



City of  
**BRADFORD**  
METROPOLITAN DISTRICT COUNCIL

# Governor Briefing Notes Spring Term 2018

## ***School Governance & Workforce Development***

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## NOTES FOR FORUM REPRESENTATIVES AND ALL GOVERNORS

These briefing notes have been sent to all governors and those who represent school governing boards at the Governor Forums . **The briefing notes will also be made available on the Bradford Schools Online website and all governors are welcome to attend the Forums as it is essential to ensure that each governing board is represented and has the opportunity to receive important updates.** Building on the format of the meetings held in 2017 the 2018 meetings will continue to give governors the opportunity for sharing good practice. They will include input from governors and schools on topics which have been selected by governors. The Governor Forum meetings will each follow the same agenda and will be held on:

**Monday 26 February at Margaret McMillan Tower**

**Or**

**Tuesday 27 February at Eastwood Primary School, both starting at 6.30pm**

At recent Forums there have been time pressures which have reduced the opportunity for discussion and so **these sessions will now finish at 8.30pm to allow items to be explored more thoroughly.** If you have any queries on matters included in these notes please contact the School Governor Service for further information. The notes are designed so that they can be detached and separated as individual documents. Please feel free to copy any of them so you can give a copy of the appropriate note to the Chair of any committee or a particular governor with responsibility for the matter it outlines.

You are not intended to be an expert on all these matters but to have information to which you can draw the attention of your colleague governors. The notes are intended to 'signpost' those issues your governing board may need or wish to address in the Spring Term 2018 and they are being circulated to enable them to be incorporated into your meeting plans. Most briefing notes identify a person to contact if your governing board needs further information or advice.

The production of these notes is one of the services provided by the School Governor Service for all schools in the District. Thank you for the work you do in support of your school and its children.

**To book on one of the forums please contact: School Governor Service 01274 439400 or email [school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk)**

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**BRIEFING NOTE 1****Governing Board Agenda Items for the Spring Term**

Items in **bold** are statutory requirements

1	<b>Publish proposed admission arrangements for Autumn term next year</b> (schools which are admissions authorities)	
2	Analyse School Performance reviews	
3	Current Pupil Data - monitoring of progress against targets	
4	Receive reports on governor visits to school	
5	Staff presentation linked to a development plan target and review of progress to date	
6	Quality of teaching, learning and assessment	
7	Receive Quarterly monitoring finance return and consider plans for use of any projected surplus or amelioration of deficit	
8	Review of Governor Development plan progress	
9	Agree curriculum plans for next year, (e.g. options)and assess funding implications	
10	Agree staffing structure (Maintained schools – academies may agree this during the summer term)	
11	Headteacher’s Report	
12	Review the impact and value for money of services purchased and consider which services should be renewed or tendered for going forward.	
13	<b>Review Whole School Pay Policy</b>	
14	Identify future work linked to targets for 2018-19	
15	Review of Pupil and Sports premium funding use and strategy	
16	Draft budget for next financial year (maintained )	
17	School Financial Value Standard review and approval unless delegated to committee	
18	Consider budgets for future years based on proposed student numbers and staffing costs and ensure compliance with LA and ESFA deadlines	
19	Report from Governor Forum	
20	Consider impact of GDPR and check progress on compliance	

**Other items which should be discussed on a regular/planned basis:**

- Write new policies/review existing policies and agree review schedule
- Reports from Committees
- Plan governor attendance at training and receive reports from those attending. (Include succession planning for the Governing Board)
- Induction and support for new governors
- Staff development needs and succession planning



**BRIEFING NOTE 2****2018/19 School Funding Arrangements - Update****Introduction**

The briefing note presented to the Governor Forums held in October 2017 summarised the Authority's consultations on proposals for formula funding arrangements for the 2018/19 financial year for primary and secondary schools and academies, high needs providers and early years settings. These consultations were dominated by 'National Funding Formula' considerations.

These consultations have been completed and the Schools Forum made its final recommendations on 10 January 2018. These were presented to Council on 22 February. The detailed budget information for each maintained school, with guidance, is now being published on Bradford Schools Online. Additional guidance is also published to aid schools in their budget setting, which accompanies the template that maintained schools are required to use to submit their approved budgets for 2018-2021 to the Local Authority by 15 May.

**2018-2021 Budget Challenge (Context)**

The vast majority of schools and academies have taken positive action so far to manage their budget positions. However, schools may find that the action they have already taken and / or have agreed to take based on their previous indicative 5 year planning is now not sufficient to deliver a balanced budget across 2018-2021. Critically, schools must look again in detail at their budgets, focusing especially on their 'in year' positions i.e. the extent to which their expenditure in year may exceed their income in year.

To add to the difficulty, there is uncertainty at this time about increases in some significant costs in 2018/19, and then across 2018-2021, including pay awards and staff pension costs. Schools will need to regularly review their budget assumptions and forecasts.

Financial pressure across all sectors has been driven by salary costs rising whilst values per pupil of formula funding, high needs funding, and other grants have remained broadly static. This is a pressure that school budgets must absorb before responding to other changes, such as changes in pupil numbers, the impact of national funding formula and early years funding reform, and the growth in the needs of children. This is also a pressure that is expected to continue to increase across 2018-2021 as salary costs continue to rise.

**Primary & Secondary Formula Funding 2018/19**

Formula funding allocations for Bradford's primary and secondary schools and academies for 2018/19 have been calculated on the following basis:

- Using the National Funding Formula (NFF) announced by Government on 14 September 2017. The budget statements show the values of the factor variables and how these are used. This NFF replaces Bradford's previous local derived formula.
- Using the dataset provided by the ESFA taken from / updated by the October 2017 Census.
- Using our existing locally derived formulae, where the NFF does not extend to this, for the funding of split sites, Building Schools for the Future and pupil mobility. Business rates continue to be funded at actual cost.
- Applying a Minimum Funding Guarantee of positive 0.4% per pupil.

- Applying an overall ceiling (capping the scale of increase for schools gaining from the NFF) of positive 3.0% per pupil.
- Fully implementing the £3,500 (primary), £4,800 (secondary) and £4,042 (all-through) new minimums for eligible schools, discounting Building Schools for the Future and Business Rates from the calculation of these minimums.
- Continuing the de-delegation of funding for defined services e.g. maternity scheme. The budgets statement (and the additional breakdown) provides sight of the services and the cost of contribution from individual schools.
- Continuing to allocate funding for agreed safeguarded salaries and expanding schools / bulge classes according to the agreed criteria.

The National Funding Formula factor values we have used are set out in the table below:

<b>NFF Formula Variables 2018/19 used in Bradford's 2018/19 formula</b>	<b>Primary</b>	<b>Secondary</b>
Base £APP (Reception / Key Stage 3)	2,747	3,864
Base £APP KS4	0	4,387
Lump Sum	110,018	110,018
Deprivation - FSM Ever 6	540	785
Deprivation - FSM Flat	440	440
Deprivation IDACI F	200	290
Deprivation IDACI E	240	390
Deprivation IDACI D	360	515
Deprivation IDACI C	390	560
Deprivation IDACI B	420	600
Deprivation IDACI A	575	810
English as an Additional Language	515	1,385
SEND Low Prior Attainment	1,050	1,550
DfE Set Total Minimum Per Pupl Funding	3,500	4,800

### **Early Years Single Funding Formula 2018/19**

As explained in the October 2017 briefing, Bradford is already implementing changes to our early years funding as a result of the Government's national reform. Nursery school rates of funding remain protected in 2018/19 and 2019/20 pending further review by Government, but other sectors in Bradford, especially the PVI sector, will see reduced funding rates in 2018/19.

Rates of funding in Bradford for 2018/19 (and indicative rates for 2019/20) are shown in the table below:

<b>Funding Rate Per Hour</b>	<b>2018/19</b>	<b>2019/20</b>
2 YO Offer - Universal Base Rate	£5.20	£5.20
<b>3 &amp; 4 Year Old Entitlement</b>		
Setting Base Rate – Nursery Schools	£5.70	£5.70
Setting Base Rate – Nursery Classes	£4.12	£4.11
Setting Base Rate – PVI Providers	£4.12	£4.11
Mean Deprivation & SEN Rate	£0.42	£0.41
Nursery Schools Supplement	£0.58	£0.58
Early Years Pupil Premium	£0.53	£0.53

Bradford's Early Years Single Funding Formula (EYSFF) for 2018/19 will operate largely in the same way as in 2017/18, but has been modified in places following the DfE's early years funding reform requirements; further information is given in the EYSFF Technical Statement and Timetable, which was initially published on 11 January 2018. As in 2017/18, allocations will be re-calculated during the year for the actual numbers of children and funded hours recorded in the termly censuses. Please note that the proposal that was included in the autumn 2017 consultation, to move to a monthly starters and leavers based counting arrangement, is not being taken forward in 2018/19.

### **High Needs Funding 2018/19**

There is a substantial amount of continuity in 2018/19 on current arrangements, with only specific targeted adjustments. However, continuity comes in the context of significant financial pressures for both the Local Authority and individual schools. The 2 main drivers of this pressure are:

- The growth in the number of children presenting with SEND.
- The significant increase in salaries costs (pay awards, national insurance, and employer's contribution to pensions) without corresponding increase in rates of funding. The £10,000 'threshold' has not been adjusted for inflationary pressures.

Schools in Bradford 2018/19 must also specifically consider the outcomes of:

**The SEND Review:** Proposals for the transformation of SEND specialist teaching support services are currently out to consultation (until 28 February). The documents, which set out the proposals both in summary and in detail, can be found on the Council's website, Bradford Schools Online and the Local Offer website. This is an extended period of consultation; the first period of consultation took place during 2017. The two teams; a High Incidence and a Low Incidence team within the proposed new integrated 0-25 SEND support service will need to generate an income of 30% of their costs with 70% being funded through the High Needs Block. The Specialist Teaching and Support Services are currently working with other Local Authorities, partners and the Legal Team to frame some draft proposals for what a core and traded model might look like, and will be working with schools to shape these once consultation has finished and the Council's Executive has made its decisions. This means that schools, subject to the outcomes of the consultation, will need to make provision within their delegated budgets, from 1 September 2018 and on-going, for the cost of access to these support services. A final decision on the proposals is due to be taken by the Council's Executive at its meeting in April 2018. In advance of further guidance to come, we advise schools to identify the extent to which they currently access teaching support services with a view to estimating possible cost to the school's budget of continued access from 1 September 2018 when the proposals set out in the consultation are due to be implemented.

**The SEMH Review (Alternative Provision):** The High Needs Block consultation in autumn 2017 set out the proposal for the cessation, from 1 September 2018, of the High Needs Block's direct funding of Top Up (the Plus element) for the placement of pupils in alternative provision settings without EHCPs that remain on the roll of mainstream schools. Following this change, the commissioner of the placement (the mainstream school) will hold the responsibility for funding the top up element from their delegated budget. This proposal is now agreed and is being taken forward. The settings specifically within the scope of this amendment are the primary behaviour centres and Bradford Central PRU. The Schools Forum has also given its support to the Authority's work towards the cessation of the High Needs Block's direct funding of Top Up (the Plus element) for the placement of pupils in District PRU, beginning from September 2018. This proposal is captured within the Authority's continuing wider SEMH review and is currently being discussed with the BACs Strategic Group.

The immediate outcome, in simple terms, from 1 September 2018, is that where a mainstream school wishes to place a pupil in one of these settings, the cost of the 'top up' element (the element above the place-led funding) will be met by the mainstream school, with the school and the setting agreeing this cost before the pupil is placed. The mainstream school therefore, will need to make budgetary provision from

2018/19. A key area of further development in response to this change is the extent to which schools (especially primary schools and academies that currently do not operate BACs arrangements) collaborate in the management of access to places and the financing of these places. A key area of further development in addition to this change is the development of a 'local agreement' for the transfer of monies (so that money follows the pupil) where schools and academies permanently exclude. The secondary phase already operates such an agreement, which is likely to need refinement in response to the changes in the top up funding responsibilities. A local agreement does not yet currently exist in the primary phase and needs to be developed and consulted on. The Local Authority is seeking to do this.

**8. List of contracts with costs and renewal dates**

Each year the school will need to review its contracts across all of its services to determine which ones are due for renewal. It is important that contract renewal is planned for and aligned with school requirements.

Questions governors might want to ask include:

- Are all contracts due for renewal re-tendered/reviewed for VFM before renewal?
- Are any regular payments for services on an invoice only contract? If so, are these included on the contracts list and reviewed for VFM too?

**BRIEFING NOTE 3****Updates of Interest to all Governors****Apprenticeship funding – how it works**

Updated guidance has been produced by the government which identifies how schools and Multi Academy Trusts which contribute to the levy can also register to receive funding for training for their employees. Those who do not pay the levy will also be able to register to use this service later this year. More details are available using the link below.

Governors will need to question whether the funding had been considered to assist schools in the provision of training for staff – especially when looking at planning budgets for 2018-19.

<https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work>

**Role of governors in academies and membership of MAT boards explored in TES**

Coverage in Times Education Supplement (TES) (26/01/2018) explored the [role of governors in academy schools](#) and an NGA proposal to [widen the membership of multi academy trusts](#).

TES reported “the rise of multi academy trusts has meant that tens of thousands of traditional school governor posts have been lost, with their power and responsibility over schools stripped away.” With power and responsibility for individual schools “shifting to the single boards of the larger organisations schools have joined”, TES asks, “Are we witnessing the slow death of the school governor, and, if so, does it matter?”

Membership of academy trusts and the importance of local governance and legitimacy are issues that NGA, and others, have repeatedly made a point about – that a small group of members with the power to appoint and remove trustees is not the best model for governing a public service. It has previously been argued that schools need to ensure accountability to the parents and the local community and proposed opening membership to a wider group of people in order to truly achieve this. Emma Knights is quoted in TES in relation to a piece she has written (this is an abridged article of the printed version) on members of academy trusts and exploring a third sector model for academy governance.

**DfE release MAT performance tables**

The Department for Education (DfE) recently released official statistics on MAT performance measures for 2016-2017. Newly published MAT performance tables now allow users to compare and benchmark performance against other MATs at a national level, for both Key Stage 2 and Key Stage 4 data. However it is worth noting that the tables currently only incorporate MATs with three or more schools that have been part of the trust for at least three years.

The headline figures include:

- Of the 35,198 key stage (KS) 2 pupils that attend MATs included in this data release (making up 5.9% of the total KS2 cohort), 41% in reading, 59% in writing and 51% in maths made average or above average progress.
- Of the 54,365 KS4 pupils that attend MATs included in this data release (making 10.4% of the total KS4 cohort), “over half of MATs had Progress 8 scores that were below the national average for state-funded mainstream schools”.
- 45% of MATs performed “significantly below average” in terms of pupil progress in Key Stage 4 in 2017.

This statistical release also summarises EBacc entry and attainment amongst MATs at KS4 level and gives a breakdown of performance by different pupil groups – including outcomes for disadvantaged pupils.

### **Removing Unnecessary Teacher Workload Events**

Governing bodies have a legal responsibility for the work life balance of their Headteacher and teaching staff.

The DfE Teacher Workload Unit, in collaboration with school leaders and teachers across the country, is running a series of events to showcase work that is currently being done in schools to effectively reduce teacher workload. Each event will start with a presentation from a key note speaker (such as Sean Harford (National Director, Education, Ofsted) or the Chairs of the independent review groups on workload). This will be followed by the opportunity to participate in workshops run by serving teachers and leaders who have successfully established approaches to reducing workload in their schools.

Leaders from all types of schools are encouraged to attend **and consider attending with a member of their governing board** due to the strategic link between workload and recruitment and retention.

The events are specifically intended for those leaders who have not attended a reducing workload event in the past, but all are welcome as the day will be interactive with opportunities to share approaches that are working. Events will be in centrally located venues, close to public transport links. There is an event in Sheffield on 6<sup>th</sup> March and registration for events is online at

<https://registration.livgroup.co.uk/removing-unnecessary-teacher-workload-events2018/>

Schools are also encouraged to share practical examples and tools that have been used to reduce workload. All schools, organisations or individuals contributing will receive recognition. To share resources email [workload.solutions@education.gov.uk](mailto:workload.solutions@education.gov.uk)

### **Ofqual data shows rise in GCSE, AS and A-level malpractice**

The office of qualifications and examinations regulation (Ofqual) has released data showing that the number of malpractice instances amongst students and staff taking GCSE, AS and A-level exams has risen this year.

While 2,180 penalties were issued to students in 2016, this rose to 2,715 in 2017. Furthermore, the number of penalties issued to staff has more than doubled from 360 to 895 since 2016. Only penalties for colleges and schools has decreased, from 155 to 120.

The most common reasons for malpractice, and the penalties issued, were:

- For students, 50% of malpractice instances revolved around being in possession of “unauthorised materials” during an exam, with mobile phones making up 78% of the offending items. Although the most common penalty was a warning, many students lost marks and, in some cases, were disqualified from receiving an award.
- For staff, “maladministration” made up 46% of cases, with “improper assistance” making up a further 31% of cases. The penalties issued against staff also ranged in severity from the need to undertake training to suspension from exam involvement or a written warning.
- For colleges or schools, 51% of cases revolved around maladministration, with a further 31% concerning security breaches. Exam centres found to have been involved in malpractice were often either issued with a written warning or forced to review practice and write a report.

**Those governing need to ask challenging questions** of senior leaders to ensure that measures are in place to prevent instances of malpractice. In addition, those governing need assurances that both staff and students understand the consequences of malpractice for themselves and the organisation they represent.

### **New headteacher recruitment guidance published**

On 14 December the DfE published [new guidance](#) on the [recruitment of a headteacher](#). The joint Department for Education (DfE) and NGA publication recognises that appointing a high quality leader is something **under the direct control of governing boards** that positively affects school improvement. With the recruitment of a school leader being arguably one of the most important tasks a board will undertake, the guidance aims to steer those governing through the legal context and principles of recruitment. The guidance outlines the different stages of the process including:

- planning and setting up a selection panel
- preparing the application pack
- advertising and promotion
- the interview itself and the actions to be taken once an appointment is made

New to the guidance is information relating to an employer's responsibilities under the 2010 Equality Act and guidance around flexible working options.

A toolkit was also developed alongside the guidance comprising practical checklists and templates for boards to use to support the recruitment process, including shortlisting templates, suggested interview questions and a checklist of things to consider when using a recruitment agency. To view the toolkit please follow the link: [NGA headteacher recruitment toolkit](#)

### **Ofsted's annual report highlights persistent underperformance**

Ofsted's annual report for 2016/17 was published on Wednesday 13 December. This is the first annual report since Amanda Spielman took the helm as Her Majesty's Chief Inspector (HMCI) in February.

The report sets out the key themes that have arisen from inspections over the year. Key findings relating to schools include:

- the majority of schools are performing well: 89% are currently rated 'good' and 'outstanding'
- there is a subsection of schools which have been persistently judged less than 'good', with over 700 judged 'requires improvement' or 'satisfactory' at their last two inspections
- schools in deprived areas are more likely to be judged 'requires improvement' though there are examples of schools in challenging circumstances which have turned their performance around
- weak governance was among common features of secondary schools which have persistently underperformed
- too many schools are sacrificing breadth of curriculum in order to prepare pupils for statutory assessments in both primary and secondary phases

The report also highlights that, despite the government issuing academy orders to every 'inadequate' school since April 2016, there are 113 maintained schools that have not converted at least nine months after receiving this judgement.

A summary of common problems in multi-academy trusts (MATs) which have had focused inspections was given. With respect to governance, Ofsted highlighted a lack of clear schemes of delegation, over-dependence on school leaders, a lack of understanding of data, and unclear strategies for use of pupil premium funding. To read the report in full, click [here](#).

### **Sexism in schools and how to tackle it**

In December the National Education Union (NEU) and UK Feminista, a feminist pressure group, launched their report regarding sexual harassment of girls in schools, in the Houses of Parliament.

This followed the debate by MPs in Parliament in December, about sexual harassment and violence in schools.

Many of the findings and recommendations of the report echo those of the Women and Equalities Committee last year, when it published its report on the inquiry into sexual harassment and violence in schools.

For schools in particular, the NEU and UK Feminista recommend the following:

- “adopt a ‘whole school approach’ to tackling sexism
- take a zero tolerance approach to sexual harassment”

**Governing boards are responsible and accountable** for safeguarding and promoting the wellbeing of pupils. To help fulfil their legal responsibilities in this regard, all governing boards should have a nominated safeguarding governor/trustee who should liaise with the designated safeguarding lead and/or headteacher to consider how existing policies and procedures tackle sexism and sexual harassment in their school/trust. This should be fed back to the full governing board or relevant committee with any recommendations for review, where necessary.

The full report can be read [here](#) and an explanation of each recommendation above is provided on page 26.

To coincide with this report, the DfE has [produced advice](#) for schools on “sexual violence and sexual harassment between children in schools and colleges”. It outlines details on what constitutes sexual harassment and violence and what legal responsibilities schools need to follow.

### **Check early years qualifications (DfE)**

All early years providers working with children from birth to 5 years old must follow the regulations on EYFS staff-child ratios. This is the number of qualified staff, at different qualification levels, an early years setting needs to have in order to meet the needs of all children and ensure their safety

The DfE have a page on their website to check what qualifications count for when including staff in the staffing ratio. The DfE have now clarified that early years apprentices do not count towards the EYFS staff-child ratios until they have qualified.

You can find the checklist page here: [www.gov.uk/guidance/early-years-qualifications-finder](http://www.gov.uk/guidance/early-years-qualifications-finder)

### **49,187 children reported as missing education in 2016/17**

Following a Freedom of Information request in October 2017, the National Children’s Bureau (NCB) has produced a [report](#) on the links between children missing education (CME) and poverty and referrals to social services. The NCB reported that data from 136 local authorities in England, showed:

- 49,187 children missed education at some point in 2016/17
- when last on a school roll, 22% of these children were in receipt of free school meals (9% higher than all school aged children)
- 15% of those recorded as CME were known to social services

Whilst the [statutory guidance](#) places a legal duty on local authorities to identify CME, it can also be used by governing boards as non-statutory advice. **Governing boards should receive regular reports** from the headteacher regarding pupil attendance; including the attendance rates for vulnerable groups of children, such as those in receipt of free school meals. **Governing boards should also ensure** that the necessary protocols are followed when pupils’ attendance declines

**BRIEFING NOTE 4****Changes to Ofsted Inspections**

Ofsted issued updated handbooks for both S5 and S8 inspections on 21 December 2017. Leadership and Management, including governance, are a focus for these inspections, as is the delivery of a broad and balanced curriculum. <https://www.gov.uk/topic/schools-colleges-childrens-services/inspections>

Amanda Spielman, Ofsted Chief Inspector, in a speech on 1 February reported that:-

‘School leaders often feel that in the pursuit of excellent outcomes they have to betray the very ethos they are attempting to impart to young people.

The [early findings of Ofsted’s curriculum project](#) brought some of these tensions into stark relief. The preliminary report shows that the hunt for prizes and stickers for a school has, perhaps inadvertently, taken on greater importance than the substance of education itself. For a group of school leaders, ensuring that young people have the board of knowledge they need to succeed is playing second fiddle to a focus on maximising league table positions. I mentioned some examples of particularly poor practice in our recent [Annual Report](#), including:

- primary schools giving up teaching most other subjects in Year 6 to focus intensively on SATs prep, rather than meaningful work to improve reading and mathematics or a broader curriculum
- the widespread shortening of key stage 3 to 2 years, when this means that many pupils lose a whole year of study of the humanities, of languages and of the arts
- at key stage 4, we saw too many schools pushing lower-attaining pupils away from studying EBacc subjects: these are core academic subjects that should be the norm for all but a small minority of pupils

Some have taken my comments on the curriculum to be an attack on the exam system. Nothing could be further from the truth. The new SATs, GCSEs and A levels are a marked improvement on their predecessors. And Progress 8 does a good job in mitigating some of the worst perverse incentives in the accountability system. My point instead is this, and I cannot reiterate it enough: exam performance and league tables should be a reflection of what children have learned. Tests exist in service of the curriculum. Curriculum should be designed to give children the best pathway to the future, not to make the school look good’

The strength of this comment, linked to previous speeches on the same topic, stresses the focus that Ofsted are now placing on ensuring that children’s education enables them to become skilled and independent learners with a broad base of knowledge.

**Changes to Ofsted’s short inspection procedure**

Ofsted has now implemented changes to the short inspections system following a recent consultation. Since 2015, schools previously judged ‘good’ have received short one day inspections that do not result in a full set of judgements but are converted to a full inspection if inspectors do not find sufficient evidence that a school remains ‘good’.

From January 2018, there are four possible outcomes from a short inspection:

- if inspectors are confident that the school remains ‘good’, the school will receive a letter confirming this; another short inspection will take place in approximately 3 years (in line with the existing system);
- if there are “serious concerns about safeguarding, behaviour or the quality of education”, the school will receive a full inspection within 48 hours;

- if inspectors suspect that there has been a decline and the school is no longer 'good', the school will receive a letter setting out the findings and a full inspection will take place "typically within one to two years but no later than five years since the previous full section 5 inspection";
- if inspectors believe that there has been an improvement towards 'outstanding', the school will receive a letter setting out the findings and a full inspection will take place within two years.

To read Ofsted's full report on the consultation outcome, click [here](#).

### **Ofsted inspections of schools previously judged outstanding**

As part of its strategy for 2017- 22 Ofsted has also indicated that it will be inspecting more 'outstanding schools'. Existing legislation already allows Ofsted to inspect between 5 and 10% of 'outstanding schools' and it intends to make time to do this by extending the time – within the statutory five year limit – between inspections of 'Good schools'.

Julius Weinberg, the Ofsted Chair, at his first speech since his appointment, stressed that this approach helped to share best practice and informed Ofsted. It has also been noted that there were over 1200 schools which had not been inspected for over 10 years because they had achieved 'outstanding' at their last inspection.

Ofsted are also undertaking more themed studies to produce national subject reports and will visit outstanding schools to bring best practice to light.

**BRIEFING NOTE 5****General Data Protection Regulations**

These regulations come into force on 25 May 2018 and **governors will need to ensure** that schools are amending their procedures to comply with the new requirements.

Providing accessible information to individuals about the use of personal data is a key element of [the Data Protection Act 1998](#) and General Data Protection Regulation.

The most common way to provide information is through a privacy notice.

The DfE has provided suggested wording that schools and local authorities may wish to use. Each setting must review and amend to reflect local needs and circumstances, as they will process data that is not solely for use within data collections.

Privacy notices can be issued in a number of ways, for example on a website, or within:

- induction packs
- staff contracts
- information about social services

The Department for Education (DfE) has updated its model privacy notices, often issued by schools and local authorities to parents, pupils and staff in relation to data collection. The privacy notices have now been enhanced to be compliant with the General Data Protection Regulations.

The DfE highlights that these models are simply a recommendation; schools and local authorities are free to review and amend the wording to reflect their individual circumstances.

To access and gather additional details on the DfE's privacy notice model documents, click [here](#).

**Training for governors on this topic will be included in the new training programme for the summer term.**