



Governors' Monthly Update

November 2019

School Governor Service, Education and Learning, Department of Children's Services, Margaret McMillan Tower, Prince's Way, Bradford
BD1 1NN

[Tel: 01274 439400](tel:01274439400) [e-mail: school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk)

Welcome to the November edition of the Monthly Update

School News

Congratulations to Harden Primary, St Bede's and St Joseph's Catholic College and Woodside Academy for their achievement of Good Ofsted judgements.

SGS Governor Training – November 2019

All Governors should have received a direct email copy of the Training Programme for the Autumn Term. If you have not received one then please contact School.governor@bradford.gov.uk as this means that the School Governor Service (SGS) does not have up to date details for you. 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.

Courses available during November and early December include:

Children Looked After and the Virtual School

Monday 4 November, 6.15 – 8.15pm at Margaret McMillan Tower – Please note the change of date

Children who are looked after are one of the most vulnerable groups within schools, often having the worst educational outcomes and this makes the quality of their education a priority for governors.

The session, delivered by a leader from the virtual school, explains the governors' role in monitoring the performance of looked after children and the school's provision for them, the remit of the virtual school and the support that it offers.

SEND (Special Educational Needs and Disabilities)

Thursday 7 November, 6.30 – 8.30pm at Shipley Library Margaret McMillan Tower

All governors need to have an understanding of SEND to ensure that they can effectively monitor the progress and achievement of SEND children in their school and the impact of

spending. This course aims to give governors the information that they need to undertake these tasks. It will also explore the role of Named Governor.

Introduction to Governance (part 1 of 2)

**Tuesday 12 November 2019, 10.00am-12.30pm at Margaret McMillan Tower
(part 2 on Tue 26 November 2019)**

Or

Monday 18 November 2019, 9.30am-3.00pm at Shipley Library (venue subject to change due to strike action)

If you are new to governance then this course is a must as it gives the basic information without which it would be hard to perform the role effectively.

Preparing for Ofsted

Thursday 14 November 2019, 6.15-8.15pm at Shipley Library

If your school is moving into the Ofsted window or is an Outstanding School which has not been inspected for some time then this course will provide an explanation of the process, give information about inspections under the new framework and give information about the areas that governors should be monitoring when preparing for a visit.

Chairs' Update and Network

Monday 18 November 2019, 6.15-8.15pm at Shipley Library (venue subject to change due to strike action)

Or

Tuesday 19 November 2019, 6.15pm-8.15pm at Margaret McMillan Tower

These sessions give Chairs and vice chairs an opportunity to look in more depth at current topics and the latest themes that governing boards need to consider. If a particular theme is of interest then please contact school.governor@bradford.gov.uk to ask that it be discussed.

Communications and Marketing

Wednesday 20 November 2019, 4.30pm-6.30pm at Margaret McMillan Tower

Governors have legal duties to comply with regarding their communications with parents, the wider community and in publication of certain information. How can doing this effectively have a positive impact on school? Effective communication also supports the ongoing financial security of the school by supporting admissions and maximising the potential for income generation. In addition, governors are responsible for ensuring that the website is legally compliant.

Broad and Balanced Curriculum

Monday 25 November 2019, 6.15-8.15pm at Margaret McMillan Tower

A main focus of the new Ofsted framework, this course will give governors the opportunity to look in depth at the curriculum and the role of governors in monitoring its effective delivery.

Wellbeing and Mental Health – A Governors' Role

Monday 2 December 2019, 4.00pm-6.00pm at Margaret McMillan Tower

Governors will be aware that mental health and wellbeing in schools is now more prominent.

The course will give practical examples of how governors can be involved without straying into operational activities. This course focuses on the governance role; it supports governors in their understanding of the subject and where to find further information related to schools and Ofsted.

FREE SESSION

Cyber Safety and Awareness Raising

Wednesday 4 December 2019, 6.00-8.00pm at Lawcroft House Police Station

West Yorkshire Police are offering this specifically designed workshop to improve the awareness of e-safety for governors. All the sessions are updated to reflect the current risks and issues, which change according to the latest trends in social media. Governors will learn more about the latest ways in which on-line social media is being misused and how children can both be drawn into this misuse and put at risk by other users..

Effective Financial Governance

Thursday 5 December 2019, 4.30pm-6.30pm at Margaret McMillan Tower

The strategic management of the school is dependent upon the effective use of the funds available for the benefit of its pupils and managing finance is one of the most important tasks of any governing board. Bradford Council School Funding Team have used their expertise to develop this course which clearly explains the systems and the role governors have in both planning and monitoring of budgets.

Monitoring: Including School visits & Effective Questions Monday 9 December 2019, 10.00am-12 noon at Shipley Library

Or

Tuesday 10 December 2019, 4.30-6.30pm at Margaret McMillan Tower

What information do governors need to monitor? How should this be done? What does effective questioning look like? What should be the format of school visits?

This course aims to share, with governors, examples of good practice and assist governors in setting up effective systems which ensure that no areas of school improvement are overlooked. It will provide governors with ways to improve the quality of their challenge and will look at areas highlighted by Ofsted as the responsibility of Governors.

Ofsted Updates

Home education: a choice or last resort?

This article considers the report published by Ofsted on a study into the removal of children from secondary schools for home education. The report, which can be read [here](#), focusses on the steps that are taken by schools, parents and local authorities when the decision to home educate is taken.

Ofsted's report states that special educational needs, medical, behavioural or other well-being needs were the main reasons behind such a move for parents and their children.

Parents, local authorities and schools told Ofsted that, often, there was little or no communication about the decision between parties before the child moved, and alternative options or consideration of what was the best outcome for the child were not always discussed.

Ofsted also found that, in some cases, the process of making the move can take less than a day.

Participants reported that children are often moved to home education to resolve pressures at school. For example, parents may remove their child from school to avoid exclusion or prosecution for non-attendance. Some parents also reported that schools had applied indirect pressure to convince them to move their child to home education.

In the absence of a national framework for support, schools and local authorities have different approaches to providing support to parents.

Some schools reported that they were unsure of their responsibilities once a child moved to home education. This led to a breakdown in information-sharing with the parent that could have helped with their child's ongoing education.

Parents said that they would have benefited from information and guidance on the financial cost of home education. In addition, parents would have liked to have been told more about where their child could sit external exams.

Ofsted's Chief Inspector, Amanda Spielman, said:

'Home education is a legitimate parental choice and can be a positive decision when parents are well equipped to provide a good education.

However, children should not be moved to home education simply to resolve difficulties in school. Schools, local authorities and parents need to work together before such a decision is made, to ensure that home education is genuinely in the interests of children and not just the best thing for schools or parents. It's vital that parents are fully informed about the alternatives, and that they understand all the implications and costs of home-educating their child.'

The report's recommendations

Ofsted's report makes several recommendations for government, schools and local authorities, aimed at supporting the interests of children who may be moving from secondary school to home education, including:

- the DfE should consider the extent to which current legislation and guidance considers children's views during decisions to home-educate
- schools and local authorities should develop clear processes for working together once they know a parent's intention to home-educate
- local authorities and schools should be aware that when a school writes a letter to remove a child to home education on behalf of a parent, this may be evidence of off-rolling
- after a move to home education is made, it would be good practice for schools to provide parents with children's previous classwork
- For its part, Ofsted will evaluate carefully the reasons for pupils leaving when pupil movement at a school is unusually high. When Ofsted finds evidence of off-rolling, it will continue to report this clearly and is likely to judge the school's leadership and management to be inadequate. Where appropriate, and where pupil movement into home education is very high, inspectors will take the views of parents who have moved their children into home education into account in their inspection evidence.

The new Ofsted framework is clear about the need for schools always to act in the interest of children when considering admissions to and removals from schools and governors' role in monitoring these processes is clear. The report specifically studies secondary schools but the

inspection framework makes no distinction between phases when considering off-rolling or high rates of pupil turnover

Government and Department for Education Updates

Teacher workload cut by five hours a week over past three years

In the second Teacher Workload Survey, teachers and middle leaders reported working an average of 49.5 hours per week in 2019, down by 4.9 hours compared to 2016. Headteachers and senior leaders also saw a significant fall, to an average of 55.1 hours per week in 2019.

The findings, taken from a representative survey of over 7,000 teachers, middle leaders and senior leaders, showed the reduction has been driven by cuts to time spent on burdensome tasks outside the classroom. Teaching time has remained broadly stable over the period.

Education Secretary Gavin Williamson said:

'For too long, teachers have been working too many hours on time-consuming admin tasks that simply don't add value in the classroom.

But the findings in the report give me real optimism that, working with the profession, we are making a real difference, driving down the number of hours teachers work on these burdensome and unnecessary tasks.

However, I am not complacent, and it's clear from meeting many teachers across the country that we have more to do.

..I'm announcing how schools across the country stand to benefit from our £14 billion pound investment. As well as further measures to support staff through new technology to improve timetabling and curriculum resources to reduce planning time, this funding should help to ensure teachers spend more time doing what they do best, teaching our children.

Teachers and middle leaders in primary schools reported working an average of 12.5 hours during weekends and evenings, down by 5.0 hours compared to 2016.

For secondary teachers, this came to an average of 13.1 out-of-school hours, a reduction of 3.8 hours compared to 2016.

To ensure that teaching remains an attractive profession, and the most talented teachers are motivated to stay in the classroom, the Department is working to meet commitments in the Recruitment & Retention Strategy.

These include:

- Announcing a significant step towards early roll-out of the Early Career Framework programme in Bradford, Doncaster, the North East and Greater Manchester, from September 2020 - the appointment of providers of fully funded support packages for new teachers and mentors;
- Launching a new opportunity for schools and colleges to participate in the EdTech Innovation Testbed, helping to identify digital tools that can reduce teacher workload as well as trialling 'best-in-class' timetabling software to facilitate flexible working;

- Launching an expressions of interest process for schools and colleges to apply to become EdTech Demonstrators – providing peer-to-peer support on the use of technology, including for tackling teacher workload;
- Updating the [school workload reduction toolkit](#), which contains practical materials for schools to tackle teacher workload, to make it easier to use, with better navigation and simpler, reduced text;
- Announcing an extension of nine Curriculum Fund pilots for up to an additional two terms, after initial research showed almost half of teachers said that their workload had decreased, saving teachers time from creating schemes and lesson plans from scratch; and
- Publishing flexible working resources, including case studies to provide practical support for schools in implementing further flexible working for teachers and leaders.

Hungry Little Minds

The DfE has launched a campaign to promote activities for use with pre-school children. These are listed on a new website which can be accessed [here](#). The aim is to improve the skill levels of young children so that the proportion of those achieving a good level of development at the end of Early Years is increased.

This aligns with the new focus on improving curriculum links between EYFS and Year 1 and the importance placed upon children's early skills including reading when Ofsted visits are made.

Grants for Disadvantaged Children

[BBC Children in Need](#) offers grants for children and young people aged 18 and under experiencing disadvantage through:

- Illness, distress, abuse or neglect
- Any kind of disability
- Behavioural or psychological difficulties
- Living in poverty or situations of deprivation
- There are 3 grants available:
 - [Small grants](#) for up to £10,000 a year for 3 years
 - [Main grants](#) for more than £10,000
 - [Emergency essentials](#) for individual children living in severe poverty

The next application deadline is on the **2 December 2019 for small grants**. The next deadline for the main grants scheme has yet to be announced.

Schools supporting children who are disabled or disadvantaged can apply for grants from [Cash for Kids](#). Funding is awarded on a local basis across 22 areas in the UK. Contact details for each area are available from the link above.

[The YHA's educational breaks programme](#) can give support to groups where children or young people are eligible for the pupil premium and are facing social challenges. Groups can apply for support for up to half the cost of the programme for a maximum of 10 pupils. Educational breaks are currently open for applications.

Advice for Primary Schools on Parental Engagement on Relationships Education

Department for Education (DfE) has worked with NGA and the National Association of Headteachers (NAHT) to produce [advice for primary schools on engaging with parents on their school's relationships education policy](#). This document provides information to schools on what is expected of them as well as advice, tips and case studies on effective parental consultation.

This document provides information to schools on what is expected of them as well as advice, tips and case studies on effective parental consultation. From September 2020, all primary schools will be required to teach Relationships Education. Schools will be required to have a policy, published on their website, setting out how they intend to approach the subject.

The advice refers to the important role that governors and trustees play in the engagement process working in partnership with their school leaders.

Bradford District SEND Strategy - Update

There is to be further engagement with children and young people and their families on our revised SEND Strategy.

This is a timely revision of our strategy and it has been a response to prior consultations (in October 2018) that highlighted:

- The strategy was overly-focused on education and school places; and
- Whilst the overall vision for SEND provision in the district is sound there was not enough on the specific actions that will enable the vision to be realised.

What do we want?

- Children and young people with SEND will achieve improved outcomes.
- Children and young people will have timely access to good-quality schools, colleges and services.
- The transition through to adulthood will be well understood by children and young people and families with clear pathways.
- Feedback from children, young people and families will show they feel more supported by education, health and social care services.

Our priorities

- Communicating and updating our local offer
- Improving the journey for children and young people with SEND to improve outcomes.
- Developing services and provision
- Preparing for adulthood

Across all our priorities there is a focus on engagement and co-production with children & young people and their families.

We want to know ...

- Is our vision is the right one?
- Do we want the right things?
- Are our priorities the right ones?
- If we achieve the objectives will we be successful?
- Is there anything missing?
- What can you do to help?

Look out for information on how you can share your views!

Schools SEND Information Report

There is a very clear requirement in the SEND Code of Practice for schools to publish an SEND Information Report, updated at least annually.

Your SEND Information Report should include everything any pupil, parent, professional and Ofsted will need to know about SEND practice in your school.

The Report must include:

- Details of and links to your area Local Offer.
- The name and contact details of the SENDCo. It is useful to include the name of the SEND Governor as well.
- How parents can raise a concern or make a complaint.
- Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise is secured (such as therapists).
- How you make provision for pupils with SEND, whether or not they have Education, Health and Care Plans (EHCPs).
- What interventions you make and their IMPACT.
- The additional learning opportunities for pupils with SEND.
- How SEND is identified and assessed.
- Your approach to teaching pupils who have SEND.
- How you adapt the curriculum and the learning environment for those who have SEND (you may want to reference your Accessibility Plan here).
- How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND.
- Details of the support that is available for improving the social, emotional and mental health development of pupils.
- How you involve pupils and their families in decision-making.
- How you evaluate the effectiveness of your provision, including securing feedback and the views of pupils and their parents.

Setting out the SEN Information Report

There is no prescribed way of setting out this report, but you may wish to consider the following points:

- Use the four areas of need as defined in the SEND Code of Practice to highlight the type of SEND in your school and the provision that you make.
- Use the structure above to describe how you identify and assess pupils in your school, including the role of specialists and other agencies.
- Include details of how you evaluate your provision by including feedback from all stakeholders (including pupils of course), observation/learning walk points and the impact of interventions.
- With regard to your approaches to teaching pupils with SEND reference perhaps the graduated response, starting with quality first teaching to more targeted and specific interventions.
- Remember to try to make it as accessible as possible to pupils and their families. Use illustrations, images and video clips.

Your SEN Information Report needs to tell the story of your everyday practice and provision and ideally go beyond the minimum requirement. ***It is an opportunity to celebrate with the whole community how inclusive you are!***

We will continue to monitor SEND Information Reports via school websites and be happy to provide help and guidance if required.

Accessibility Audit and Accessibility Plans

We are now pleased to provide schools with a comprehensive audit tool to help them identify priorities to inform their Accessibility Plans.

The Equality Act 2010 requires schools to develop and publish an Accessibility Plan that outlines how they will improve the access to education for disabled pupils over time. The schools Accessibility Plan should be published on the school website. There should be a link between the schools SEN Information Report and the Accessibility Plan.

An Accessibility Audit tool has been shared on Bradford Schools Online

https://bso.bradford.gov.uk/Schools/News_View.aspx?Id=18214

Also shared on Bradford Schools Online is some guidance on how to engage children and young people in the co-production of your Accessibility Plans

https://bso.bradford.gov.uk/Schools/News_View.aspx?Id=18383

To assist schools in developing their Accessibility Plans below are the key elements of good plan:

- Reference to an audit (that has informed the plan);
- Targets on improving access to the physical environment;
- Targets on improving access to the curriculum;
- Targets on making information more accessible;
- Specific actions to achieve the targets;
- Specific timescales (dates rather than 'ongoing');
- Named people who are responsible for making sure the actions happen;
- Success criteria and the expected impact after the actions have been implemented; and
- A review section – the actual impact of the actions at the end of the time period.

We will continue to monitor school's Accessibility Plans in order to provide help and guidance.

Bradford's Accessibility Strategy has been shared with schools via Bradford Schools Online and has been posted on our Local Offer website. <https://localoffer.bradford.gov.uk/post/bradford-council-accessibility-strategy-20182020>

Education Endowment Federation (EEF)

The Federation regularly announce research projects that schools can participate in and which are funded by the EEF. Schools can subscribe directly for alerts which give details of the projects and the criteria for inclusion. Most of the projects relate to work with vulnerable pupils and those with SEND.

Pupil Premium Strategy Update

New guidance and documents are available [here](#). Governors need to ensure that their schools are cognisant of this advice.

Afterword

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

