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**Governors’ Monthly Update**

#### November 2018

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**Welcome to the Third edition of the Governors’ Monthly Update.**

The School Governor Service Team are now part of the Education and Learning Team under the authority of Yasmin Umarji, the Education and Learning Strategic Manager. The team is now directly managed by Adele Baines, the Commercial Services Manager for Education and Learning. The team’s offer is now included in the Skills 4 Bradford Group, please see below, but the previous contact systems remain.

**Would you like to discuss how Bradford Council's new trading service Skills 4 Bradford can help your school?**

**Skills 4 Bradford** is a one-stop shop bringing together a comprehensive range of services for schools and early years providers in Bradford and beyond.  These teams of professionals have significant experience and expertise working in Education and Early Years and other school-based services for Bradford Council.  All income generated is reinvested into the district to ensure a great start for all its children.

We can cover all your school's needs in a professional and cost-effective manner.  Our new website [www.skills4bradford.co.uk](http://www.skills4bradford.co.uk/) contains a wealth of information on the services we can offer.

If there is a service or package you don't see available, please get in touch and we will be happy to look at developing something to meet you needs.  Alternatively, if you would like to discuss how we can build a bespoke package of a number of services for your school or MAT, we would be happy to come out and discuss your needs with your school management, staff or governors.  Please contact Adele Baines on 01274 431480 or adele.baines@bradford.gov.uk

###### Governor Forums

The minutes and other information from the October Forum have now been placed on Bradford Schools Online (BSO).

###### School News

Congratulations to Eldwick Primary School governors and leaders for the retention of their Good judgement at their recent Ofsted Inspection.

###### Governor Training - Developing the new programme

Although the half-term holiday is only a week behind us governors will be aware that the new training programme for the Spring Term will be available towards the end of this month. If any governors have a topic or area that they would wish to see in that programme then please email school.governor@bradford.gov.uk as the SGS Team is keen to ensure governor training is relevant for governors in a wide range of school situations. Additionally the team would be keen to hear your views on the timing of training sessions.

###### November/December Training Courses

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.

Courses available during November and early December include:

**Tuesday 11 December 2018, 6.00pm - 8.00pm at Lawcroft House Police Station**

**Cyberbulling – Awareness raising and online protection workshop** West Yorkshire Police are offering these specifically designed workshops to improve the awareness of e-safety for governors in the constantly changing online world. They will look at social media and its misuse and the need for effective online protection for children. Feedback from governors attending these courses are that they are really useful.

**Courses at Eastwood Community School, Keighley:-**

**Thursday 15 November, 6.00pm-8.00pm, Data: Progress and Attainment (Part 2)**

For Chairs, governors on School Improvement Committees or those looking at attainment data in more depth, his course includes ways to study the information available from the Analyse School Performance Tables.

**Thursday 29 November, 4.30pm – 6.00pm, Chairs’ Updates**

Aimed at Chairs of Governing Boards or Committees (although other governors are welcome to attend on behalf of their schools) these sessions look at new developments that can or may impact on the work of schools in the near future. Each session has a main theme based on a new initiative or an identified area of concern.

**Courses at Margaret McMillan Tower, Bradford:**

**Tuesday 6 November, 6.15pm-8.15pm, Preparing for Ofsted**

Updated to take account of each change in the Ofsted inspection advice and processes, this training should be a must for governors whose schools are entering the Ofsted window or will do so shortly.

**Wednesday 7 November, 6.15pm-8.15pm, Managing Grants and Funds**

Many schools are now looking to raise additional funding. This session will assist governors in considering income generation, funding applications and monitoring the use of any funds raised.

**Thursday 8 November, Governance in 2018, A Refresher Course**

In response to requests from governors this course will look at the current expectations of governors and their responsibilities, highlighting the skills needed to be effective in the role in 2018.

**Tuesday 13 November, 6.15pm-8.15pm, Effective Financial Governance**

As the financial pressures on schools increase it is ever more necessary for governors to ensure that school budgets are well-managed. This course will support governors in their role of agreeing and supervising school budgets and ensuring that money is well spent.

**Wednesday 14 November 2018, 6.15pm - 8.15pm, General Data Protection Regulations**

This is an update for governors on this important legislation which has now been in place for nearly six months together with a chance to consider governor responsibilities.

**Monday 19 November 2018, 6.15pm-8.15pm, Early Years Foundation Stage**

The importance of including Early Years in the evaluation and strategic direction of the school is frequently overlooked but the education children receive is the foundation for future learning and Ofsted give a separate judgement on its quality. The course will look at monitoring supporting the prevision, including analysis of the data.

**Tuesday 20 November 2018, 6.15pm – 8.15pm, Monitoring Progress: Effective Challenge**

Governors need to have ‘clear processes for overseeing and monitoring school improvement and providing constructive challenge to executive leaders’ (Governance Handbook April 2017) This course will assist governors in establishing and using those processes effectively.

**Wednesday 21 November 2018, 4.30pm - 6.30pm, Religious Education and Collective Worship**

As schools respond to new initiatives in education, including the need to deliver a broad and balanced curriculum, it is important that governors and senior management teams understand the contribution religious education and collective worship make to learning and to school ethos

**Thursday 22 November, 6.15pm-8.15pm, Health and Safety in Schools**

This is an important topic that is often overlooked but governing boards need to ensure that this is effectively monitored as part of their primary role in ensuring the safety of the adults and children in their school. This course will explain to governors their responsibilities.

**Friday 23 November 2018, 9.30am - 2.30pm, Chairs and Heads Working Together**

This course gives Chairs and Heads the opportunity to spend time working together away from the school looking at ways to develop an effective professional relationship and to plan how to build a strong team to lead their school. It combines presentation and discussion with other Chairs and Heads with quality ‘talking and planning’ time for each chair/head partnership.

**Thursday 27 November 2018, 6.15pm-8.15pm, Being Strategic: Vision and Ethos**

This primary role of governing boards is often overlooked because of the need to manage the day to day progress of the school. But if there is no long term strategy then planning for sustained improvement becomes more difficult. This course will explore systems that can be used to develop an effective strategy based around a firm vision for the school.

**Monday 3 December 2018, 6.15pm-8.15pm, Broad and Balanced Curriculum**

**‘**does the school’s vision for its curriculum facilitate a rich and ambitious programme for all pupils?’ (school inspection update July 2018). As the new Ofsted framework draws nearer this course gives governors an opportunity to think about the breadth of curriculum needed to prepare children for the next phase of their education as well as identifying the compulsory areas of study.

**Tuesday 4 December 2018, 6.15pm – 7.45pm Chairs’ Updates**

Aimed at Chairs of Governing Boards or Committees (although other governors are welcome to attend on behalf of their schools) these sessions look at new developments that can or may impact on the work of schools in the near future. Each session has a main theme based on a new initiative or an identified area of concern. This session will be a repeat of the one held in Keighley.

**Tuesday 11 December 2018, 6.15pm-8.15pm, Data Progress and Attainment (Part 2)**

For Chairs, governors on School Improvement Committees or those looking at attainment data in more depth, his course includes ways to study the information available from the Analyse School Performance Tables.

###### The new Ofsted framework 2019

As all governors will be aware by now, there is a new Ofsted framework being developed for implementation in September 2019, and so all schools will need to start considering now how they will demonstrate their performance against the new judgements.

Amanda Spielman, Ofsted Chief Inspector, explained the reasoning behind the planned changes to the framework in a speech on 11 October to the SCHOOLS NorthEast summit.

She explained that the changes to the inspection regime over recent years, with reduced numbers of inspectors in schools for shorter periods had meant that short inspections

“focus on key lines of inquiry. This necessarily means that inspectors look at different things, and

ask different questions, depending on the strengths and weaknesses of the school they are visiting. This has, I believe, driven some of the things that I hear about inconsistency between inspections, because of course different schools will have different areas of strength and weakness. It also means that we cannot report on all aspects of a school.”

Inspector time needed to be ‘rebalanced’ so that more time was spent on site and less in pre- and post- inspection activities. This would allow a change of focus

“While I think that current performance measures are as good as they have ever been in capturing outcomes, I want to make sure that at Ofsted, we focus on the ‘how’ and the ‘what’: the essence of what performance tables cannot capture. This will let us reward schools for doing the right thing by their pupils.

That doesn’t mean there will be no link between what we find about the quality of education, and what the published data says. They are, one hopes, somewhat correlated. But inspection should be a slightly different conversation. It should ask a different question. We want to know what is being taught and how schools are achieving a good education, not just what the results are looking like.”

She went on to add:-

“It is clear that, for some time, Ofsted hasn’t placed enough emphasis on the curriculum. For a long time, our inspections have looked hardest at outcomes, placing too much weight on test and exam results when we consider the overall effectiveness of schools. The cumulative impact of performance tables and inspections and the consequences that are hung on them has increased the pressure on school leaders, teachers and indirectly on pupils to deliver perfect data above all else.

But we know that focusing too narrowly on test and exam results can often leave little time or energy for hard thinking about the curriculum, and in fact can sometimes end up making a casualty of it.

The bottom line is that we must make sure that we, as an inspectorate, complement rather than intensify performance data, because our curriculum research and a vast amount of sector feedback have told us that a focus on performance data is coming at the expense of what is taught in schools.

A new focus on substance should change that, bringing the inspection conversation back to the substance of young people’s learning and treating teachers like the experts in their field, not just data managers. I don’t know a single teacher who went into teaching to get the perfect progress 8 score. They go into it because they love what they teach and want children to love it too. That is where the inspection conversation should start and with the new framework, we have an opportunity to do just that.

This is why we will be proposing a new judgement of quality of education as one of 4 judgements in our new framework.”

The three planned changes will be:-

**1**: Outcomes no longer a standalone judgement

**2.** Broaden the quality of Teaching, Learning and Assessment judgement into the quality of education judgement with 3 distinct aspects

**a)** Intent – what do schools want for all their children?

**b)** Implementation – how is teaching and learning fulfilling the intent?

**c)** Impact – results and wider outcomes for children and the destinations they go on to.

**3**. Splitting the current judgement of personal development, behaviour and welfare into two separate judgements a) behaviour and attitudes

 b) personal development

This is aimed at ensuring that schools are prioritising the right areas.

“At the same time, Ofsted will challenge those schools where too much time is spent on preparation for tests at the expense of teaching, where pupils’ choices are narrowed or, as mentioned above, where children are pushed into less rigorous qualifications mainly to boost league table positions.

As I have said, I believe that one of the limitations of the current accountability system is the incentive, perhaps even pressure, for schools to put overall results ahead of individual children’s needs. Our changes should help this.”

To read the entire speech go to <https://www.gov.uk/government/news/chief-inspector-sets-out-vision-for-new-education-inspection-framework>

The Chief Inspector has also sent a letter to the Public Accounts Committee further outlining what Ofsted believes are the major risks to the quality of education and school effectiveness, following on from an oral evidence session. This explains further the proposed changes to the Inspection Framework and the reasons why the introduction of the framework should not be delayed.

The letter can be accessed here:-

<https://www.gov.uk/government/publications/amanda-spielman-letter-to-the-public-accounts-committee>

###### Scheme Launched to Support Young People Leaving Care

The Care Leaver Covenant is part of an unprecedented package of support for young people leaving care aimed at smoothing their transition into adulthood.

Too many care leavers do not achieve the same outcomes as their peers, with 40 per cent of care leavers aged 19 to 21 not in education, employment or training (NEET), compared to 13 per cent for this age group overall.

The Covenant will help care leavers navigate the work opportunities available and support them in fulfilling their ambitions. It gives access to work placements and internships with big businesses, government departments, museums, theatres, or Premier League football clubs, as well as training workshops or life-skills coaching.

Ahead of the launch event in Birmingham on 26 October, Children and Families Minister Nadhim Zahawi, said:

Becoming an adult is a daunting and challenging time for all of us, but I know from speaking to many young people leaving care, this transition can feel like facing a cliff edge.

This is a landmark moment on how businesses can support care leavers, who through no fault of their own have been dealt a difficult hand in life.

Young people leaving care have often overcome huge challenges but struggle to achieve the same positive outcomes in life as their peers, which is simply not fair. When we talk about burning injustices, this is what we mean - so we need to be more ambitious for these young people.

Working with businesses, charities and every government department, our new Covenant will improve the offer we make to these young people, through work placements, skills training or access to university so that they can fulfil their potential and flourish as adults.

The Covenant, run by Spectra First, is part of the government’s ambition to improve care leavers’ outcomes so they go on to lead happy and successful lives. The pledges on offer include work placements with organisations such as Liverpool FC Foundation, the Science Museum Group and Rolls-Royce to help them get their first step into a career.

In addition to the private and voluntary sector offers of support, the package of support for care leavers includes:

* 12-month internships from every government department in Whitehall, including 100 12-month internships from January 2019;
* Support from universities, such as bursaries and accommodation, with Cambridge, Leeds, and Manchester universities committing to supporting care leavers – data shows that only 6 per cent of care leavers aged 19 to 21 go on to higher education; and
* Resources and tools from Barclays Life Skills to help care leavers to manage their money better, as they often lack the safety net of financial support from their families.

Governors of secondary schools will look to their named lead for Children Looked After for guidance on how children are encouraged to take advantage of this provision.

###### Public Forum for Education – 28 November

“City of research - tackling barriers to learning"

In: Hockney Conference Room, Margaret McMillan Tower, Princes Way, Bradford BD1 1NN

From: 4.30 pm to 6.30pm (buffet and registration from 4.00pm)

Keynote speaker Prof. Mark Mon-Williams will tell us about how world class research developed in Bradford is being used with maximum impact to tackle health and social care barriers to learning in these areas. Mark Miller, Head of Bradford Research School at Dixon's Academies, will bring examples of how the evidence from education research is put into practice to improve learning within schools across the District.

You will also hear from "Evidence based schools", an initiative launched in Bradford on 25 October 2018 by government minister Nadhim Zahawi, and how partners are working together in the Opportunity Area to fund local priorities identified by local people.

You are invited to get involved and make a difference to the lives of children and young people in the district. The Public Forum for Education (PFE) is an open forum where everyone with an interest in education is welcome to come along and contribute.

Together we can consider the key research questions for Bradford, and how findings can be applied to the make the most difference to children’s life chances.

The PFE independent chair is Jackie Walters, a local chair of governors, National Leader of Governance and a Bradford Leader of Governance. Senior elected members and Council officers, join the debates and listen to views. They report back on what they have done in response to what you have said.

The presentations will be followed by round table discussions and an opportunity to share your ideas with the panel and ask questions. There will be registration and a buffet from 4 pm. The meeting will start at 4.30 pm and finish at 6.30 pm.

To book your place, please email public.forum.for.education@bradford.gov.uk or contact Heidi Hardy on 01274 434335.

###### Drive for All Children Able to Swim when they leave Primary School

Primary schools in England are set to receive extra support and improved guidance to help make sure all children can swim confidently and know how to stay safe in and around water.

Working in partnership with Swim England, the Department for Education and Department for Digital, Culture Media and Sport on Thursday 25 October announced extra help for schools to make sure every child knows how to swim and be safe in and around water by the end of primary school, supported by the £320 million PE and Sport Premium.

To coincide with the announcement, Children and Families Minister Nadhim Zahawi and then Sports Minister Tracey Crouch also backed a pledge by Swim England – signed by the likes of British Olympic swimmer Steve Parry – calling on teachers and parents to do all they can to ensure children are taught swimming and water safety at primary school.

The extra support will help deliver the government’s sport strategy ‘Sporting Future’, which committed to ensuring that every child leaves primary school able to swim.

It includes:

Using the PE and Sport Premium for extra lessons for children who have not yet met the national curriculum expectation after core swimming lessons,

Extra training for teachers on water safety and swimming techniques through courses provided by Swim England;

Extra guidance, provided by Swim England, will be available to help schools deliver safe, fun and effective swimming lessons;

A drive to boost partnerships with independent schools to offer the use of facilities, coaching and other forms of support to schools in their area.

The measures announced follow a government-backed review of swimming and water safety in primary schools, which found that swimming standards vary in schools, despite being compulsory on the national curriculum. Following its recommendations, the government is working with Swim England to provide extra guidance to help schools deliver safe, fun and effective swimming lessons.

Governors of Primary Schools will need to consider the effectiveness of the school’s provision, the need for the additional support provided by this initiative and any impact on the curriculum.

###### Sports Premium Updates

The DfE has now issued updates to the guidance for the use of the Sports Premium. These are available here:- <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

Examples of best practice by schools are contained within the DfE Teaching Blog and can be accessed here:- <https://teaching.blog.gov.uk/category/pe-and-sport-premium/>

###### Music Hubs and Audits of the Music Curriculum

Figures released in a new report show more than 700,000 children were taught to play a musical instrument with their class through the 120 music hubs across the country – which are backed by £300 million government funding and run by the Arts Council of England.

The Key Data on music education hubs report also shows that in 2016/2017:

* Almost 9 out of 10 schools (89%) benefitted from the support of the music hubs – up from 84% in 2013/2014;
* 711,241 pupils received whole class ensemble teaching through the hubs, up from 596,820 in 2013/2014 (up 19%);
* 182,602 pupils continue to learn an instrument after having had whole class ensemble teaching compared to 166,529 in 2013/14; and
* Choirs are the single biggest type of music making activity, making up 32% of all ensembles. Other popular types of ensemble include rock bands and woodwind ensembles.

Music, art and design, drama and dance are included in the national curriculum and compulsory in all maintained schools from the age of 5 to 14, as part of a commitment to ensure pupils to get a broad, balanced education. In 2012the DfE introduced a new network of music education hubs to support the teaching of music both in and out of school. These hubs are being supported by £300 million between 2016 and 2020.

Ofsted tasked all Music Education Hubs to visit schools and audit the delivery of music in the curriculum on an annual basis from 2017. CBMDC appointed staff from the Music and Arts Service to do this. Governors could use this information as a way of monitoring the music provision within their schools.

###### Free Books – Secondary School Library Pack from Book Trust

The School Library Pack and Special School Library Pack are reading for pleasure programmes giving free books to Secondary Schools in England with a year 7 (or equivalent) intake. Registration for the School Library Pack is open now.

Containing carefully selected book collections for year 7-9 students, the packs will boost library resources, broadening students reading and encouraging them to try different genres and authors. Alongside the exciting selection of books, the packs include resources to help create engaging, social reading experiences such as book clubs to make reading fun.

The School Library Pack and the Special School Library Pack both include books that are relevant for students aged 11-14, and can be used flexibly in the classroom or school library, and in special schools or mainstream schools.

The Special School Library Pack includes books and resources to support students with additional needs, while the School Library Pack is designed to cover a broad range of reading abilities and interests. There is only one pack per school, so schools will need to explore the two options carefully before making the choice.

The packs are funded by the Arts Council England, so are free for schools in England and will be delivered in January 2019. Sign up is on a first- come-first-served basis.

Registration for the School Library Pack is open now. Please pass the link to the relevant person <https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/school-library-pack/>

###### School Holidays 2019-20

A reminder for maintained school Governors that the School Holiday dates for 2019-20 need to be approved by governors prior to their submission to the Local Authority. If this has not already been done then the dates will need to be considered before Christmas.

###### Afterword

The next edition of the update will be sent out during the first week of December. If you have a topic about which you would like information included then please email school.governor@bradford.gov.uk