation and intent were poor but other schools still had poor implementation when the intent was good.

Governors may wish to have regular presentations from subject leads in foundation subjects in addition to regular reports on pupil progress in those subjects.

Consultation on School Security Guidance

The DfE have launched a consultation on draft guidance for school security.

'Consultation description

Schools continue to be one of the safest places to be. However, no school can afford to ignore the potential threat and impact of security issues. Especially those associated with:

- violent crime
- terrorist attack

An open and transparent school security policy will make sure that staff and pupils are able to work and learn in a safe and secure environment.

This guidance will help schools to put in place proportionate and sensible security policies and plans that reflect their individual circumstances.'

Click [here](#) to access the consultation, which closes on 18 February 2019.

Schools Challenged to go Single-use Plastic Free by 2022

Damian Hinds has called on senior leaders in schools to stop using items such as plastic bags, straws, bottles and food packaging in favour of sustainable alternatives, and invited them to start a conversation with pupils about the effects discarded plastics have on the environment and wildlife. The UK is committed to being a global leader in tackling the issue of plastic pollution and Mr Hinds is urging schools across the country to follow the lead of Georgeham Primary School in Devon who are the first school in the UK to achieve single use plastic free status.

Georgeham Primary was awarded the accolade by Surfers against Sewage, a marine conservation charity, who recognised that the school had met 5 crucial targets including an initial plastic audit of the school and removing at least 3 items of single-use plastic items throughout the school. The key changes that enabled the school to go plastic free was by getting rid of plastic from the school's supply chain and replacing single use plastic with plastic that can be easily recycled.

One of the most common uses of single use plastic are the straws and packaging from the cartons of milk provided to reception pupils in schools. After agreeing a deal with their suppliers, Georgeham School now have their milk delivered in recyclable containers and the children drink out of washable beakers.

Whilst the government has a [25 year Environment Plan](#) looking at the reduction of plastic use in general, the Education Secretary has asked the Department for Education to increase communication with the school supply chain regarding the plastic packaging of milk cartons and other day to day supplies for schools. Mr Hinds has the long-term ambition that all schools will work

with suppliers to make these small changes with a view to make a big difference in single use plastic consumption.

Governors may wish to consider how their schools can reduce plastic waste. This might be something that could also involve school councils and parent groups.

Activity Passports

Primary school children will be challenged to go on a nature trail, visit a local landmark or make a treasure map through a new 'passport' of activities launched by the Education Secretary to encourage more family time and help build children's character and resilience.

Endorsed by organisations including the Scouts, Girlguiding and the National Trust – as well as children's charity Action for Children - the list of activities is intended to support parents and schools in introducing children to a wide variety of experiences and fulfilling activities like flying a kite, learning something new about the local area or putting on a performance.

The list of activities was inspired by the Education Secretary's visit to St Werburgh's Primary School, in Bristol, where every child is encouraged to take part in a list of tasks and experiences, with key achievements for each school year to tick off. The list will be sent to schools in January for teachers to adapt to meet the needs of their pupils and local communities, helping young people to build their personal skills and qualities during the school day and at home.

The 'My Activity Passport' list is part of the Education Secretary's vision for every child to have the opportunity to enjoy new and varied experiences, no matter their background - comprising of key areas: drive and tenacity; sticking at the task at hand; understanding how to work towards long term goals when reward might be a long way off in the future; and being able to pick yourself up and bounce back from life's challenges.

These activities will inspire children's ability to problem-solve, provide opportunities to see or visit new places and develop wide interests in new subjects.

The activities are designed to be accessible so that every child and family can get involved and include milestones for each primary school year group. Tasks that schools and families can set children include:

- painting a self portrait
- posting a letter
- looking at the stars on a clear night
- playing a board game
- writing and performing a poem
- going hiking
- planning and cooking a meal
- interviewing someone

Among the list of activities will be opportunities for children to engage in social action that helps them make positive changes for themselves and others. Schools will also be able to adapt the list to meet the needs of its pupils and local communities.

Governors may wish to ask if their schools are taking up this challenge.

Learning Life-Saving Skills in School

On 3 January 2019 the Education Secretary underlined the importance of every child having the chance to learn life-saving skills such as CPR and how to get help in a medical emergency, under plans for health education to be taught in every school.

With emergency services reporting a spike in cardiac arrests during the winter months, and survival rates lower than usual – according to NHS England figures – Damian Hinds stressed the importance of the government's plans for all children to be taught basic first aid in schools under proposals due to be rolled out from 2020.

The British Heart Foundation hailed the plans as a “decisive moment” in improving on the fact that fewer than 1 in 10 people who have a cardiac arrest outside hospital in the UK survive. In countries that already teach CPR in schools, cardiac arrest survival rates are more than double those of the UK.

To ensure the next generation knows what to do in an emergency, the government is planning to make health education compulsory in all state-funded schools. Under the proposed new guidance, by the end of secondary school pupils will be taught how to administer CPR, the purpose of defibrillators, and basic treatments for common injuries.

The proposals are part of the Department for Education's plans to strengthen teaching of health, sex and relationships education – building on free resources already available for schools to teach first aid including those provided by the Every Child a Lifesaver Coalition, made up of the British Heart Foundation, St John Ambulance and the British Red Cross.

Schools will be encouraged and supported to teach high-quality relationships education, RSE and health education – tailored to meet their pupils' needs – from September 2019, ahead of it becoming compulsory in September 2020.

Governors will need to consider the resources needed to enable this including CPD for staff.

Free Website to Advertise Teaching Vacancies

The Department for Education has recently launched the Teaching Vacancies website. This is a free teaching vacancy listing service for schools, and is intended to tackle the significant costs that schools face when recruiting and advertising for staff.

Instead of paying for adverts, schools can list available jobs on the site for free.

The service is available here: <https://teaching-vacancies.service.gov.uk/>.

The site is being rolled out in geographical phases and is due to be rolled out in Bradford in the week commencing **January 14th**. Schools in Bradford will be able to access the system as soon as it goes live.

In that week, every school will be sent a registration email centrally from the DfE team. Schools can sign up using that email, when it arrives. However, emails don't always reach 100% of schools, as emails often go into school spam folders.

Therefore, if schools want to sign up for the service i , they just need to complete the [spreadsheet](#) and send it through to teachingjobs@digital.education.gov.uk and thomas.jackson@education.gov.uk.

The DfE team will then create an account for the school, allowing them to log into the service and list vacancies.

Each school simply needs to add in the details of the staff member(s) requiring access. Schools can have up to 10 log-in slots each. If anyone wants to have access across multiple schools (for example, a colleague working across a MAT, SCITT or TSA), they just need to put their name against each school. Colleagues can also use the spreadsheet to sign up multiple schools at once.

There will be an advertising campaign for Teaching Vacancies starting shortly, aiming to raise the profile of the service and to make it the first calling point for prospective teachers.

If you have any questions on the service, please get in touch with joseph.rigby@education.gov.uk (in the Bradford OA team) or with Thomas Jackson (thomas.jackson@education.gov.uk), who works in the team developing the website.

Sutton Trust Report on Disadvantaged Children's Progress in MATs

On 20 December 2018, the Sutton Trust released their fifth and final Chain Effects report. This analysis, which has been published every year since 2014, predominantly looks to assess the extent to which sponsored academies impact positively on the "educational outcomes of their often disadvantaged pupils". This final report looks across the five years of data collected.

Among the key findings of the report were:-

- There continued to be very significant variation in outcomes for disadvantaged pupils, both between and within chains. In 2017, disadvantaged pupils in 12 out of 58 chains had attainment above the national average for disadvantaged pupils in all mainstream schools, including three chains which were substantially above that average. However, 38 of the 58 had attainment below the mainstream average, including 8 which were well below average.
- The five year analysis shows that there has been only limited change in the overall ranking of the chains in the analysis. The same small group of chains consistently outperform the national average for disadvantaged pupils, while another small group of chains remain at the bottom of the table each year, and there is little to suggest that the Regional Schools Commissioners are having any success in bringing about improvement in these chains. A small number of chains have shown consistent year on year improvement in the ranking, demonstrating that change is possible, while some others have fallen or fluctuated.
- Those chains that were most successful with disadvantaged pupils also tended to be successful with their more affluent pupils, while less successful chains tended to have poor results for both groups.

- The five-year analysis shows that, in comparison to the national pattern, the overall performance of disadvantaged pupils in sponsored academies in our analysis worsened slightly from 2013 to 2016, but is now recovering.
- In the last two years the sponsored academies in our analysis have performed very much better against the floor standard. The change from a standard based on attainment to one based on pupil progress has clearly been beneficial for this group.
- The numbers of disadvantaged pupils being entered for EBacc, compared to those achieving this collection of GCSE passes, is a cause for concern in many chains.

To read the full report and conclusions click [here](#).

Afterword

The next edition of the update will be sent out during the first week of February. If you have a topic about which you would like information included or you would like to suggest a topic for training or for the termly governor forum then please email school.governor@bradford.gov.uk