

# Note Pad

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

To achieve school improvement through the effective governance of schools

February 2013



## Bradford School Governor Conference 2013

**‘Improving Governance’ is the theme of this year’s Annual Conference, reflecting both Local Initiatives e.g. the Bradford Leaders of Governance scheme and National Developments e.g. the Parliamentary Education Select Committee inquiry into School Governance that began its work in November 2012.**

We are fortunate in having Jackie Krafft (HMI) as our Keynote Speaker. Jackie’s experience includes a particular responsibility for governance issues. Jackie will set the scene outlining the enlarged role for governing bodies in the reformed educational landscape.

School governance is central to school improvement. This has meant that the existing role of governing bodies, the implications of recent Government policy developments in education for them, and a range of issues concerning recruitment, reward and responsibilities require debate and a fresh mandate. Accordingly, the Conference programme will include consideration of:

- the purpose, roles and responsibilities of school governing bodies

- the implications of recent policy developments
- recruiting and developing governors
- the structure and membership of governing bodies
- effectiveness and accountability
- the relationships between governing bodies and other partners, e.g. local authorities, academy sponsors, school leaders
- models of governance

### Workshops

Conference workshops will examine in greater depth the ‘five core objectives’ driving the ‘Improving Governance’ agenda and will include:

- Governing Body Accountability and the Inspection Framework
- Governing Body Reconstitution
- Increasing Flexibility – Regulations, Guidance and the Governors’ Handbook
- Supporting Chairs: ‘Local and National Leaders of Governance’
- Great Expectations: Governing bodies and Use of the Pupil Premium

**To reserve your place please e-mail [school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk) or phone (01274) 385629 as soon as possible.**

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## English as an Additional Language – Briefing for Section 5 inspections – Ofsted guidance

Governors need to be aware of this publication in their roles and discussions with schools when considering the provision and outcomes for learners of English as an Additional Language. The document contains examples of good practice that provide a useful reference for governors.

The document is suitable for all age groups in schools and includes examples of good practice for pupils who are new to English and advanced learners of English.

This publication is available at [www.ofsted.gov.uk/resources/090164](http://www.ofsted.gov.uk/resources/090164)

If you require any additional information about the services that the Local Authority provide for Ethnic Minority Achievement please contact either Jenn Plews - [jennifer.plews@bradford.gov.uk](mailto:jennifer.plews@bradford.gov.uk) or Rita Kumar - [rita.kumar@bradford.gov.uk](mailto:rita.kumar@bradford.gov.uk)

## Public Forum for Education (PFE) Meeting

### The next Public Forum for Education will take place on:

**Wednesday 27 February 2013**

from 4.30pm – 7.00pm

(buffet from 4.30pm)

Future House,  
Conference Room D,  
Bolling Road, Bradford BD4 7EB

You are warmly invited to attend this open debate on the topic of:

### How can we improve safeguarding for our children?

The discussion and presentations at the forum will focus on:

- What are the national challenges in safeguarding children?
- What do we need to think about when keeping children safe at school and home in Bradford?
- How do we support schools, staff and governors in this important task?

Kath Tunstall, Strategic Director of Children's Services, said: "Protecting children and young people is an issue that touches all our services, and one that relies on many different agencies and the whole community. Working together and sharing good practice is critical if we are to do this well, so come along and contribute to this important debate."

Cllr Ralph Berry, Portfolio Holder for Children's Services, said: "We all have a responsibility to ensure that our children and young people are safe. The forum is a great way in which we can listen to wide ranging views which will help us shape policy and deliver better services."

"We welcome anyone with an interest in safeguarding to the forum, so please publicise through your networks and bring friends and colleagues."

**Please confirm your attendance either by e-mail [Public.Forum.for.Education@bradford.gov.uk](mailto:Public.Forum.for.Education@bradford.gov.uk) or telephone Heidi Hardy on (01274) 432337.**

## Governor Training

### Places are still available for governors to attend the following courses:

Governors Responsibilities for Personnel Issues –  
Monday 4 March

Raising Standards for Ethnic Minority Groups –  
Tuesday 5 March

Getting the Right Information (Primary) –  
Thursday 7 March

The Chairs Role in Leading and Managing Accountability –  
Monday 11 March

Getting the Right Information (Secondary) –  
Tuesday 12 March

Promoting Equality, Diversity and Community Cohesion –  
Wednesday 20 March

All the above courses run 7.15 – 9.15pm at Future House unless otherwise stated.

If you would like to book on any of the above or any of the courses in the Spring Term Prospectus please e-mail [school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk) or phone (01274) 385629.

## Subscriptions 2013-14

A new website 'Directory of Services' has now gone live. This website contains all you need to know about all the services that are available for schools and governing bodies to purchase.

Please go to <https://bso.bradford.gov.uk> and click on directory of services for further information.

Please ensure your governing body discusses the options that are available including subscription to the School Governor Service 'Governing Schools' package and the Clerking Service. If you would like any further information on these please ring us on (01274) 385629 or e-mail [school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk)

## Spring Term Governor Area Briefings

The Spring Term 2013 Governor Area Briefings will take place as follows :

Monday 18 March 2013, 6pm  
at Future House, Bolling Road,  
Bradford BD4 7EB

Or

Tuesday 19 March 2013, 6pm  
at Victoria Primary School,  
Cartmel Road, Keighley BD21  
2RD.

An Agenda and Briefing Notes will be sent to all area briefing representatives in March. If you would like to attend please contact School Governor Service on (01274) 385629 or e-mail school.governor@bradford.gov.uk

## Copyright Licensing Agency signs a deal with the DfE

The Copyright Licensing Agency (CLA) has signed a deal with the Department for Education intended to save schools time and money. All organisations, including schools, need a license from the CLA in order to copy information from books, websites, and other sources legally. Local authorities currently manage the licensing for schools in their area, but with more schools converting to academy status the system was becoming more fragmented. From April 2013 the DfE will administer the licence on behalf of all state maintained schools (including LA maintained schools, academies, pupil referral units, and special schools) in England.



## Schools to be given greater flexibility to set teachers' pay

Schools will from September 2013 get more flexibility about how they pay their teachers. This follows recommendations from an independent review body which last year called on the Government to link teachers' pay more closely to their performance.

Evidence shows that improving the quality of teaching is essential to driving up standards in schools. Pupils taught by good teachers score nearly half a GCSE point more per subject than pupils taught by poor teachers. The impact is even more significant for pupils from disadvantaged backgrounds, according to the Sutton Trust. For poor pupils, the difference between a very good teacher and a bad teacher may be a whole year's education.

Under the current system for teachers' pay:

- automatic pay progression means there is a poor link between a teacher's performance and reward; and
- schools in some parts of the country struggle to recruit and retain good teachers.

The School Teachers' Review Body (STRB), which made recommendations to Government on teachers' pay reforms, in its report called for greater freedom for schools to set teachers' pay.

From September, a new simpler, more flexible national pay framework for teachers will come into effect. It will:

- end pay increases based on length of service – currently virtually all full time classroom teachers on the main pay scale automatically progress to the next pay point;
- link all teachers' pay progression to performance, based on annual appraisals – already the case for some teachers who are on a higher pay scale;
- abolish mandatory pay points within the pay scales for classroom teachers to give schools greater freedom on how much teachers are paid. They would remain in place for reference only in the main pay scale to guide career expectations for new teachers entering the profession; and
- retain the higher pay bands for London and fringe areas.

At the time of publishing its report Dame Patricia Hodgson, Chair of the STRB, said:

"We believe our recommendations will help schools to recruit, retain and reward the best teachers. It will give heads freedom to manage teachers' pay according to pupil needs and local circumstances, within a fair national framework".

## National schools reading competition

The Pearson Foundation and Booktrust, with support from the Department for Education have launched a new national reading competition, 21 January – 22 March 2013.

The competition aims to generate excitement about books and cultivate long-lasting positive attitudes towards reading and is open to all children in years 5 and 6. Booktrust would welcome the support of primary school governors to encourage their schools to sign up to this exciting competition at [www.readformyschool.co.uk](http://www.readformyschool.co.uk)

If you have any questions about the scheme, please visit the Booktrust <http://www.readformyschool.co.uk/> where you will find a Fact Sheet and Competition Rules & FAQs.

## Mandatory timeline and useful information from DfE

The Department for Education (DfE) has published two timelines, one for mandatory information and the other an updated useful information timeline. They are designed to help headteachers and governors plan ahead. The timeline states clearly requirements that apply to academies, local authority maintained schools, or both. You can also have a look at their 'Myths and Facts' document that has also been updated, particularly around the National Curriculum.

Further information can be found at <http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/b00216133/need-to-know-schools/mandatory>

### Governing Body Audits

From January 2013, the option of recommending an external review of governance in the case of schools requiring improvement, and schools found to be inadequate with weak or failing governance, will be extended to all Section 5 inspections, whether led by additional inspectors, or by HMI.

The subsidiary guidance will be revised to reflect these changes and took effect from January 2013. Proposals for how these reviews will be provided by the wider market are currently under discussion. External reviews of governance recommended by inspectors from January 2013 onwards will be funded by the affected school.

To help avoid a forced external review of governance why not have your own Governing Body Audit carried out by School Governor Service officers prior to an inspection being due. Ring (01274) 385629 for more details.

## St Clare's Catholic Primary School Governing Body Achieve Governor Mark



The Governors of St Clare's Catholic Primary School, Fagley, were delighted this term by their success in achieving the Governor Mark. The Headteacher Mrs Mary Newsham, said that this award is a very positive acknowledgement of the tremendous contribution that the governing body make to the life of this school.

"Ofsted have always judged the work of our governors to be good or outstanding so we are very pleased that the award of the Governor Mark further validates the effectiveness of the work of each individual governor and of the governing body as a whole.

We want to give particular mention to Mr Robert Willis who, as Chair of the governing body for many years, has offered remarkable service and support to the school. We also wish to recognise with sincere gratitude the significant work done towards the achievement of this award by Mrs Susan O'Brien, the previous Head of the School".

## Twinning Project in Bradford School



A Bradford primary school has been picked to take part in a major school twinning project to boost global education.

Lister Primary School in Manningham has been chosen to strengthen a link with the Army Public School, Baral Colony, Pakistan as part of a scheme run by the British Council and the Government.

Connecting Classrooms is an initiative which aims to help children become responsible global citizens and develop skills to work in a global economy. The school was selected because of an existing link with the Army Public School and its proven commitment to teaching world issues.

Headteacher Moira Hunt said she was delighted to get the teacher exchange grant of £1,500, which will pay for a job-swap.

"We are really pleased to link up with the Army Public School again having worked together on a similar project in 2011. "Our community cohesion work is something we are very proud of and the Connecting Classrooms grant will help us develop the work which we do in this area."

Secretary of State for International Development, Justine Greening, said she was pleased Lister Primary had been chosen to take part. She said: "Young people and teachers can make a fantastic contribution by sharing the best of Britain with their peers around the world and at the same time they get invaluable knowledge of what life is like in other countries."

Principal of Army Public School Saman Abdullah said: "We hope that our pupils will develop a greater sense of global ties by cultivating mutual respect and understanding for each other's faith, culture, customs, values and traditions."

## Renewable Technologies can reduce your CRC Energy Efficiency tax

Please ensure the Environment and Climate Change Unit (ECCU) is made aware of any renewable energy technologies that are installed at your school, whether they were installed recently or in the past.

Head teachers should have recently received a letter about the following.

### What is Renewable Technology?

Renewable energy is energy which comes from natural resources. Technologies that utilise natural resources are solar panels, wind turbines, ground source heat pumps etc.

**Has your school got any Renewable Technologies installed? Then we need to know!**

ECCU needs to produce a library of Renewable Technologies located at school sites for CRC (Energy Efficiency Scheme) and other reporting purposes.

If your school has a Renewable Technology installed on site, please contact Lee Anne Sagar stating the schools contact details, what renewable energy technology is installed and if it is metered or not.

On receipt of the information a member of the ECCU will contact you to make arrangements to visit your school. The visit will be to provide advice on recording the electricity produced and ensuring you evidence the electricity generated within the terms of the Carbon Reduction Commitment (CRC) legislation.

Always contact the ECCU, Asset Management or Facilities Management before considering the installation of any Renewable Technology. We can support your school in choosing the best technology to suit your building, assist with calculating payback timescales etc.

### Renewable energy may reduce CRC payments

If your school has a renewable technology installed, the recording of the electricity (kWh) produced between the 1 April 2012 – 31 March 2013, can be deducted from your schools annual consumption. Reducing your schools reportable CO2 emissions, could reduce your schools CRC payments.

Further information can be found at [www.bso.bradford.gov.uk/energy](http://www.bso.bradford.gov.uk/energy)

## Improving to at least 'good'

Ofsted has produced three reports that will help schools improve to be at least 'good' and ensure that all pupils achieve to the best of their ability. The reports, Getting to Good, The Pupil Premium and initial data from the forthcoming report Early entry to GCSE examinations were presented at a press briefing, where Her Majesty's Chief Inspector, Sir Michael Wilshaw talked about the importance of all children receiving a good education and the need for schools to focus on both ends of the ability and achievement spectrum. He also set out how Ofsted's new structure will support schools to get to good, or outstanding.

The documents can be downloaded via the following link: [www.ofsted.gov.uk/news/schools-should-ensure-all-pupils-achieve-their-best-0](http://www.ofsted.gov.uk/news/schools-should-ensure-all-pupils-achieve-their-best-0)

## The Education (Educational Provision for Improving Behaviour) (Amendment) Regulations 2012

These regulations come into force on 1st January 2013. The Principal Regulations impose requirements in relation to the exercise of the powers of governing bodies of maintained schools to require pupils to attend provision away from the school premises for the purposes of receiving education to improve the pupil's behaviour.

These Regulations amend the Principal Regulations to remove the requirement that a pupil may only be required to attend off-site provision until the end of the academic year in which the requirement is imposed, the effect of which is that the requirement may be extended beyond that point.

The Principal Regulations provide that the requirement to attend off-site provision must be reviewed by the governing body

at least every thirty days. That requirement is replaced with a requirement that the governing body must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate.

Provisions are inserted into the Principal Regulations whereby the parent, or the pupil if they have attained the age of 18, and the local authority where the pupil has a statement of special educational needs, may in writing request a review meeting. The governing body in such cases must comply with the request as soon as reasonably practicable, except where a review meeting has taken place during a period of 10 weeks preceding the day on which the request was made.

The full document can be found at <http://www.legislation.gov.uk/ukxi/2012/2532/made>

## What can school governors do about child poverty?



**Councillor Ralph Berry is the lead member for Children and Young People's Services and for Child Poverty. He chairs the multi-agency Child Poverty Board. Here he writes about how school governors can help to tackle child poverty and asks that you please read on - even if poverty seems to be a minor issue in your school.**

The District clearly faces a challenge when one in four children (0-18) lives below the official child poverty line – in a household with less than 60 per cent of average income. Starting out in poverty means that children are more likely to have poorer health, to live in cold, damp housing and to see their parents under the stress and uncertainty of life on a low-income. Many of the children who live below the poverty line in the District live in low-paid working households, where parents are on low wages or can't get enough hours work to bring them closer to average income, even with tax credits on top.

All of this can impact on the family's ability to support their child's learning, and the child's ability to get the most out of their education. Schools in deprived areas can and do play a huge role to support their pupils and to help families support their children's learning. We hear about a cycle of poverty which passes from generation to generation. Our schools are central to breaking that cycle.

Interestingly, when the government launched the pupil premium – a payment to schools to raise the attainment of pupils who receive Free School Meals (FSM) - it found that pupils from poor households did worse in schools where they were in a minority, than in schools with a higher proportion of poor pupils.

So, if your school is an affluent area, are the children from low-income families getting the extra help they may need? Generally, schools across the District are doing better than the national average at supporting the attainment of poorer children, helping them to catch up with their peers. What we want to do is to give them the best start to stop those gaps from opening up in the first place. To do that the District's

Child Poverty strategy addresses five priorities: unsuitable housing, access to support and advice, worklessness, positive parenting which can help to offset the impact of poverty because a close family bond has a protective effect, and, of course, education.

We can boost children's life chances in and through our schools. School governors can play a crucial part, making sure children from poorer families are getting the help they need, ensuring extra help is as unobtrusive and non-stigmatising as possible.

Governors are after all uniquely placed to ask questions:

- Knowing how many children get Free School Meals (FSM) in your school tells you roughly how many children are in poverty.
- Asking how your school spends the Pupil Premium that it receives for every child that gets Free School Meals? Is it being used effectively to boost learning for these pupils and are parents told how it is spent as the government says they should?
- Do you have a breakfast club or could you start one. Are after-school activities accessible, do they help to boost learning, can you provide food at any of them?
- Some of the very poorest children can't get free school meals or uniform vouchers. Could your school do anything more for them – perhaps a hardship fund for shoes and a winter coat, or recycling school uniform, unobtrusively and for free?
- Does your school know how to get a food parcel from a food bank for a family in an emergency?
- Are there local organisations that could provide experiences that will stretch disadvantaged pupils or help families to have new experiences together?
- Is ICT available out of hours, do you need a homework club for pupils with nowhere to study at home?
- Does your school know how to refer families to support agencies such as children's centres, debt and advice agencies?

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- Could your school promote affordable credit through the credit union or even host a credit union collection point in school helping families avoid doorstep lenders. In September Bradford District Credit Union launches a budgeting account for people on low income who can't access a bank account, helping them to budget and set money aside for regular bills.

These are ideas for how you might get involved in tackling child poverty. I'll finish with an example of someone who decided to make a difference. After a recent training session on child poverty one primary school governor went back to his school, and asked to become the nominated governor for child poverty. He is reviewing what the school is already doing and planning what more it can do to support families and children in poverty. Why not let us know what you are doing in your school, we'd be pleased to help you share this across all schools, through these pages as well as Bradford Schools Online (BSO) more generally.

#### Links to resources

Advice services directory on DIVA <http://www.divabradford.org.uk/directory/advice-services/>  
Bradford District Credit Union - <http://bdcu.co.uk/>  
Free School Meals Information - <https://bsb.bradford.gov.uk/content/free-school-meals>  
Homelessness pack for primary schools - [bob.jones@bradford.gov.uk](mailto:bob.jones@bradford.gov.uk)  
Family Information Service <http://fis.bradford.gov.uk/fis>



## Data View

Data View is a new digital tool enabling people to compare regional and local performance of schools, further education and childcare providers.

The tool allows you to compare and contrast performance in Ofsted inspections in regions, local authority areas and constituencies over a number of years. For example, you can use the tool to see whether schools in your area are getting better over time and whether they are doing as well as schools in similar areas in other parts of England. Data View also enables the comparison of similar local authority areas.

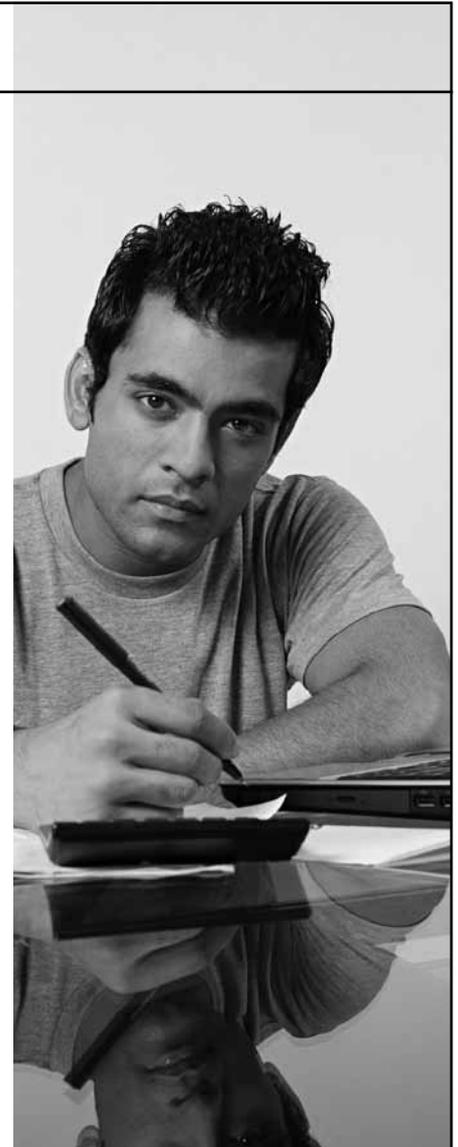
For the first time, Data View enables you to look at and compare Ofsted inspection evidence in a simple, visual way so that you can see what performance is like in your local area when compared with other areas across the

country. You can also look at the picture across England to see trends over time and significant variances in performance.

The website though designed for governors will be freely available so anyone has access to the information. Schools will be able to have a link on their own websites to the relevant page of the Data Dashboard fulfilling part of the requirements for school website information.

This demonstrates the expectation of Ofsted that all governors are familiar with top level school data with those on the teaching and learning committees expected to have a more detailed working knowledge of the data in RAISE online and its implications for school improvement.

In order to find out more about Data View you can access it directly at [dataview.ofsted.gov.uk](http://dataview.ofsted.gov.uk)



## Pupil Premium Grant

You will be aware that part of the Coalition Government's Strategy to reduce achievement gaps between advantaged and vulnerable pupils is through the Pupil Premium Grant (PPG). This is allocated to schools on the basis of numbers of pupils who have received free school meals (FSM) or been in the care of the Local Authority (CLA) at any time in the last six years and children of families in the Armed Services. Children need to be between the ages of four and 16 to meet the criteria.

The PPG is not ring-fenced and schools are free to spend it as they wish but need to be able to demonstrate that its expenditure is contributing to closing performance gaps between children who experience social disadvantage and others.

The grant does not have to be completely spent by schools in the financial year of allocation. Some or all of it may be carried forward to future financial years. If schools choose to do this, the rationale must be clear as the grant is intended to benefit children who are currently in school.

### Reporting on how the pupil premium is spent

Schools are expected to report on how they spend their PPG for each academic year. However, the PPG is allocated to schools in financial years. As schools will not know their full funding for the later half of the academic year, schools should report on their known funding allocation up to the end of the financial year and update the published information as the full figures become available.

From September 2012, schools have been required to publish online information about how they have used the PPG. This will ensure that parents and others are made fully aware of the progress and attainment of pupils covered by the premium.

### Must the money be kept separate from the school budget?

It is for individual schools to decide whether to transfer the grant into a separate account. The money will not be subject to separate auditing procedures.

### Examples of uses in Bradford

- Counselling and behaviour support
- Helping fund a Breakfast Club
- Early intervention for targeted pupils
- Easter holiday booster classes
- Enrichment activities, including extension of outdoor learning
- Increasing the hours of the Parental Involvement Worker
- Increasing teaching assistant support aimed at targeted groups
- Nurture group
- Nursery nurse
- Providing one to one tuition
- Providing small group support focused on closing gaps in learning
- Providing an additional after school homework support group
- Providing quality, effective feedback to individual pupils by way of weekly tutorial meetings
- Software to support independent learning
- Speech and Language support
- Staff training and consultancy support
- Support for families
- Support materials
- Subsidies for trips and residential visits

### Best On-line Information

Information on the school's website about use of pupil premium should

- Be easy to find!
- Give overview of PPG and why it has been introduced
- Provide access to Pupil Premium Policy
- Give total allocation of PPG and breakdown of expenditure for each year
- Give impact for 2011/12 and intended impact for 2012/13.

### A summary of what Governors need to do

- Consider ways to improve the take up of free school meals to benefit the school overall as well as eligible children and families
- Be aware of the amount of grant coming into school, check the way it is being spent and monitor the difference it is making
- Publish on line (normally on the school's website) a breakdown of how the grant was spent last year and the impact of this as well as how it is being spent this year and the intended impact. Make sure it is in a place where parents can find it easily.
- It is good practice also to publish the pupil premium policy online
- Receive reports of pupils' progress which include the relative progress of pupils in receipt of FSM and others.

### Website examples

If you wish to look at examples of how schools have presented their information on their websites, try Fairfield Primary - [farfieldprimary.com](http://farfieldprimary.com) or Dixons City Academy [dixonsca.com](http://dixonsca.com)

You may also wish to look at case studies of Bradford schools that have been particularly effective at closing gaps between pupils on free school meals and others. You will find these at Bradford Schools Online, Equality Diversity and Achievement, Closing the Gap, KS2 Blog.

**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)