

# Note Pad

A regular news sheet for  
Governors of Schools  
throughout the Bradford District

To achieve school improvement through the effective governance of schools

December 2012



## Welcome to Paul Makin

**We are pleased to welcome Paul Makin, Children's Services' new Assistant Director - Education and School Improvement.**

Paul takes over the post from Sue Colman. We would like to thank Sue for all her hard work in taking the service forward over the last four years, and we wish her well in her retirement.

Paul has a strong education and local authority background. He has worked as a headteacher and also at both Assistant and Deputy Director level in four local authorities. His most recent post was Teaching System Leadership and School Improvement at the National College of School Leadership.

Paul shares our values of partnership, inclusion and passion for young people. Paul will now be leading on the Education Improvement Programme.

## Governors' Annual Conference

**The Annual School Governors' Conference has been booked for Friday 17 May 2013 at Future House.**

Our Guest Speaker will be Jackie Krafft, National Adviser on Leadership, Management & Governance, HMI.

If you would like to book your place then please e-mail [school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk) or phone (01274) 385629. Further detailed information will be available soon.

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# Statutory information to be published online - Reminder

As from September 2012, the requirement for schools to produce a prospectus was removed and they will not have to produce one unless they wish to. However, schools are now required to publish specified information online. This includes:

- details of the school's pupil premium allocation and plans to spend it in the current year; and for the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated;
- details of the school's curriculum, content and approach, by academic year

and by subject (including details of GCSE options and other qualifications offered at Key Stage 4 (for secondary schools), and approach to phonic and reading schemes (for primary schools);

- where applicable, details or links to the school's admissions arrangements, including its selection and oversubscription criteria, published admission number and the schools' process for applications through the local authority;
- details of the school's policies on behaviour, charging and SEN and disability provision;
- links to the school's Ofsted reports and DfE School

Performance Tables and details of the school's latest Key Stage 2 and/or Key Stage 4 attainment and progress measures as presented in the School Performance Tables;

- a statement of the school's ethos and values.

Funding Agreements will also ensure new Academies publish the same information as maintained schools, including their Pupil Premium allocation, spend and impact on attainment.

Governing bodies need to ensure that where their school does not currently publish information online, arrangements are made to do so.

## Home to School Transport Consultation

Bradford Council has a policy on home to school transport which sets out the circumstances in which it will provide free transport or assistance with travel to assist children and young people to get to school and college. The Council reviews that policy each year and decides whether or not it needs to make changes. The last major changes were made for the school year beginning September 2008. The Council once again believes changes are necessary and are embarking on a district wide consultation.

Any changes will be brought in for the 2014/15 school year starting in September 2014. The consultation sets out proposals by Bradford Council to change its Home to School and College Travel Policy. Information is provided on the current provision and on the proposed changes, along with answers to frequently asked questions about the proposals. Details are also provided on how you can respond to this consultation.

The Council is keen to hear your views on the proposed changes to assist Councillors in making a decision about these proposals.

For further information and links to the full Home to School and College Policy, answers to frequently asked questions, to complete a questionnaire or to provide your comments please visit the Council's website at: [www.bradford.gov.uk/bmdc/Consultations](http://www.bradford.gov.uk/bmdc/Consultations) or alternatively please write to Paul Hart, Future House, Bolling Road, Bradford, BD4 7EB.

The consultation will take place between 12 November 2012 and 25 January 2013. A summary of the surveys results and comments received as part of this consultation will be presented to Council's Executive.

## Industrial Centres of Excellence

The signing ceremony for the first Industrial Centre of Excellence (ICE) took place on 8 November. The ICE, the 'Centre for Excellence for Business' located at Shipley College, will focus on business service and finance skills, and will open to pupils in September 2013.

The initiative is a partnership between Shipley College, Titus Salt School, Bradford Council and a range of Bradford-based companies which have signed up to support the ICE. Industrial Centres of Excellence will offer a curriculum approach for 14-19 year old students which will blend practical experience of work and business. This will offer young people pathways that provide work related skills and experience which will improve their life chances.

Business engagement is at the heart of the ICE model, and having leading companies signed up to the project will help build strong and lasting partnerships between employers and education providers so that skills young people develop match employers' needs.

## Chairs & Heads: Working Together - 'Quality time to spend together'

The new 'Chairs & Heads' training session in October generated a wealth of ideas that we thought was worth sharing with other governors. Key messages included:

- **Clarity of roles:** Chairs and Heads emphasised that their principal purpose is to maximise pupil opportunities by acting as a conduit between the school and its governing body. Strategic focus, accurate information and reports, rigorous self-evaluation and shared but distinct spheres of responsibility were identified as essential to success.
- **Mutual expectations:** Trust and respect, openness and honesty, support and understanding were most commonly cited. Additionally, chairs saw themselves as advocates for the school while heads particularly valued being allowed to manage; both stressed the need to agree on shared values, and pursue realistic expectations using the same road map.
- **Advice and support:** Chairs and heads draw on an extensive network for advice and support including the School Governor Service, Bradford Schools Online, the National Governors' Association, GovernorLine, LAPs and diocesan services. But informal networks are very important too, including mutual support from other heads, and external consultants.
- **Confidentiality:** There was agreement that maintaining confidentiality is the foundation for trust and a paramount requirement for productive relationships. The Code of Conduct and the role of the clerk in reinforcing its importance were highlighted.
- **Skills:** Communication and 'managing people' are top of the list. Less easy to quantify but equally important are wisdom and courage. Desirable special skills welcome such as finance, HR.

**And finally.... sense of humour essential.**

## Awards for Outstanding Governance

The National Governors Association (NGA) is looking for outstanding governing bodies and clerks to showcase in their Awards for Outstanding Governance. The NGA Award is not only a fantastic way to show appreciation for the work your governors and clerk do, but it helps the NGA gather examples of good practice that can be disseminated across the governing community in order to raise the standards of governance.

## The Importance of leadership -

### The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2011/12

"Strong leadership at every level is critical if England wants to have a world class education and skills system" - Her Majesty's Chief Inspector of Education, Children's Services and Skills.

Launching his first Annual Report, Sir Michael Wilshaw said that leadership in schools, in colleges and in local authorities was key to driving up standards and ensuring all young people get the good education they deserve.

The report is underpinned by the findings of nearly 25,000 inspections carried out during 2011/12 of early years and childcare, schools, colleges and adult learning and skills – providing a unique evidence base for the key conclusions. The main conclusions in this year's Annual Report are:

- schools in England are getting better – although there is still a long way to go before the nation catches up with the best in the world
- there are wide variations in the performance of schools across different local authority areas, leading to serious inequities for children in some parts of the country
- Ofsted has identified major concerns with the quality of provision in the post-16 Learning and Skills sector, especially in colleges, which are not adequately preparing young people for the world of work.

Alongside the Annual Report, Ofsted has launched a new service called Data View [www.dataview.ofsted.gov.uk](http://www.dataview.ofsted.gov.uk) an online tool which allows open access to, and the comparison of, inspection findings about the performance of providers at national, regional, local authority and constituency level over time.

The full report can be found at <http://www.ofsted.gov.uk/news/importance-of-leadership-annual-report-of-her-majestys-chief-inspector-of-education-childrens-servic-0?news=20041>

**nga Awards**  
For Outstanding Governance

The Awards are being supported by the Department for Education, along with other NGA partners. Lord Hill, the Under-Secretary of State for Schools, will be presenting the Awards in a ceremony at the House of Commons in April 2013. Please consider nominating your clerk or governing body, and spread the word.

Nominations forms can be found at <http://www.nga.org.uk/About-Us/Awards/The-NGA-Governance-Awards-2013.aspx>

# Bradford Leaders of Governance:

## Supporting Chairs of Governors & Governing Bodies



Bradford Metropolitan District Council in collaboration with the Bradford and Ripon & Leeds Diocese is developing a pilot scheme to support school governing bodies. The scheme is derived from the National College's 'National Leaders of Governance' (NLG) programme and Bradford Council's current support for chairs of governors.

The primary purpose is to support chairs of governing bodies in raising standards and developing governance in their schools and academies by providing appropriate support and challenge to the senior leadership of the school.

### Aims of the Support Scheme

Support will be offered through the deployment of Bradford Leaders of Governance (BLG) who have had appropriate training provided by Bradford Council. BLG will also have demonstrable experience as effective chairs or deputy chairs of governors.

BLG will provide an additional source of school-to-school support for governance to that offered by local authorities, dioceses, trusts and other partners. BLG may also work alongside national and local 'Leaders of Education'.

The scheme will initially target support to chairs of governors who are in their first year of office or chairs of governors at schools in challenging circumstances. Allocation will be subject to capacity.

### What is the offer of support?

Support will primarily be offered through coaching or mentoring whereby a BLG will support a less skilled or experienced chair in developing confidence and expertise. Support is agreed between the participant and the BLG and could be face-to-face, by telephone and / or email.

Topics that a chair of governors may want to work on with a BLG will vary according to context, but could include:

1. Raising school and academy performance
2. Providing support and challenge for the headteacher or principal
3. Governance process

### How the scheme works

BLG are recruited from experienced chairs / deputy chairs or former chairs of governors from schools in the District. The School Governor Service has responsibility for the assessment of need and prioritising allocation of support.

- All new chairs will be made aware of the scheme
- Priority will be given to chairs who have expressed a wish to be coached or mentored
- BLG and supported chairs will be matched according to experience of a similar type school/ challenges
- The scheme will initially run for one year but this can be extended or reduced
- BLG are unpaid volunteers but can access funds to support reasonable expenses
- The scheme will be reviewed to inform future development

### Code of Practice

- The nature or frequency of contact will be mutually agreed between the supported chair and the BLG.
- The supported chair and BLG will maintain confidentiality in all matters.
- BLG cannot provide professional or legal advice

### Getting started

The scheme will start in January 2013.

- Bradford Metropolitan District Council, in partnership with the Diocese of Ripon & Leeds (where appropriate) will link a chair of governors to a BLG.
- Once key areas for governance development are identified a contract will be drawn up with the school outlining an agreed programme of support.
- The School Governor Service will undertake a review of progress on a regular basis to seek feedback and evaluate the effectiveness of the scheme.

If you feel you would benefit from this scheme or would like further information please contact Clive Linnett on 01274 385629.

# The Primary Leadership Strategy Group: the Role of the School Business Manager

The Primary Leadership Strategy Group has designed a Leadership for Learning framework for promoting school leadership. Its vision is to develop and inspire innovative, caring, knowledgeable, empathetic and highly skilled leaders for leading learning in Bradford. The main aim of the strategy is to sustain and promote high quality school leadership at all levels.

A key strand of the strategy is to develop the role of the School Business Manager as a member of a school's senior leadership team. In order to achieve this, a working group has been established to identify actions that need to be taken to ensure school leaders and governors develop a sound understanding of the roles and responsibilities of a Business Manager particularly in light of the changing educational landscape.

The Business Manager strand intends to focus initially on four main areas of professional development and support.

A key area of focus is to explore all avenues and opportunities to promote the senior role a School Business Manager may have within the leadership structure of schools and other educational institutions due to their expertise and secure knowledge of financial issues and other key areas of school improvement.

Secondly we are looking at the development of a toolkit that will provide schools and School Business Managers with useful documentation and signposting to areas of support and information. This toolkit will be useful for induction purposes and also for on-going support.

Thirdly we aim to establish a support network that will provide opportunities to learn from each other as well as offer a 'coaching' service for schools and School Business Managers who feel they may need access to such a provision. Training will be identified through group consultation and provided where possible.

A governor training session 'The Role of the School Business Manager in Supporting Heads and the Senior Leadership Team' linked with this initiative will take place on Wednesday 30 January 2013. For further details please see Spring Term Prospectus of Training.

Finally we will establish a core support service for schools wishing to recruit a School Business Manager, providing essential documentation and a source of advice and guidance.

If you have any queries or would like some more information, please email; [sbmgroup@hotmail.co.uk](mailto:sbmgroup@hotmail.co.uk)



# Proposal to make Foreign Languages Compulsory for Primary School Pupils



More than nine in 10 people back the Department for Education's proposal to make foreign languages compulsory for primary school pupils aged seven to 11. Responses to a consultation on the issue – launched in the summer – show overwhelming support for the plan.

The majority of respondents said all children benefited from learning a foreign language, including those whose first language is not English, children with special needs, and higher attaining pupils.

Education Minister Elizabeth Truss said the Government would now make foreign languages a statutory subject at Key Stage 2 from September 2014.

The reform is a further step in the Government's drive to make foreign languages a key part of every child's education, and to stop the slide in standards and take-up.

A major study of foreign languages skills among teenagers in Europe ranked England at the bottom of the table – underlining the Government's need to prioritise the subject. Including the subject in the EBacc has seen the number of GCSE pupils taking a language rise, and we are prioritising the teaching of foreign languages in our schools.

The Department for Education is also today launching a consultation on a proposal to give primary schools the freedom to choose to teach any one of seven

foreign languages – the modern languages of French, Spanish, German, Italian and Mandarin and the classical languages of Latin and ancient Greek.

French, German and Spanish were the modern languages identified by respondents to the consultation as the most popular choices for primary schools, followed by Italian and Mandarin. These five are widely considered to be the key languages that will help young people succeed in later life. They give a good grounding for further languages study, at secondary school and beyond, and are important in the world of work.

Additionally Mandarin is vital for the economic future of our country, and is increasingly a world language. It also introduces pupils to the concept that not all languages use Roman script. Several primary schools already offer some basic Mandarin teaching.

The two classical languages are included to give primary schools further options. Latin and ancient Greek give a good grounding in grammar, syntax and vocabulary of a number of modern languages, including English. Primary schools will be free to choose to teach any one of the languages on the list, and to teach any other language, if they want to, which can be on the list or not.

The full report can be found at <http://media.education.gov.uk/assets/files/pdf/m/mfl%20compulsory%20at%20ks2%20consultation%20report.pdf>

**The wording in this publication can be made available in other formats such as large print and Braille. Please call 01274 385629.**

**City of Bradford MDC**

[www.bradford.gov.uk](http://www.bradford.gov.uk)