

# Governors' Monthly Update

## October 2018

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**Welcome to the second edition of the Governors' Monthly Update, which has replaced the termly Governor Briefing Notes.**

This is the first month when the changes to the School Governor Service (SGS) have begun to take effect. We were sad to say goodbye to Clive Linnett, Governor Service Manager, who left us on the 30 September and who is now officially retired, but it was good to meet with governors and education team members, including past colleagues, when we gathered for his farewell. As was his wont Clive gave an erudite and entertaining speech and he was visibly touched by the good wishes expressed by those attending. We wish him well for the future

### Governor Forums

These will include a financial update, information on the District's 2018 results, a look at working effectively with vulnerable learners and the chance to raise topics about which you are concerned. If possible email [school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk) to book a place as this enables the provision of resources and refreshments for the numbers attending.

**Monday 8 October at Margaret McMillan Tower**

**Or**

**Tuesday 9 October at Eastwood Community Primary School, Keighley**

**Both from 6.30pm – to 8.30pm**

### School News

Congratulations to the Governors at Carrwood on the very positive comments concerning their work and the progress of the school made after their recent HMI visit.

### Governor Training – October 2018

As new training opportunities are identified the SGS Training Programme is updated to reflect those changes. To access the complete Training Programme please follow the link below

<https://bso.bradford.gov.uk/content/governors/training>

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

Courses available during October and early November include:

**Cyber Awareness: Thursday 11 October at Eccleshill Police Station, Bradford from 6-8pm**

The online world is constantly evolving and the Police Cyber Team are continuing to support Governors in learning about the latest concerns for schools and children. As this programme is regularly updated to reflect the new challenges it will be helpful both for new governors and those who have not visited this topic recently.

**At Eastwood Community School, Keighley:**

**Tuesday 16 October, 4.30pm-6.30pm, 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 17 October, 6.00pm-8.00pm, 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.

**Tuesday 30 October, 4.30pm-6.30pm, Dealing with Complaints Effectively**

Dealing with a complaint effectively can improve relationships between a school and a member of its community and may result in the school improving their systems for the benefit of all. This course will assist Chairs and experienced governors in managing complaints confidently at each stage of the process.

**At Margaret McMillan Tower, Bradford:**

**Thursday 11 October, 4.30pm-6.30pm, Safeguarding: The Role of Governors**

Ensuring that children are kept free from harm is one of the primary concerns of all involved in education. This course explains governors' responsibility and is always updated to include the latest advice and guidance and will also explain the role of the Named Governor

**Monday 15 October, 6.15-8.15pm, Headteacher Performance Management**

One of the main roles of a Governing Board is to hold the headteacher to account for the performance of the school and its pupils. Governors involved in performance management should ensure that they have attended this course at least once every three years.

**Thursday 18 October, 6.00pm-8.30pm, Managing School Building Projects**

Whether you are building additional space, repairing, converting or just redecorating there are rules, enforced by the Health and Safety Executive, and systems that have to be put in place and governors are responsible for ensuring that these are followed, from project planning onwards.

**Monday 29 October, 6.15pm-8.15pm, SEND – Information for Governors**

SEND children can require a range of additional support in order for them to make good progress and achieve at school. Schools are awarded specific funding to enable this and all governors need to have an understanding of SEND to ensure they can effectively monitor the provision that is provided and its impact on the children. This course will provide that and explore the role of the SEND Named Governor.

**Wednesday 31 October, 4.30pm-6.30pm, Data: progress and attainment (Part 1)**

This course looks at the publicly available data for your school, including the school performance tables. It covers the level of information that the DfE and Ofsted consider that all governors should know about their school.

**Thursday 1 November, 6.15pm-8.15pm, Pupil premium: The Governors' role**

Governors have a duty to ensure that the additional Pupil Premium funding awarded to their school is well spent and that the Pupil Premium strategy is well designed and effectively monitored to ensure that it impacts upon the progress and outcomes for eligible children and young people.

**Monday 5 November, 9.30am-3.00pm, Introduction to Governance**

All governors who are new to their role should be attending this course as it gives the information needed to begin to be an effective governor including looking at the responsibilities and expectations placed upon governors.

**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.

## Free Football Kit and Equipment for Primary Schools

Teachers who are teaching pupils aged 5-11 years old in primary schools in England and Wales have the opportunity to apply for free resources through the Premier League Primary Stars programme being run in partnership with Nike and delivered by the Football Foundation.

Designed to be used for active classroom sessions and PE lessons, the Premier League Primary Stars Kit and Equipment programme provides teachers with either a Nike football kit or a range of equipment that can be used across the curriculum to get children active including footballs, floor spots and giant dice.

Teachers must first register on [PLPrimaryStars.com](http://PLPrimaryStars.com) with only schools that did not receive a Premier League Primary Stars Kit or Equipment pack in 2017/8 eligible to apply at this time. Others who

would like their school to be involved can also register an interest in the programme and the school will then be contacted and encouraged to apply. The closing date is Friday 26th October 2018. Successful schools will have kit and equipment delivered in May – June 2019.

<https://www.footballfoundation.org.uk/funding-schemes/premier-league-primary-stars-kit-equipment-scheme/>

## School Breakfast Clubs - DfE start up funding

The National School Breakfast Programme (NSBP) provides a new and exciting opportunity for schools in areas of high disadvantage to access DfE funded support to start or expand school breakfast provision.

The funding aims to reach schoolchildren at risk of hunger in England to ensure they get a healthy breakfast before morning lessons. Research shows that Y2 pupils in schools providing a free, nutritious breakfast boost their reading, writing and maths by an average of two months' progress per year, compared to those in schools with no breakfast provision. Your school might be eligible for this programme, and NSPB would welcome a conversation with your school to check if it could benefit from the funding and their support.

Most eligible schools will be offered:

- A start up grant of up to £500 for essential resources (such as fridges, toasters or freezers) to start or expand breakfast and make best use of the food on offer
- Free food delivered to the door for four terms (weekly or fortnightly), comprising healthy cereal, porridge and bagels, to ensure all children at risk of hunger can access a nutritious meal at the start of the school day
- Expert support from a dedicated member of NSBP staff, advice and resources, as well as the opportunity to benefit from local best practice events

If you would like to know more, then either contact [nsbp@familyaction.org.uk](mailto:nsbp@familyaction.org.uk) or complete a short expression of interest form found on their website at: [www.family-action.org.uk/breakfast](http://www.family-action.org.uk/breakfast)

## Light up your Celebrations

**If you want to create a design in lights for a celebration/commemoration for your school then all is possible!**

Bradford Council's Festival Lights can produce almost anything and have recently produced a commemoration poppy and a soldier's silhouette to bring home to the public the great sacrifices that are made by our armed forces. They hope it will inspire the community to mark the centenary of the First World War during their commemoration ceremonies but particularly for the public to reflect and remember those soldiers who lost their lives, not just in the past but continue to do so as a result of more recent conflicts.



The poppy which is 1.6m by 1.6m in size is proving very popular with many councils already having placed an order for it.

The stand-up silhouette soldier is 1.8m x 0.8m in size and is now also starting to attract attention.

Both can be placed on buildings or in the ground and all features can be made in low voltage or mains voltage. These are not the only designs that Festival Lights can

produce. They make bespoke displays, for Christmas or any other celebration, so if you would like something created from a design produced by the children then that could be a possibility. get in touch and find out....there's almost nothing they can't produce!

The Festival Lights department is a social enterprise that employs and supports people with disabilities and is going from strength to strength. Council's across the country purchase their celebration lights from Bradford.

If you would like more detail or want something designing specifically for your school then don't hesitate to contact Katy Green (Festival Lights Manager) [katy.green@bradford.gov.uk](mailto:katy.green@bradford.gov.uk)

The Council will make a donation to the British Legion for every Poppy and Soldier Silhouette sold.

## Teachers' Pay

As many Governors will be aware there has been a rise in the pay rates for some members of the teaching staff and governors will need to look carefully at these and their implications for school budgets. The DfE have announced some additional funding, based on pupil numbers, in order to alleviate the impact of these rises.

The main changes are:-

The main changes from 1 September 2018 are:-

A 3.5 % uplift to the bottom and top levels of the main pay range and the unqualified teacher range.

A 2 % uplift to the bottom and top levels of the upper pay range and leading practitioner range.

A 2 % uplift to all allowances.

A 1.5 % uplift to the bottom and top levels of the leadership pay ranges.

Governors need to remember their responsibilities and those of the school leadership in this area:-

School leaders	Governing boards
Review and develop pay and appraisal policies	Consider and adopt pay and appraisal policies
Submit policies for approval	Agree what functions will be delegated
Inform teachers of policies	Ensure decisions can be objectively justified
Ensure appraisals are in accordance with the policies	Review and approve salary recommendations
Make pay recommendations to the governing board	Monitor pay decision outcomes
Maintain records and Keep teachers informed	Identify and consider budgetary implications

Governors need to remember that pay awards are no longer automatic and should be based for all teaching staff on their performance over the year.

The DfE produce guidance for schools which can be accessed [here](#)

## Ways to Reduce Workload in your School

The DfE have produced a toolkit the link to which can be found [here](#)

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

School leaders can use the toolkit with teachers and staff in their directed time, for example:

- as part of a full INSET
- in a staff or leadership team meeting
- in a network session with other schools

It's split it into 3 stages, but the tools in each stage can also be used as standalone materials.

Schools can tailor and customise them to fit the situation in a particular school. Facilitator notes are provided in each of the workshops.

Schools are not specifically required to use any of these tools or examples over other approaches which have already been proven to work, and there is no expectation that schools use all of the resources provided.

## Bridging the Gap Report

This [report](#) highlights the issues facing adopted children within the school system

Earlier Adoption UK research has shown that adopted children are 20 times more likely to be permanently excluded from school than their classmates, and they are much more likely to leave school with no qualifications.

The report's author, Becky White, a former teacher, said: "Children who have had a traumatic start in life will be at a disadvantage at school, and they deserve an education that gives them an equal chance of success. The reality is that in the current school environment, many adopted children are barely surviving, let alone thriving. The root of the problem is an education system that prizes exam results at the expense of wellbeing. Many teachers have told us that they are less able to build proper relationships with their pupils, and their most vulnerable students are dramatically falling behind. It will take leadership from governments and schools to turn this around."

## Relationships and Sex Education

Draft Regulations concerning the duty to deliver Relationships and Sex Education have now been published, with the intention that they will come into force on 1 September 2020. This will give schools the opportunity to prepare to meet the new requirements/

## School Performance Measures: about the data.

The DfE has published new guidance and information to help schools analyse the data that is reported in the school and college performance tables and in the analyse school performance service. The guidance is available [here](#).

The analyse school performance website itself has been updated to allow schools to produce reports which exclude certain results from their figures to enable an analysis of the impact of those

students' performance. This does not, of course, permanently alter the data but has been put in place to enable a more detailed analysis to be made.

## ESFA changes to the Academy Financial Handbook outlined

The Chief Executive of the Education and Skills Funding Agency (ESFA), has outlined the most significant changes to the Academies Financial Handbook [in a letter to the leadership of trusts](#). It has highlighted important updates, including the changing of rules on related party transactions, which will now be need to be declared and approved if over £20,000.

There is an expectation for trusts to ensure that they are “transparent, proportionate and justifiable” in regard to executive pay. Under the new handbook, trusts will have to report which employees have annual pay over £100,000.

The ESFA also reminded trustees of their role in scrutinizing the trust budget, and ensuring they keep up to date on the monthly financial management reports of the trust.

The agency called attention to the governance role in financial management, and specified the governance duty as an “oversight role”, chiefly to “hold executive leaders to account”. It is a governor’s duty to stay up to date on the current statutory guidance and ensure their organisation is compliant. Trust boards should also ensure that they have robust measures in place to oversee finance and make sure money is well spent for the benefit of all the pupils across the trust.

## Ofsted

A new post has just been published on the Ofsted blog rejecting appeals to delay the implementation of the new Ofsted framework. The blog can be read [here](#)

Luke Tryl, stated “ too many pupils will suffer if we delay inspection reform. It’s not particularly highbrow, but when talking about Ofsted’s impact on the education sector, I tend to rely on a Spider-Man quote from Peter Parker’s uncle: "With great power, comes great responsibility."

“the new framework will provide for an inspection conversation about what makes a school distinctive, what choices have been made and why, and how are these decisions implemented. We all know a conversation along those lines is more likely to help a school improve, and to provide parents with the information they need to make informed choices.

Another year of the current system is equivalent to 8.5 million pupil years across all our schools. Another year of a system that we agree isn’t working as it should for children or teachers.”

## MPs Support Maintained Nursery Schools

A [new research report](#) has been released exploring “the role and future of maintained nursery schools in London”. Based on interviews with maintained nursery school leaders in London, the report stresses that pupils from disadvantaged backgrounds and those with special educational needs and disabilities are disproportionately over represented in maintained nursery schools. The government needs to ensure that these settings have “the expertise and experience to ensure that these children receive the wide-ranging support they need to make good progress at nursery and throughout their lives”.

This report was based on research carried out by London Council in 2017 which revealed that maintained nursery schools in a third of London boroughs faced closure within the next two years unless the government continues to provide financial support.

The government has previously allocated £60 million worth of financial support to maintained nursery schools, such financial support is due to cease in 2019/20. Reacting to these developments, a large number of MPs have signed a letter addressed to the education and treasury ministers requesting them to ensure maintained nursery schools continue to receive funding.

This year's [school governance survey](#) adds further weight to the evidence that early years providers are struggling financially – with only a fifth of early years and nursery providers saying that funding is sufficient.

As part of the [Funding the Future campaign](#), NGA is committed to increasing investment in early years education which is “vital to ensuring that children and young people receive the education and opportunities they deserve”.

## Financial Benchmarking Tool Amended

The [schools financial benchmarking tool](#) allows schools to check how their finances compare with other schools or academy trusts. Comparing budgets in this way can help identify whether spending could be more efficient, particularly in the four main cost areas (staff, premises, occupation, supplies and services) as well as sub-categories of expenditure. It also connects you with other schools or trusts to discuss challenges and successes.

However, it is only a guide and some schools may find themselves at the upper or lower extremes of the spending scale. Benchmarking data should therefore be used alongside other knowledge about the school.

## Positive link between Literacy and Well-being

A report by the National Literacy Trust explores the link between “mental wellbeing, reading and writing enjoyment, attitudes and behaviours”. The report is based on findings from the eighth Annual Literacy Survey of over 49,000 young people aged 8 to 18. The study uses a Mental Wellbeing Index and literacy engagement score to quantify responses from children and young people. The key findings from the report include:

- children who are the most engaged with literacy are three times more likely to have higher levels of mental wellbeing than children who are the least engaged - 39.4% vs 11.8%
- children who are the least engaged with literacy are twice as likely to have low levels of mental wellbeing than their peers who are the most engaged - 37.4% vs 15%
- children with above expected reading skills are three times more likely to have high levels of mental wellbeing than their peers with below expected reading skills - 40.3% vs 13.1%
- when children transition from primary to secondary school, their levels of literacy engagement and mental wellbeing both begin and continue to decline”

The report is available [here](#). The governing board plays an important role in ensuring pupil and staff mental health and wellbeing and should consider adopting a strategic whole school approach to promoting positive mental health and wellbeing.

## Report on Bullying

A survey from the 'Back2School' anti-bullying campaign has revealed that 58% of students report to have experienced bullying. Access the website [here](#).

The campaign aims to highlight children's experiences with bullying and its impact on a 'young person's concentration, education, relationships and self-confidence'. The project has been recently launched by the Diana Award Anti-Bullying Programme, partially funded by the Department for Education.

The campaign also aims to raise awareness and support for the victims and are hoping to use donations to fund 'anti-bullying ambassadors' in schools.

Governors and trustees should reflect on their own school's anti-bullying policies and consider whether they can do more to help pupils. With levels of bullying so high, it is extremely important that governing boards help establish a safe environment for pupils. Those governing should be reminded they must have a safeguarding lead on their board who should co-ordinate their efforts.

## Afterword

The next edition of the update will be sent out during the first week of November.