



Governors' Monthly Update

January 2020

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Welcome to the first edition of the Monthly Update of the new decade

School News

Congratulations to St William's Catholic Primary School for their achievement of a Good judgement and to Low Ash Primary for the retention of their Good Judgement.

Congratulations also to two education professionals who received OBEs in the New Year's Honours List:-

Carol Dewhurst, Chief Executive Officer, Bradford Diocesan Academies Trust for services to education

Juliet Wright, Headteacher, Bankfoot Primary School, Bradford for services to families and children.

SGS Governor Training Programme for Spring and Summer 2020

The updated Training programme for Spring and Summer 2020 is now available on Bradford Schools online and can be accessed [here](#) If you are unable to access this then please contact School.governor@bradford.gov.uk

Schools are charged £55 for a 2-3 hour course and £150 for a longer or full day course unless the course is listed as free.

Special Offer for January 2020

All courses from the complete Training Programme booked during January 2020 will receive a 10% discount

Courses up to the start of half-term

Introduction to Governance

Tuesday 4 February 2020, 4.30pm-7.00pm at Margaret McMillan Tower

An opportunity for new governors to attend two evening sessions (second session Tuesday 11 February) to learn the basic information about the role of governors that everyone needs.

New Course

Data: Using Internal Data to Monitor Progress

Monday 10 February 2020, 2.30-4.30pm at Keighley Town Hall

A NEW Course which has been added to the programme looking at the information governors receive on progress within school using internal assessments

Effective Financial Governance

Thursday 13 February 2020, 6.15-8.15pm at Margaret McMillan Tower

An opportunity for governors to learn the system of financial recording used in schools and to interpret the financial data that they will receive.

Ofsted Updates

Fight or flight? How 'stuck' schools are overcoming isolation: evaluation report

Ofsted have published an interesting research report which 'explores why some consistently weak schools are able to improve while others are not, so that the whole system can then work together to transform education for these children.

It is not intended to apportion blame or leave the problem at schools' doors alone. Indeed, the whole school and accountability system – of which inspection is a part – has some responsibility for the lack of progress in these schools.

This report is a call to action for every part of the system, including government, councils, Ofsted, multi-academy trusts (MATs) and schools themselves, to work together better so that education can be improved for every pupil.'

The report is available [here](#) and is an interesting read for all governors but especially for those seeking to ensure that their school/s make sustained improvements.

Ofsted to inspect all schools from September 2020

The DfE has launched a consultation on their proposal to remove the exemption from inspection of all Outstanding schools as from September 2020.

Under the proposals in the consultation launched on 10 January:-

' all outstanding schools and colleges will be brought back into a regular inspection cycle – with Ofsted visiting every 4 to 5 years. This will affect around 3,700 schools and colleges rated outstanding when the exemption is lifted in September.

Ending the exemption, which was introduced in 2012, will mean all parents have up to date information about every school and can be confident that their children's schools are continuing to deliver the best education. It will also help to maintain the rising standards that have enabled schools to help pupils get to grips with the new, more demanding curriculum at both primary and secondary level.

Education Secretary Gavin Williamson said:

Parents want to know that they are making the best, most informed choices about their children's education. Making sure that all schools are regularly inspected means they will benefit from the expert insight Ofsted provides when making these decisions.

We know parents trust Ofsted – and with good reason. It serves a valuable purpose as the only organisation that gives a clear, accessible and impartial view on school and college performance. But it's also far more than that – it's a driver of improvement. Although we continue to trust our

best schools and colleges to get on with the job of educating, without Ofsted standards would go unchecked and the exemption meant there is often not an up to date picture.'

The full news item is available [here](#)

Ofsted Annual Report

Launching her third Annual Report as Her Majesty's Chief Inspector, Amanda Spielman said today that the great majority of schools, colleges, nurseries and child minders in England are good or outstanding, reflecting the hard work of teachers, leaders and support staff who work there.

- 86% of schools are judged to be good or outstanding
- 96% of early years (EY) providers are good or outstanding
- 81% of inspected further education and skills (FES) providers are good or outstanding

This year's Annual Report also highlights improving developments in children's social care, with 48% of local authority children services now rated good or outstanding, while 84% of children's homes, fostering and adoption agencies, residential special schools and other social care providers returned a good or outstanding grade in their most recent inspections.

Ms Spielman said:

It's important that we don't allow complacency to creep in. We must ask the tough questions and highlight inadequacy, as well as excellence.

... So, as we look at the high standards of education and good quality care that most are achieving, we must ask: what lies beneath? Away from the excellent work going on in many places, what is getting in the way of further and faster improvement – and what does that mean for our children?

Ofsted launched a new education inspection framework (EIF) in September 2019, which put the quality of the curriculum at the centre of its approach, with less focus on performance data. Since then, there has been a real shift in emphasis in schools. School leaders and teachers have widely welcomed Ofsted's new approach and the opportunities it has given them to think carefully about their curriculum, and make sure it gives every child the chance to acquire the same knowledge and learning.

However, the Annual Report warns that a minority of schools and other education providers continue to make decisions in their own best interests, rather than those of their learners. This includes various forms of 'gaming' that seek to maximise the school's attainment data and league table positions.

Ms Spielman said:

We must guard against restricting education excessively. Exam results are important but have to reflect real achievement. We should not incentivise apparent success without substance. This doesn't represent a good education for any child. And for those who aren't being read a different story every night, who aren't taken to the museum at the weekend, who don't get the chemistry set for Christmas, it is especially impoverished. These children need and deserve a proper, substantial, broad education, for as long as schools have them. She continued:

We recently inspected a school that had been requiring every child to take a sports science qualification, using up a valuable GCSE slot, whether or not they had any interest in sports science at all. We've seen schools requiring almost every child to take a qualification in English

for Speakers of Other Languages, even though they were nearly all native English speakers who were also taking English Language and Literature GCSEs.

We've seen schools that have been cutting back drastically on all children's opportunities to discover the joys of languages, art, music, drama and humanities – so that most children have to give them up at age 12 or 13, when they have barely begun to discover what these subjects have to offer.

... We mustn't succumb to the seductive but wrong-headed logic that we help disadvantaged children by turning a blind eye to schools that narrow education in this way, as long as they deliver acceptable grades at the end. Grades are hollow if they don't reflect a proper education underneath. And we have no idea yet who the most talented and singular women and men are, who will drive this country forward in the 2030s, 40s and 50s. They could be in any primary or secondary school anywhere. All of them should have the chance to develop their talents. Poorer children shouldn't get a worse choice.

Other concerns highlighted in this year's Annual Report include:

- Ofsted continues to be worried about the number of pupils leaving schools during their GCSE years. Twenty thousand pupils left their state-funded secondary schools between Year 10 (2017) and Year 11 (2018). There are 340 schools with exceptional levels of pupil movement, of which around 100 have been inspected this year.
- This year, Ofsted's unregistered schools task force provided the evidence for three successful convictions of illegal schools and their operators. However, legal constraints still make it too easy for illegal schools to operate in defiance of the law. Ofsted urgently need stronger powers to seize documents and the Government needs to tighten the legal definition of a school and of full-time education.
- Ofsted's inspections of provision for children and young people with special educational needs and/or disabilities (SEND) has exposed a lack of coherence and coordination. Local leaders across education, health and care do not always see themselves as collectively accountable for this provision. Too often, parents encounter fractures in assessment and planning. In these cases, the system is not working well as a whole to make the best decisions and achieve the best outcomes for children and young people.
- Local authority children's services continue to endure significant financial pressures. Challenges across children's services are underpinned by a chronic lack of funding, set against increasing demand.
- The children's home sector is facing huge challenges in sufficiency and capability, which need national oversight and strategic leadership. There are not enough children's homes in the right places across the country, and there is no central joined-up strategy or plan to meet children's needs.
- In the FES sector, there has been rapid growth in the number of new apprenticeship training providers. However, a gap remains between the knowledge and skills required for the economy and current provision, in particular in relation to training for low-skilled workers. The sector needs to work much more in tandem with the government's Industrial Strategy.
- The early years' sector has seen a continued decline in the number of childminders. Meanwhile, more and more nurseries are joining large national and international providers, but are inspected individually. These nurseries are more likely to be rated outstanding, which suggests that strong practice can be shared effectively across the whole nursery

chain. There may be benefits from a different inspection model that would allow individual inspections of nurseries to be brought together and features across the whole chain to be analysed.

- Increasingly, decisions that affect children's education and care are being made by central management in large multi academy trusts, nursery operators or children's home operators. Decisions about the curriculum, the model of care, staffing, safeguarding and behaviour policies go to the heart of what Ofsted needs to consider through inspection and regulation, but the legal framework for accountability is not keeping up with the evolution of the education and care sectors.

In the coming year, Ofsted will look more closely at some of these areas to see if things can be done differently to improve outcomes for children.

The full report can be accessed [here](#)

Bradford Council Updates

Positive progress in Bradford Primary Schools

The December league tables published by the DfE showed that primary schools in the Bradford District are among the best in Yorkshire and the Humber at helping pupils progress. The figures, which are based on SATS tests, put Bradford second best in the region for reading progress, and third best for progress in maths and writing. This is really positive news for our district's primary schools. Our overall position for reading, writing and maths has improved and we're closing the gap on the national average.

Compared to other Yorkshire and Humber local authorities, our reading progress score now ranks us in second position and our writing and maths progress scores rank us in third position respectively. We now rank joint fifth (up from seventh last year) against our statistical neighbours. Nationally we are joint 108th (up from 125th last year). Credit must go to school staff, parents and pupils and to LA staff who work every day to support schools so they can deliver better outcomes for our children

Safe After School

The education safeguarding team have been working as part of a DfE project to develop safeguarding information for out-of-school settings. This is part of the DfE's initiative to introduce a voluntary code of practice as part of government plans to improve safeguarding of children. Information is being shared with parents to encourage them to ask the right questions when choosing an out-of-school-activity. Work is also being done with clubs, organisation and providers to support them in making sure they have all the necessary safeguarding policies and plans in place. You can find information about this on the Council's website both for [parents](#) and [providers](#). If you are involved with clubs or organisations that provide activities for children, please share the message.

SEND

Parental engagement events

The SEND Transformation & Compliance Team have arranged engagement events with parents in order to hear first-hand experiences with regard to SEND provision and services. This will help

inform the LA SEND Strategy and actions to improve things (see Parental Engagement Events below).

The LA have responded to parental requests to hold events around the District (not just in the centre of Bradford) and will be looking to hold more events in other areas of the District which will be publicised in due course.

Places will be limited to 30 attendees per event and light refreshments will be provided.

Date	Time	Location
Thursday 30 January	10am-12pm	Keighley Civic Centre
Wednesday 26 February	12pm-2pm	Margaret McMillan Tower
Wednesday 18 March	10am-12pm	Winter Garden, Ilkley
Thursday 26 March	10am-12pm	Shipley Library
Wednesday 29 April	12pm-2pm	Keighley Civic Centre
Thursday 21 May	10am-12pm	Shipley Library
Monday 22 June	10am-12pm	Margaret McMillan Tower

To get further details and book a place email SENDT&C@bradford.gov.uk or call us on 01274 435300

Revised SEND Strategy

Following the period of consultation on the revised SEND Strategy for the District the next step is to seek approval at the next SEND Strategic Partnership Board. Once approved it will be shared widely with regular updates.

Reducing Parental Conflict Project

The Reducing Parental Conflict Project, sponsored by the Department of Work & Pensions, aims to increase awareness and provide support & training for practitioners.

There is strong evidence that conflict between parents – whether together or separated – can have a significant negative impact on children's mental health and long-term life-chances. Not all conflict is damaging, but where this is ***frequent, intense and poorly re-solved it can harm children's outcomes.***

Addressing couple conflict and the quality of parental relationships is a critical component of improving outcomes for children. Parenting interventions for families without addressing parental conflict are unlikely to be effective or improve outcomes for children

Training is now available for practitioners and governors may wish to ensure that staff have been informed of the opportunity and to monitor the impact of any programmes put in place. Details of the training are available [here](#)

Government and Department for Education Updates

Boost for Music arts and Culture in Schools

Thousands more children will be able to learn instruments and play in orchestras or choirs thanks to a further £80million investment by the Government in music hubs.

Alongside this investment, charities that help young people learn about different styles of music are also set to receive a further £1 million next year to support the next generation of musicians.

Pupils will also have more opportunities to put their film making skills to the test, explore museums or take to the stage, as a series of other cultural education programmes receive an additional £4 million funding boost next year.

School Standards Minister Nick Gibb has announced this multi-million-pound package alongside a manifesto commitment to offer an 'arts premium' to secondary schools to allow young people to learn creative skills and widen their horizons.

School Standards Minister Nick Gibb said:

Music, arts and culture play an essential role in enriching pupils' education, and we want to give as many young people as possible the opportunity to learn an instrument or perform in a choir or a band.

Our continued investment will play an important role in helping young people widen their horizons and access all the opportunities that learning a musical instrument can provide - whether that be playing for pleasure or performing.

DfE Newsletter for Governors and Trustees

With an introduction from Lord Agnew the DfE has published its first newsletter of 2020. Although the title refers to academies there is information of interest to maintained schools within the document which can be accessed [here](#)

Education Endowment Federation (EEF)

The EEF has released a research based report entitled Improving Behaviour in Schools in which six recommendations are made

- 1) Know and Understand your pupils and their influences
- 2) Teach learning behaviours alongside managing misbehaviour
- 3) Use classroom management strategies to support good classroom behaviour
- 4) Use simple approaches as part of your regular routine
- 5) Use targeted approaches to meet the needs of individuals in your school
- 6) Consistency is key

The full report is available on the EEF website and can be accessed [here](#)

In addition the EEF continually advertise projects for which they need school involvement and these are listed on the EEF website here. All projects include funding support for the schools involved and schools are able to look at those available in their phase and geographical area. The list can be accessed [here](#)

Is Your Information on Get Information About Schools (GIAS) Current? And have you looked at Benchmarking Data?

As from 1 September **2016** it has been a statutory obligation for all schools to register the details of all their governors in GIAS (previously Edubase). **It is the governing board's (responsibility to ensure this is complied with**, although actual inputting will be usually delegated to a school's admin team or clerk as appropriate. Schools do receive updates when a governor's term is due to end.

Many schools are not updating the record and governors need to ensure that the information is correct. It is easy to check the record by searching for **GIAS** but the system can now also be accessed from the school performance tables, link [here](#). Input your school's name and when the school information appears the Get Information About Schools link is the third line from the bottom of the information list at the top of the page. Governors will also note that **school benchmarking information** is the line above and this allows governors to compare their school's financial information with other similar schools or to pick a specific set of schools against which to compare. As all this information is now public it is even more important that governors are aware of the content of these pages.

The information about governors logged on GIAS needs to include:

- Name
- Appointment date
- Appointing body
- Whether they are chair or a member of the GB (maintained schools) and
- Whether they are a trust member, a trustee, the chair of trustees or a governor on a local GB (for academies).

This information is what governors will see when logging onto the website..

Information that also needs to be supplied, but will *not* be made available to the public will include each governor's:

- Postcode
- Date of birth
- Any previous names
- Their nationality and
- The chair's e mail address – this is to enable direct contact to be made with the Chair if necessary.

Multi academy trusts must also provide details of their local GB members.

It is recommended that governors check their information and raise the matter with their schools if it is not correct.

Research and Guidance on Exclusions

The Centre for Social Justice has identified that a fifth of local authorities have a lower than average rate of exclusions but a higher than average number of “unexplained exits” to alternative provision. In a blog published on [7 January](#) Cath Murray, the CSJ's alternative provision lead, said: “The problem is that government records of how many children are being educated in AP are incredibly obscure, which means permanent exclusion rates are one of the only ways we have of understanding what's going on. As the government only collects national data for exclusions, this means that the statistics may not reflect the true picture of student mobility due to behavioural issues.

Many schools take measures to avoid formal exclusion through “voluntary managed moves”. Such arrangements are sometimes a viable alternative to exclusion and can be in the best interest of the pupil. However, closely linked to this is the illegal practice of “off-rolling” where decisions to remove a pupil from roll “are taken primarily in the interests of the school” and not the pupil.

Governing boards need to understand when pupil exits are appropriate. Those governing should discuss “managed moves” with their headteacher and satisfy themselves that decisions have been made with the consent of parents and pupils and are firmly in the best interests of pupils.

The NGA has just released updated guidance for governors on their role in the exclusion process which stresses the need for governors to ensure that exclusion is a last resort and governors' need to ensure that all actions taken to avoid exclusion are not done for the benefit of the school.

ROC Community Conversations

Who are ROC?

Redeeming Our Communities is a national charity founded in 2004 with over 150 projects throughout the UK. The charity's main aim is to bring about community transformation by creating strategic partnerships which open up opportunities for crime and disorder reduction and improved community cohesion. This partnership approach has seen crime and anti-social behaviour fall and fresh hope brought to some of the most deprived and challenging areas of the UK, urban and rural alike.

ROC brings together community groups, churches, the police, the fire service, local authorities and voluntary agencies to encourage them to work together in positive partnerships for practical 'on the ground' change. As a result, statutory agencies have improved access to the support of community/church groups, and thousands of volunteers are enabled to better serve the needs of their community. This idea is proving to be even more valuable in the light of the current economic climate and the Big Society.

What is a ROC Conversation?

A ROC Conversation is a structured community engagement event that brings together local people to celebrate all the good things happening in the community and explore practical ways of doing more. A ROC Conversation is a 2 hour structured community engagement event that invites members of the community to gather and discuss the specific needs of their community, and explore practical ways of meeting those needs. We invite:

- Residents
- Businesses
- School and Youth representatives
- Volunteer groups
- Police & Fire Services
- Faith groups
- Councillors and MPs

Safer, Kinder Communities

ROC's mission is to increase community resilience by inspiring and supporting groups to work together.

A ROC Conversation achieves this by:

- Connecting local community members, volunteers & statutory agencies
- Celebrating all the good things taking place in your community
- Raising awareness of the current needs of your community

- Exploring potential solutions and resources required to meet current needs
- Creating a network of people passionate about improving your community
- Identifying & utilising existing skillsets and resources in your community
- Kick-starting new projects in your community

Who can attend?

The simple answer to this is **ANYONE** can attend.

ROC works with many difference agencies including public services, statutory authorities, schools, businesses, community organisations and churches. People who agree that communities are important and that we can all play our part. People from different backgrounds, with different beliefs and different cultural influences who all share a common vision: to make their community stronger. The common vision enables them to look beyond their differences and pool their energies and resources.

On **Tuesday 3rd March 2020**, ROC are coming to Keighley and **you** are invited to join the ROC conversation which will be taking place at **Victoria Hall, Hard Ings Road, Keighley. BD21 3JN 7pm – 9pm**

On **Wednesday 4th March 2020**, ROC are coming to Bradford East and **you** are invited to join the ROC conversation which will be taking place at **Carlton Bolling School, Undercliffe Lane, Bradford. BD3 0DU 7pm – 9pm**

To sign up please visit:

Keighley: www.roc.uk.com/keighley

Bradford East – www.roc.uk.com/bradfordeast

Safeguarding

Andrew Hall, a specialist Safeguarding Consultant who publishes weekly updates, has requested schools to share Child Friendly Safeguarding policies. These policies are aimed at allowing children to understand what safeguarding means to them. Governors may wish to consider including child friendly versions of policies for their schools.

Copies of those shared are on his website and can be accessed [here](#)

Afterword

The next edition of the update will be sent out at before the February half term. If you did not receive this directly then your email address is not on the system, which also means that you will not be able to book training. Please contact school.governor@bradford.gov.uk to remedy this.