

# Note Pad

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

To achieve school improvement through the effective governance of schools

October 2013



## e-safety...

### not knowing isn't a good enough excuse...

“It is important for schools, through their e-safety policy and practice, to ensure that they meet their statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside school.” \*

#### What is the responsibility of the headteachers and the governing body?

The headteacher is responsible, through the legal duty of care, for ensuring that all pupils and staff are safe. This includes protecting staff and pupils from the dangers associated with electronic communications, ensuring that all staff are aware of the possible dangers associated with electronic communications and safe usage. It is also the responsibility of the governing body to ensure that policies are followed to ensure the safety of the school community.

Bradford Primary Improvement Partnership and the Schools Forum believe that the effective use of e-safe software provided FREE to ALL Bradford Schools will significantly help schools meet these obligations.

#### What is e-safe and how does it work?

The forensic software e-safe works on keystroke recognition / content analysis and can detect computer misuse even if it is then deleted by tracking keystrokes. It helps to protect pupils inside school from cyberbullying and detects popular trends that maybe a secret form of communication. It is also very effective in capturing inappropriate materials and images that may be uploaded onto your school network.

If e-safe detects any misuse it is reviewed by a safeguarding team within e-safe and then escalated to the Headteacher or named contact.

#### What will it cost me?

There is no cost to you as Schools Forum has purchased this software for all Bradford Schools for 3 years (including the installation costs). There is no need to purchase other forensic software as e-safe, combined with your present Smoothwall system, will enable you to track and evidence misuse of your school's ICT equipment.

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# Schools Responsibilities under the Data Protection Act 1998 and How to Deal with Data Breaches

The Data Protection Act (DPA) requires that every organisation, including schools, which processes personal information must register with the Information Commissioner's Office (ICO). You must ensure therefore that your school is registered as a Data Controller with the ICO and notify them of the purposes for your processing of personal data. Your registration needs renewing every year and this is a legal requirement.

Schools must also comply with eight principles of the DPA when processing personal data of pupils, parents and staff. You must ensure that personal information is:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate and up to date
- Not kept for longer than is necessary
- Processed in line with your rights
- Secure
- Not transferred to other countries without adequate protection

**Please Note** that failure to protect personal information can put individuals at risk and could result in fines for the school. The Governing Body of a school is responsible for data protection and if there is any breach of the DPA it may have to pay any fine from it's budget.

Schools must therefore ensure the following (and please see Bradford Schools Online for further details):

- Make sure staff and governors understand what personal data is and that they know how to safeguard it. Regular training in information security is recommended. This may be a good theme for an inset day.
- Have information security and eSafeguarding policies in place. Make sure all your staff and governors are familiar with and abide by the policies.
- Understand how to keep information safe when it is being stored, used, transported, and disposed of. This includes paper files, emails, and electronic files on your laptop or memory stick.
- Encrypt any laptops that may contain personal data.
- Know what information you can share and know how to do this safely
- Have a process for reporting and managing incidents where personal data has or may have been disclosed - please see How to Deal with Data Breaches, right.



## How to Deal with Data Breaches

Schools are obliged to deal with any breach of DPA effectively and respond to and manage any incidents appropriately. Schools must immediately consider the 4 elements below and address what steps to ensure it does not happen again.

1. Containment and recovery - the response to an incident should include a recovery plan and, where necessary, procedures for damage limitation.
2. Assessing the risks – you should assess any risks associated with the breach as these are likely to affect what you do once the breach has been contained.
3. Notification of breaches – informing people about an information security breach is an important part of managing the incident. You should consider who needs to be notified and why eg, the individuals whose data has been disclosed and if it is a serious breach the Information Commissioner.
4. Evaluation and response – it is important that the causes of the breach are investigated and also the effectiveness of your response is evaluated. The school should update their policies and procedures accordingly and will need to address how and what measures should be put in place to ensure it does not happen again.

The Information Commissioners Office have produced some guidance for schools which can be found on the ICO website -[http://www.ico.org.uk/for\\_organisations/sector\\_guides/education](http://www.ico.org.uk/for_organisations/sector_guides/education)

Representatives from Bradford Council's Information Assurance team will be on hand to help explore these issues further at the Governor Area Briefings on 11 and 13 November.

# Delivering Our Future: *Inspiring a Generation:* Invitation to the E3 Bradford Summit



E3 Bradford is a project supported by Bradford Council and Bradford Chamber of Commerce. The aim of E3 Bradford, which stands for 'Education, Enterprise, Employment', is to develop, inspire and empower young people to make a positive contribution to our economic success through activities held in collaboration with businesses across the city.

E3 Bradford is delighted to invite you to attend the inaugural E3 Bradford Summit, which is taking place on Thursday 28 November 2013 from 1.00pm – 5.00pm at Bradford City Stadium.

E3 have piloted several programmes and activities this year which have been very successful. The event, which is targeted at education providers, school governors, businesses, parents, young people and VIPs from across the Bradford District will showcase the work that has been done this year and also the work that other providers and schools working throughout the district have done.

An official opening ceremony will take place at 2.00pm and will include a welcome from Tony Reeves, Chief Executive of City of Bradford Metropolitan Borough Council.

The main keynote address will be delivered by futurologist and motivational speaker Dave Coplin, chief envisioning officer at Microsoft UK, who will be urging delegates to re-imagine business as a new environment, based on collaborative and flexible working, on technology that, used correctly, liberates rather than constrains. He will be advocating that the future of work must be based on being open, on focusing on results not process, and on empowerment not hierarchy.

There will be an opportunity for delegates to ask questions of the speakers through a panel discussion.

To book your place at this FREE event, please visit e-mail [www.e3bradford.co.uk/registration](http://www.e3bradford.co.uk/registration) or telephone 01274 206660

## Data View

Data View is a 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.

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

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### **But I already have internet filtering, why do I also need this?**

As you will be aware your school is fitted with a Smoothwall device that protects your school from the Internet by filtering the sites that are being searched, unfortunately this does not protect pupils and staff from other types of violations that may happen on the school's network.\*\*

### **What do I do next to get this installed?**

All you need to do is contact Sarah Hawkins in the Bradford Learning Network (BLN) Team on [sarah.hawkins@bradford.gov.uk](mailto:sarah.hawkins@bradford.gov.uk). Sarah will email you the information on how to get connected.

\*This is an extract from the SWGfL 360degree toolkit

\*\* If you do not have Smoothwall installed at your school contact the BLN Team on 01274 385844.

# Religious Education in Your School

## Governors' Legal Responsibility for Religious Education (RE)

Governing bodies and headteachers in all state schools must ensure that provision is made for RE for all pupils, unless they are withdrawn by their parents. Further details, in particular guidance on the RE curriculum to be taught in different types of school, may be found in two documents on the Department for Education (DfE) website:

### 1. Religious education in English schools: Non-statutory guidance 2010.

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0064886/religious-education-in-english-schools-non-statutory-guidance-2010>

### 2. Religious Education (RE) in academies:

<http://media.education.gov.uk/assets/files/pdf/r/re%20and%20collective%20worship%20in%20acads%20and%20fs%20qanda.pdf>

Ofsted's recently published report 'Religious education – releasing the potential' (October 2013) stated that:

Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.

This report and the report of the All Party Parliamentary Group (APPG) on RE; "RE The truth unmasked" published in March raise a number of issues about the quality of teaching in RE.

## Collective Worship

All maintained schools have a statutory requirement to provide a daily act of collective worship for all pupils. This collective worship should be "wholly or mainly of a broadly Christian character" and should take place in normal school groupings ie the whole school, phase, key stage, year group or class.

Collective worship, commonly, but inaccurately, known as assembly, can make a significant contribution to pupils' spiritual, moral, social and cultural development and to the promotion of a strong community ethos in the school.

Bradford SACRE has recently published "Collective Worship Guidance and Model Policy" to support schools in the provision of collective worship.

These include –

- low standards – lack of expectation and opportunities for pupils to develop knowledge, understanding and higher level thinking
- weak teaching – lack of subject knowledge and knowledge about how to teach RE effectively
- problems in developing a curriculum for RE
- gaps in training
- the impact of recent changes in education policy

In Bradford effective RE has been seen as playing an important part in the development of religious literacy and an understanding and celebration of religious and cultural diversity and commonality.

The Diversity and Cohesion service, through the work of the Interfaith Education Centre and the advisor for RE is able to support schools in meeting the challenge to;

- raise standards in the provision of RE
- support teachers in the development of subject knowledge and teaching strategies for RE
- utilise the Bradford agreed syllabus to develop an effective curriculum in RE
- enhance the impact of RE provision in our schools.

The range of support available for RE can be found at <http://BSO.bradford.gov.uk/interfaith> which also has links to the reports mentioned and regular updates on RE and associated matters.

For further information please contact: Geraldine Cooper, Clerk to Bradford SACRE and Advisor for RE [geraldine.cooper@bradford.gov.uk](mailto:geraldine.cooper@bradford.gov.uk)



Schools which feel that collective worship of "wholly or mainly of a broadly Christian character" is inappropriate may apply to Bradford SACRE for a determination which enables them to make provision either of a more inclusive nature or for specific faith groups. Information about this process can be found in both the guidance document and on Bradford Schools Online.

Further information is available from: Geraldine Cooper, Advisor for RE / Clerk to Bradford SACRE [geraldine.cooper@bradford.gov.uk](mailto:geraldine.cooper@bradford.gov.uk)

# Volunteer Reading Programme

“Help our schools improve the life chances of children”

Could you offer an hour a week to support a child with their early reading development?



If you are interested in being a volunteer, please read on....

## Do you have?

- A desire to share your knowledge of books and stories with children up to age 7
- Clear spoken language skills
- An ability to communicate and establish a rapport with young children up to 7 years
- The time to sign up for the full academic year
- A willingness to engage with a supportive training programme

## Requirements

Commitment for one academic year in the first instance for at least one hour per week.

Volunteers will be required to undertake an Enhanced DBS disclosure to be part of the Programme.

## Training

The training programme will cover school-based working protocols, an introduction to reading development, essential knowledge (including correct pronunciation) about letter sounds (also called phonics), and basic comprehension skills.

Training will be provided by the Bradford Achievement Service within Education School Improvement and will consist of two initial 2 hour sessions per volunteer, followed by a third 2 hour training session (once the volunteer activity has commenced) and as required thereafter.

“The training opened my eyes in terms of how to look at a book with a child, I left the training sessions excited, with my head full of phonemes, graphemes and all the latest theory and trends in reading education”

Josephine Smith,  
Volunteer Reading Mentor

We hope you are interested in taking part and that being part of this programme could also help and support you in your role by being able to see at first hand some of the challenges faced by young children in our schools.

## How to apply or for further information –

To become a Volunteer Reader and for further information of our training dates please contact Maureen Janane, 01274 385916, email: [maureen.janane@bradford.gov.uk](mailto:maureen.janane@bradford.gov.uk)



## Parliamentary debate on governance

Tuesday 8 October saw the first debate on governance for 12 months, in Parliament. The debate, secured by Neil Carmichael MP, covered a number of areas including: accountability, governance structures, training and payment for governors. The select band of MPs attending the debate all paid tribute to the work of governors and the important role they play. The Minister of State for Schools, David Laws MP was in attendance and set out the Government's policy on school governance, emphasising that they believed that governance had a vitally important role in school improvement.

## Pupil Premium Plus – additional funding to support education of children in care

On Tuesday 1 October, Children's Minister, Edward Timpson, announced that from April 2014 children in care will attract a higher rate of pupil premium funding than other pupils. The new 'pupil premium plus' will see funding to support children in care at school increase by £1,000 per pupil.

From April 2014, children in care will attract £1,900 additional funding per pupil. In addition, children will become eligible for funding from the first day of care; currently children have to be in care for six months before they attract funding. For the first time, children adopted from care and those who leave care under a special guardianship order or residence order will also attract the pupil premium plus.

Edward Timpson said 'children in care face unique challenges at school and often struggle to keep up with their peers at both primary and secondary level...I'm delighted to announce that we're more than doubling funding to support the education of children in care whilst at school and that from next year they will receive this extra support from the moment they enter care.'

Governing bodies are accountable for the pupil premium; you need to know what it is being spent on and what impact it is having. Make sure your governing body is receiving this information and can evaluate whether the pupil premium is being spent in the most effective way.

## New Core Maths Package for 16-19yr olds

The Department for Education has announced new core maths qualifications for 16-19 year olds. The qualifications are part of the Government's programme to encourage more young people into studying post-16 maths, and will also count as part of the TechBacc, to be introduced from September 2014.

Currently, few students without A/A\* GCSE continue to study maths post-16. These qualifications are intended to provide an opportunity to study higher level maths without doing a full A level. They will be aimed particularly at students who achieve a B or C in GCSE maths. It is intended that the first courses will be available to teach in 2015.

If your school operates post-16 provision then you will need to consider how this will fit with your curriculum offer.

## 1,000 Words Campaign

A new campaign has been launched that aims to get the UK speaking another language. The British Council, CBI, British Academy, and a range of embassies and language teaching bodies have joined together to form Speak to the Future. They say that a vocabulary of 1,000 words in another language is enough to hold a simple conversation, which would open up opportunities in international trade and jobs.

Although take up of languages at GCSE has increased this year, Vicky Gough of the British Council says the UK has a reputation as 'lazy linguists.' Campaign director Bernadette Holmes said: 'if everyone were capable of at least 1,000 words in a new language, social attitudes and economic prospects would be significantly enhanced – young people would be better prepared for the challenges of globalisation, and our cultural and intellectual levels would be raised.'

Of course this is aimed at the wider population, but a useful question for governors to consider is what is the language curriculum offer in your school and how many young people take it up?



**to visit all UK primaries**

A new campaign called Now I Know, launched by the children's charity, NSPCC, aims to teach nine to 11 year olds about abuse, self-protection and getting help. NSPCC research shows that, on average, at least two children in every primary classroom will have suffered some form of abuse or neglect.

The ChildLine Schools Service (a service provided by the NSPCC) is a move towards preventative work designed to equip children with the knowledge they need to act with confidence if they fear abuse. From 2016, the ChildLine Schools Service will be delivered by trained volunteers and provided for free to all primary schools across the UK, at least once every two years. The service has already visited 270,895 children in 3,956 schools, and has proved popular with parents and teachers.

NSPCC chief executive Peter Wanless said "We want children to be able to say 'Now I Know' – and not, 'I wish I had known'. Through 'Now I Know' we are responding to the vital shift 'upstream' to prevention with a unique UK-wide service that we know works and will enable us to empower younger children to prevent abuse from happening."

## New School Uniform guidance published

The Department for Education (DfE) has updated its guidance on school uniforms. Although this guidance is not statutory, the DfE has stated that it expects schools to take full account of it in determining school uniform arrangements. The key factors are, that:

- When considering how the school uniform should be sourced governing bodies should give highest priority to the consideration of cost and value for money for parents;
- The school uniform should be easily available for parents to purchase and schools should seek to select items that can be purchased cheaply, for example in a supermarket or other good value shop;
- Compulsory branded items should be kept to a minimum and schools should avoid specifying expensive items of uniform e.g. expensive outdoor coats;
- Governing bodies should be able to demonstrate that they have obtained the best value for money from suppliers. Any savings negotiated with suppliers should be passed on to parents wherever possible. Schools should not enter into cash back arrangements;
- Exclusive single supplier contracts should be avoided unless regular tendering competitions are run where more than one supplier can compete for the contract;
- Schools should not make frequent changes to uniform specifications

Full guidance can be found at: <http://www.nga.org.uk/getattachment/Members-Area/Guidance/Teaching-and-Learning/Behaviour-and-Safety/School-Uniform/school-uniform-guidance-2013.pdf.aspx>



Ensuring that the cost of school uniform is kept to a minimum will help families on low-income to adhere to your uniform policy which helps children to have a sense of belonging to their school community. It will also contribute to the District's child poverty work by helping to remove barriers to learning for children who live in poverty.

Bradford Council currently administers a discretionary school clothing allowance scheme. Most children who qualify for Free School Meals will receive the £26.00 allowance once a year (paid by voucher in July). Children who do not qualify for the school clothing allowance are those who are at nursery school or in the sixth form. [http://www.bradford.gov.uk/bmdc/advice\\_benefits\\_and\\_council\\_tax/benefits/school\\_clothing\\_allowance.htm](http://www.bradford.gov.uk/bmdc/advice_benefits_and_council_tax/benefits/school_clothing_allowance.htm)

## School League Tables widen to eight subjects

Secondary school league tables in England are to be re-designed to discourage an over-emphasis on pupils achieving C grades at GCSE, says Schools Minister David Laws.

From 2016, schools will be measured on overall results in eight GCSE subjects. There will be four key league table measures, showing pupils' progress as well as final grades.

Education Select Committee chairman Graham Stuart has hailed the change as an "educational breakthrough". Mr Stuart said it would remove the "damaging obsession" with the C grade boundary.

### Point score

Setting out the reforms in the House of Commons, Mr Laws said they would remove "perverse incentives for schools to act in a way which is not in the best interests of pupils".

It will mean shifting away from the current league table system, where schools are ranked by the percentage of pupils achieving five GCSEs grades A\* to C, including English and maths.

The full report can be found at <http://www.bbc.co.uk/news/education-24521957>

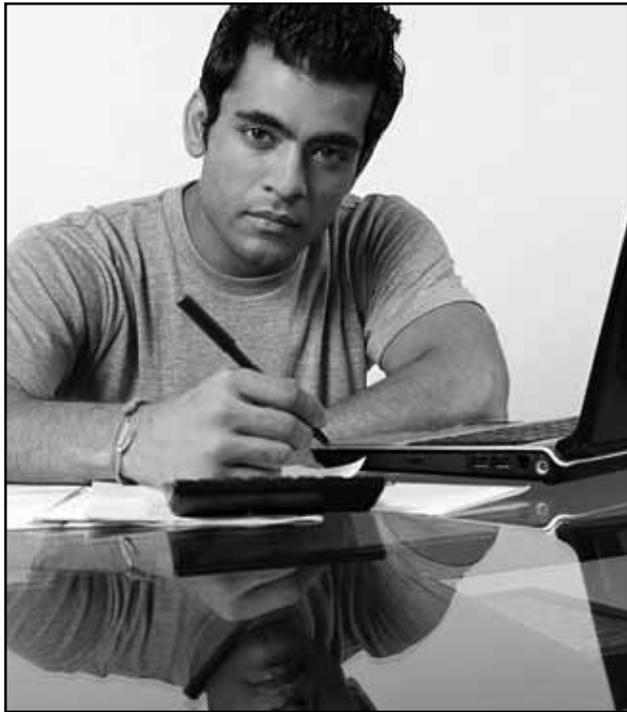
## Public Forum for Education

The Public Forum for Education holds “big conversations” throughout the year on topical issues in education. With an independent chair Margaret Platts MBE, the Forum enables everyone with an interest to contribute their views. The following topic will be covered this term:

- **The Importance of Reading - Wednesday 20 November 2013**  
(Appleton Academy - to be confirmed)

The meeting will start at 4.30pm with a buffet from 4pm. Further detailed information will be e-mailed to all clerks to distribute to governors.

If you would like to attend please confirm by either email –  
Public.Forum.for.Education  
@bradford.gov.uk  
or telephone Heidi Hardy on  
(01274) 432337.



## Governors Conference

### A short reminder that our Annual Governors Conference will take on Monday 28 April 2014, Future House.

Our Guest Speaker will be Professor Chris James, a Professor of Educational Leadership and Management at the University of Bath. Professor James has published six books and completed four research projects on school governance in England, including a study of the role of the school governing body chair. Chris is the Vice Chair of the Governing Body of Ralph Allen School in Bath, which his children attended. Recently, Professor James has given evidence to the House of Commons Education Select Committee inquiry into school governance.

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.

## Governor Area Briefings

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

Monday 11 November 2013,  
6pm at Future House,  
Bolling Road, Bradford 4  
Or

Wednesday 13 November 2013,  
6pm at Victoria Primary School,  
Cartmel Road, Keighley

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

## Governor Training

There are still a few places available on the following governor training courses this term:

### **Role of the SEN Governor –**

Thursday 14 November, 6.30pm @ Future House

### **Understanding Online Data Tools –**

Tuesday 19 November, 7.15pm @ Victoria Primary School

### **Effective Financial Governance –**

Thursday 21 November, 6.30pm @ Future House

### **New Initiatives –**

Wednesday 27 November, 6.30pm @ Victoria Primary School or

Monday 2 December, 7.15pm @ Future House

### **Data Dashboard Workshop –**

Thursday 12 December, either 5.00pm or 6.30pm @ Future House

If you would like to attend these or any other course in the Autumn Term Prospectus please contact School Governor Service on (01274) 385629 or e-mail [school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk)

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)