



North Tyneside Council

BRIEFING FOR GOVERNORS

SPRING 2020

SUBJECT	CONTACT OFFICER	PURPOSE
Governor Services Update*	Kathleen Wallace Governor Services Co-ordinator kathleen.wallace@northtyneside.gov.uk	<u>FOR INFORMATION AND ACTION</u> *Only available to those schools that purchase an SLA from us for Clerking and Advice and Support.
Operation Endeavour	Lisa Wardingham Safeguarding training and development officer for schools Early Years and School Improvement Service	<u>FOR INFORMATION</u>
Statutory Assessment in KS1 and KS2	Janice Gibson School Improvement Advisor for Primary Assessment and Curriculum North Tyneside Early Years and School Improvement Service	<u>FOR INFORMATION</u>
Reading Recovery	Kerry Clegg School Improvement Advisor for Primary Assessment and Curriculum North Tyneside Early Years and School Improvement Service	<u>FOR INFORMATION</u>
Schools Forum Update	Christina Ponting Senior Manager – Schools HR	<u>FOR INFORMATION</u>
SENDIASS	Amanda Durrant / Nicola Gregg Send Information, Advice and Support Service	<u>FOR INFORMATION</u>



North Tyneside Council

GOVERNOR SERVICES UPDATE

THE SECTION OF THIS BRIEFING IS ONLY AVAILABLE TO SCHOOLS THAT BUY INTO THE GOVERNOR SERVICES SLA FOR CLERKING AND ADVICE AND SUPPORT.

To: School Governors	Date: January 2020
Author: Kathleen Wallace Governor Services Co-ordinator	

INFORMATION

- **Staff changes**

We would like to give a very warm welcome to Diane Buckle, new Assistant Director of Education.

We say a sad farewell to Jonathan Chicken, Senior School Improvement Partner for Primary who also managed the Governor Services team. Our new manager is Lisa Rodgers, Senior School Improvement Partner for Secondary.

We also say a very sad farewell to Marie Sharman, Governor Services Support Officer. Marie has worked for Governors Services for over 2 years and is leaving us this term to take up a role outside of the Authority. I hope you will all join me in wishing Marie every success for her future. We will be advertising for a replacement as soon as possible.

- **Governance Handbook**

I would like to remind Governors of the **Governance Handbook** which is guidance from the Department for Education and sets out the government's vision and priorities for effective governance. It provides a good point of reference for the legal duties of a Governing Board and signposts Governors to more detailed information, guidance and the resources available to support your role.

LINK: <https://www.gov.uk/government/publications/governance-handbook>

- **Get information about schools (GIAS) and governance update**

Following circulation of the first DFE governance newsletter, the DFE received some enquiries regarding its mailing list. Governors can only receive the newsletter directly, if your email address has been registered on GIAS. This data is secure and not publicly available. The department will only send you information deemed relevant to your role in governance.

ACTION FOR GOVERNORS – If you would like to receive the DFE governance newsletter, you will need to update your email address on the Get Information about Schools website via your **school's** 'Sign-in approver', who will be able to amend information relating to the school. If you decide not to receive the updates directly, please email:

SchoolGovernance.update@education.gov.uk and your address will be removed from the distribution list. **Unfortunately, the DFE is unable to remove your email address from GIAS, you would need to ask your school's DfE GIAS 'Sign in approver' to do this.**

LINK: <https://get-information-schools.service.gov.uk/>

How Ofsted inspects governance under the new Framework

Ofsted inspectors assess governance as part of the overall judgement on 'leadership and management'. There is no separate judgement or grading for governance, but inspectors may include a section on governance within the inspection report.

What inspectors are looking for

Ofsted looks at how well those “responsible for governance”:

- Understand their role and carry it out effectively
- Ensure the school has a clear vision, ethos, and strategic direction
- Ensure resources are well managed
- Hold executive leaders to account for educational performance and the performance management of staff
- Oversee the financial performance of the school, and ensure money is well spent (including pupil premium)
- Hold leaders to account for the quality of education or training
- Ensure the provider fulfils its statutory duties (like the ones placed on school by the Equality Act 2010 or Keeping Children Safe in Education)
- Promote the welfare of learners
- Ensure that the education the school provides has a positive impact on all its pupils.

The list above is just the part of the ‘leadership and management’ judgement relating to governance. The full judgement covers a wide range of things school leaders are responsible for and can be found in the Inspection Framework and Inspection Handbook.

Evidence inspectors will use

Ofsted will gather evidence for its evaluation of governance through:

- Meetings with governors and/or trustees
- First-hand evidence gathered during the inspection
- Responses to staff and pupil questionnaires, and Ofsted’s Parent View questionnaire
- Documents setting out school improvement and governance priorities
- Governance records - minutes and reports
- Schemes of delegation
- Any school improvement plan/strategic plan (or equivalent) that sets out the longer-term vision for the school
- Governance impact statements (Some schools publish impact statements as part of the wider information about the governing board however this is not a statutory requirement for LA maintained schools).

Evidence of governors’ involvement with the school

Inspectors will look for evidence that governors have:

- Undertake purposeful visits to the school
- Performed link roles effectively
- Regularly attended full governing board and committee meetings.

Inspectors do not expect all governors to be equally active in governing board business or involved with the school. However, they will look at how well the chair of governors and the school make use of each governor’s skill set.

Governors’ role on inspection day

The Inspectors will invite the chair of governors and **as many other governors as possible** to meet during the inspection in order to evaluate how well Governors know their role and the school, and how effectively they hold school leaders to account. The second occasion will be during the feedback session at the end of the inspection.

It is important that governors know about the strengths and weaknesses of the school, and that school governors are familiar with, and understand, performance data, including the information that the school data dashboard presents for their school.

The first meeting generally takes place without the presence of the headteacher or senior staff. The day and time of the meeting should be arranged between the lead inspector and headteacher during the pre-inspection phone call.

How to prepare for inspection

In preparation for the inspection, once the pre-inspection phone call has taken place, the headteacher may wish to arrange a meeting with governors to discuss the outcome of the call and share what was discussed around the school's vision and understanding of the school's strengths and weaknesses. The headteacher should also explain any key lines of enquiry that were discussed with the inspector

Governors should review and discuss key policies, strategies, data points, and review the list of possible questions that Ofsted may ask governors as per below: -

1. How involved are governors in determining the strategic direction of the school?

- How are they involved in identifying priorities?
- Do specific individuals monitor parts of the school improvement plan?
- How frequently is the plan subject to scrutiny and how this is evidenced.

2. How informed are governors about school self evaluation outcomes? What are the strengths of the school? What are the key priorities for the school over the next 12 months? How successful has the school been in addressing priorities for improvement? Do governors participate in any self-evaluation activities?

The key focus of this answer should be on the quality of education provided by the school. The most important outcomes (in inspection terms) are the quality of the curriculum, pupils' achievement, behaviour, attitudes and attendance. Governors would be expected to demonstrate knowledge of the school's progress in these areas. Knowledge of 'how successful the actions have been' links to the effectiveness of monitoring and evaluation.

3. How well informed are governors about pupils' achievements?

Governors should ensure that they have the necessary published information about achievement, organised by pupil groups (e.g. pupil premium). This should include all phases early years, key stage 1, 2, 3, 4 and the sixth form

4. How effective is the quality of education? How do you know? Where do strengths lie? Is the scope as at least as ambitious as the National Curriculum? Does the curriculum meet the needs of all pupils? Does it remain as broad as possible for as long as possible? What is the range and impact of CPD in improving subject and pedagogical knowledge? Where is the curriculum strongest? How do you know that pupils are learning more and remembering more? How ambitious is the curriculum for pupils with SEND and PP pupils?

Governors should understand where the strengths and relative weaknesses in the curriculum and its teaching are in the school and how school leaders are using resources and professional development to bring about improvement. Governors should link their evaluation to emerging information about pupils' progress coming from the school's assessment system. The discussion should be based on the school's evidence of rigorous monitoring and evaluation.

- 5. Do you receive information about performance management systems? How are these used to improve the quality of teaching?**
Governors should know the proportion of teaching staff that have passed through to the upper pay threshold and should compare this with the overall quality of teaching. Governors should understand whether there is a correlation between the two, and if there is none, find out why.
- 6. Do governors challenge the leadership of the school?**
Governors should show an understanding of what effective school leadership is. This might include:
- Improving the outcomes for pupils
 - Building capacity for improvement via professional development opportunities
 - Delegating leadership duties to staff and developing systems leadership
 - Developing a positive ethos
- 7. How good is attendance? How do you know?**
Governors should ensure that they have the necessary information about attendance and exclusion data organised by pupil groups (e.g. free school meals, ethnicity). They should understand how their school compares to local and national trends.
- 8. What is the behaviour and attitudes of pupils like at the school? How well is behaviour managed?**
Governors should be aware of the school's policies for behaviour. From schools visits they should articulate the ethos of the school and the behaviours pupils are encouraged to display in school. They should be aware of rewards and sanctions that the school use. This information should be available to governors on the website.
- 9. How well are pupils safeguarded?**
The governing body is not responsible for the day-to-day operation of safeguarding procedures but must have a close involvement in the formulation of the child protection policy and monitor and evaluate its impact annually.
The key question governors must ask themselves is: **does the policy work and what information will be needed to make that judgement?**
The governor and the senior member of staff that have responsibility for safeguarding may hold regular meetings. The governing body may also 'spot check' the single central record and carry out checks of premises and facilities.
- What has been the impact of the Keeping Children Safe in Education 2016 guidance on practice in the school? Is the school proactive in its work to prevent radicalisation and extremism? Is the statutory guidance woven into the practice of the school?**
- How are pupils safeguarded when using the internet or, online applications or social media? How does the school promote safe practices online?**
- Governors must also stay up to date with training guidance and minimum training standards, including refresher training.
- 10. Does any bullying take place?**
Governors should understand and scrutinise the racial incident and bullying logs termly. They should be aware of any patterns or trends of behaviour.

11. What do parents and pupils say about behaviour and safety?

Governors should demonstrate that they have systems in place to seek parental views and, if required, act on them. Increasingly, inspectors are asking for specific examples. Governor drop-in sessions can be an effective way of maintaining awareness of parental concerns. Governors should be aware of any responses on 'Parent View.'

12. How effectively are the finances of the school managed? Do you receive information on how the pupil premium is used? Has it raised pupils' achievement in reading, writing and mathematics? They should also monitor the use of the Year 7 catch up premium and primary school sport funding.

Governors should demonstrate their understanding of the school's financial position and where pressures are emerging. They should focus the discussion on the impact that funding has on outcomes for pupils.

13. How well does the school work in partnership?

Governors should demonstrate an awareness (from head teacher reports) of organisations that the school works with (for example local police, churches and work with other schools) and the impact of this on outcomes for pupils.

Effective Challenge

In order to challenge effectively, it is important for a governing board to know its school's strengths and weaknesses. Knowing your school well and asking challenging questions are two of the eight elements of effective governance. But what does **challenge** involve?

There are many negative connotations associated with the term, however, in this term, **challenge** is a scrutiny and request for justification of policies and practice which are central to properly functioning governance. Some Governing boards are not always as good as they could be at challenging the school effectively and constructively in a way that leads to improved practice and outcomes.

When considering challenge, ask yourself the following questions:

- **Strategic vision** – what sort of school is this? What sort of school do we want it to be?
- **Self-evaluation** – what are the school's strengths and areas for improvement
- **School Improvement Planning** - Does the plan reflect the agreed aims / vision, and does it cover immediate and long-term planning.
- **Monitoring** – is the school progressing well with the priorities in the Plan.
- **Evaluation** – what impact has there been of work done to improve the areas highlighted as priorities in the Plan
- **Self-evaluation** – where are we now? What are our next priorities?
- **Vision** – is it still the right one? Has anything changed that will affect our planning?

Things to consider when challenging:

- Ask questions (but not just for clarification).
- Ask about how it compares with previous years or local and national averages.
- Asking about impact (so what?)
- Asking about the use of good practice (if it works in English, might it work in Maths?)
- Ambitious (what else could we do?)
- Good challenge is supportive (positive not negative)
- Consider what could be used to improve the school (next year's plans)
- Ensure the tone of the question is right – not aggressive

- Does the school know its own strengths and weaknesses - summarised in a Self-Evaluation Form? How does this compare to the School Development Partner report?
- Do we regularly receive reports from the headteacher and other members of staff?
- Do we invite members of staff to deliver presentations?
- Analysis of external data – ASP, Inspection dashboard, FFT governor dashboard
- In house data or data from external advisers
- Monitor progress and achievement through Governor visits. Make a record of what you have seen and discuss with the headteacher before sharing with the Governing Board.
- Seek the views of staff, parents and pupils
- Attend staff development sessions
- Being linked to year group, phase, subject or priority in the School Development Plan

Opportunities to challenge

The Headteacher's report is one way in which the headteacher fulfils their accountability to the governing board. It is a key way for governors to maintain an up-to-date view of the school's progress. The report should provide a clear and permanent record of key aspects of the school's work and needs to be sent to all members of the governing board **prior** to the meeting taking place. It is essential that you read through the report and prepare any challenges / questions for the next meeting.

Governor visits are an important aspect of monitoring how the school is doing. Governor visits reports should be shared with the full Governing Board, which provides an opportunity for Governors to be aware of how the school is progressing towards its priorities and offers a chance to ask questions / challenge.

Committee Reports should be provided to the Governing Board to help Governors to keep abreast of what is happening in all areas of the school and offers an opportunity to ask questions / challenge.

Examples of things to consider when receiving information:

- How does this issue affect other pupils/groups?
- What does this tell us about the bigger picture across school?
- What general conclusions can we draw from this issue?
- What difference did that CPD make?
- Are there any trends in the complaints / safeguarding information?
- Is the data given in a format that can be understood by governors? Is it given in a useful format? How does the data compare to the previous year / term / local authority and national averages? What does the data mean? It is good or bad?

Ten key questions the governing body should ask when considering challenge

1. What are the school's values? Are they reflected in our long-term development plans?
2. How well does the curriculum provide for and stretch all pupils?
3. How are we going to raise standards for all children, including the most and least able, those with special educational needs, boys and girls, and any who are currently underachieving?
4. How well do we keep parents informed and take account of their views?
5. Have we got the right staff and the right development and reward arrangements?
6. Do we keep children safe and meet statutory health and safety requirements?
7. Do we have a sound financial strategy, get good value for money and have robust procurement and financial systems?
8. How is pupils' behaviour? Do we tackle the root causes of poor behaviour?
9. Do we keep our buildings and other assets in good condition and are they well used?
10. Do we offer a wide range of extra-curricular activities which engage all pupils?

Knowing your school: Questions for governing boards to ask

The All-Party Parliamentary Group on Education Governance and Leadership has produced a set of twenty key questions for a Governing Board to ask itself (Twenty-one for Multi Academy Trust Boards). The questions are a toolkit to help Governors and trustees with their role and are designed to be considered and discussed as a group, possibly at a committee meeting, rather than in a full governing board meeting. They are NOT intended to be handed over to the headteacher and an answer to each one sought.

LINK: <https://www.nga.org.uk/getmedia/028dfea6-8313-4339-96ed-fa61e0769fe4/Twenty-questions-second-edition-2015.pdf>

[https://www.nga.org.uk/getmedia/fbee69de-e2e9-408d-a369-d4274f5b99fc/21-Questions-for-Multi-academy-Trusts-FINAL-\(1\).pdf](https://www.nga.org.uk/getmedia/fbee69de-e2e9-408d-a369-d4274f5b99fc/21-Questions-for-Multi-academy-Trusts-FINAL-(1).pdf)

New/Updated DFE Guidance

- **Allergies – NEW DFE GUIDANCE**

The Department for Education has released **new guidance for schools on allergies**. The guidance outlines the legal requirements for schools regarding allergies and their food provision, including practical measures and advice. It also details sources for dealing with severe reaction. Governors and trustees are reminded that they are “**responsible for the provision of school food**” and, as part of the DfE’s statutory guidance on supporting pupils with medical conditions at schools, governing boards “**should make sure that a child with an allergy is able to eat a school lunch**”.

ACTION FOR GOVERNORS – Ensure all relevant school policies incorporate this guidance.

LINK: <https://www.gov.uk/government/publications/school-food-standards-resources-for-schools/allergy-guidance-for-schools>

- **Teacher recruitment and retention strategy**

The DFE has published an **updated workload reduction toolkit**, with a section specifically for governors, which now has improved navigation, a video on recruitment and retention, and flexible working resources, including case studies.

ACTION FOR GOVERNORS – Consider the updated toolkit and discuss within your

Governing Body. **LINK:** <https://www.gov.uk/guidance/school-workload-reduction-toolkit>

- **Relationships and Health Education**

From September 2020 all **primary** schools will need to start teaching Relationships and Health Education, and **secondary** schools will need to start teaching Relationships, Sex and Health Education. New advice had been published for **primary** schools on consulting parents and providing more information on the central support that will be in place for all schools.

LINK: https://www.gov.uk/government/publications/engaging-parents-with-relationships-education-policy?utm_medium=email&utm_source=govdelivery

Support and training will be made available for all primary and secondary school teachers from Spring 2020 as well as access to classroom resources. Some schools have been nominated as ‘Early Adopter Schools’ and would be able to also offer support and share areas of good practice.

Further information can be found here:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education?utm_medium=email&utm_source=govdelivery

The DfE has also issued guidance to local authorities and primary schools to help them deal with any disruption that may occur where opposition to the introduction of lesbian, gay, bisexual and transgender (LGBT) content in the new statutory guidance for relationships education (particularly in primary schools). The guidance can be found here:

<https://www.gov.uk/government/publications/managing-issues-with-lgbt-teaching-advice-for-local-authorities/primary-school-disruption-over-lgbt-teachingrelationships-education>

ACTION FOR GOVERNORS – Ensure your school has the resources available to teach this subject, that members of staff attend relevant training and that Primary School parents have been consulted on the information to be provided.

- **Character Education – NEW DFE GUIDANCE**

The DfE has issued new non-statutory guidance on character education in schools. According to the Jubilee Centre at the University of Birmingham, character education encompasses anything which looks to develop “personal traits or dispositions that produce specific moral emotions, inform motivation and guide conduct”. Governing boards play an important role in deciding what character education looks like by defining the vision and ethos of a school. The new guidance provides a framework for schools to think about character education and offers six broad “benchmark questions” relating to the ethos of the school. The framework focuses leaders’ thinking about what they expect from pupils in their school, what skills they want to equip pupils with when they leave school and the type of curricular activities they can provide as part of character education provision. The document also includes a useful tool to help school leaders reflect on character education and think about next steps to improve.

ACTION FOR GOVERNORS – Governing boards should ensure that the curriculum is broad and balanced, and that provision is in place to broaden pupils’ horizons and develop virtues and values. Linked to this, governing boards must also ensure that their school is fulfilling their legal duty of providing adequate spiritual, moral, social, and cultural (SMSC) development of pupils as well as preparing them for life in modern Britain.

LINK:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849654/Character_Education_Framework_Guidance.pdf

Funding

- **National Funding Formula**

In December 2016, the Department for Education (DfE) announced plans for a new National Funding Formula for schools in England. In its consultation document, the DfE explained that a new approach to funding allocation was required due to the current system being ‘unfair, unclear and out of date.’ The new Funding Formula would replace the current Local Funding Formula system that is used by local authorities whilst setting the budget for schools.

Officers from the Authority have been working with the Schools Finance Sub Group for several months now to review the Authority’s Local Funding Formula (LFF) for schools and consider the potential impact of moving towards the National Funding Formula (NFF).

The outcome of that work was presented to Schools Forum on 12 September 2019 and two funding models were proposed. At that meeting, Schools Forum agreed to consult with all schools, which took place during September and October 2019. During the consultation period, several engagement events were held to provide additional information on the modelling work and to support schools to help give an informed response.

In conclusion, most responses received from the consultation was in support of moving from the current LFF, to a model which moves the current funding factors 50% towards the NFF factors. In addition, respondents also supported both the use of the Minimum Funding Guarantee (MFG) to minimise the losses some schools would be exposed to following the change, and to let the Authority set the level of MFG, subject to affordability.

The DFE will build on the process by implementing a 'hard' NFF as soon as possible, whereby schools receive what they attract through the national formula, rather than through different local authority funding formulae. This will complete the Government's reform to make the funding system is fair, consistent and transparent for every school in the country.

LINK:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/838394/National_funding_formula_policy_document_-_2020_to_2021.pdf

- **Pupil Premium Guidance**

The DFE has updated its pupil premium guidance and provided new templates to help schools plan how best to use the fund to support the children who most need it.

LINK: <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>
<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

- **Financial Data Benchmarking**

This is the time of year where schools have been asked to carry out financial benchmarking with similar schools. The data for Local Authority Maintained School for the period 2018-19 has been added to the Schools Financial Benchmarking service which can be accessed via this link: **LINK:** <https://schools-financial-benchmarking.service.gov.uk>

- **SFVS Checklist Guidance 2019-20 and Data Dashboard information**

The DFE has published checklist guidance which asks questions of governing bodies in 6 areas of resource management. It provides clarification for each question, examples of good practice, and details of further support available to assist schools in addressing specific issues.

The data dashboard shows how a school's data compares to thresholds on a range of statistics identified by the Department for Education (DfE) as indicators of good resource management and outcomes. It provides explanations of each of the indicators and helps schools to fill in their data and understand the results. This information is particularly relevant when considering financial benchmarking.

LINK: <https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs/2019-to-2020-checklist-guidance>

<https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs/2019-to-2020-dashboard-guidance>

- **Financial planning training**

A fully-funded short course on integrated curriculum and financial planning (ICFP) is available for all school business professionals and school leaders, **including governors**. ICFP is a process that helps schools plan the best curriculum for their pupils with the funding they have available. Unfortunately, there are no face to face sessions arranged in the North East of England however the course can be accessed via a Webinar.

LINK: (<https://isbl.org.uk/Training.aspx>) or email training@isbl.org.uk.

- **Government allocates £155m towards “high value” further education courses**

Governing boards of schools with **sixth forms** must fulfil the same three core functions of a Governing Body in relation to their 16-19 provision, including holding the headteacher to account for the educational performance and overseeing financial performance. The DfE has recently announced that £155m of additional funding for 2020-21 will be allocated to 16-19 institutions. The breakdown of the £155m is as follows:

- £65m to cover the cost of delivering courses in building and construction, hospitality and catering, engineering, transportation operations and maintenance, manufacturing technologies and science
- £55m will go towards delivering “high value courses”, including subjects related to science, technology, engineering and maths (STEM)
- £35m will be spent on students taking level 3 courses (equivalent to A-levels) who have not achieved a GCSE pass in maths and English, so they can re-sit exams in these subjects

OFSTED Update

- **Ofsted release first analysis of inspection outcomes**

On 16th December 2019, Ofsted released its first analysis of inspection outcomes under the new inspection framework for schools, introduced in September 2019. The data release was accompanied by a blog from Ofsted’s National Director of Education, Sean Harford, which offers a summary of the key points from the data, which Governors and Trustees may find useful. The data shows that between the launch of the new inspection framework in September 2019 and 30th November, Ofsted had conducted 840 inspections (a mix of full and Section 8 inspections). Of these 840 inspections there had been a slight drop in the proportion of schools whose overall effectiveness was judged to be **good** or better. The proportion in 2018-19 was 80% but has dipped to 77% under the new inspection framework. Mr Harford attributes this shift to a reflection of the fact that more schools had been inspected since September, who were *not* previously judged to be good.

LINK: <https://educationinspection.blog.gov.uk/2019/12/16/our-latest-statistics-a-first-look-at-the-eif/>

- **Ofsted Inspection Handbook Update**

Ofsted released minor updates to the section 5 and section 8 handbooks under the Education Inspection Framework. The update aims to address any “teething issues and queries” that have been raised since the launch of the new framework in September. One thing to note was the reference that clerks could be invited to the **final** feedback meeting to take notes, which was encouraging to see.

- **Type of data that Ofsted would consider during an Inspection**

Following the introduction of the new Ofsted Framework, there has been some confusion about the type of data that Ofsted Inspectors would consider during an inspection. The new framework states that data would no longer be the forefront of an inspection however data is a critical source of information for Governing Boards. Ofsted will still want to see the data on exclusions and absence rates from schools and will remain interested in **externally validated** data. This covers any dataset based on an external assessment, such as phonics tests, SATs or GCSEs. It also includes the Analyse School Performance (ASP), the Fisher Family Trust (FFT) governor dashboard and the school performance tables. Ofsted will have access to the same information in all these sources through its Inspection Data Summary Report (IDSR). Inspectors will look at the IDSR before visiting a school and governors and trustees can download their schools’ IDSR through ASP. Internal data still plays a huge part of the Governing Boards role as it helps build a confident picture of the quality of learning in the classroom and assists with monitoring progress toward strategic targets.

NGA Update

- **What Governing Boards and School Leaders should expect from each other**
Updated guidance has been produced to improve the effectiveness of governance. This is the fifth edition of the popular '**What governing boards and school leaders should expect from each other**' guidance written and backed by the National Governance Association (NGA), the Association of School and College Leaders (ASCL), the National Association of Head Teachers (NAHT), the Local Government Association (LGA) and the Institute of School Business Leaders (ISBL).

ACTION FOR GOVERNORS – Discuss the guidance within your Governing Body.

LINK: <https://www.nga.org.uk/Knowledge-Centre/Leaders-governing-boards/School-Leaders-and-Governing-Boards-What-do-we-Expect-of-Each-Other.aspx>

- **Creating the Right Dynamics: A Guide to help Governing Boards work effectively as a Team**

The NGA has recently published guidance to help Governing Boards to work effectively as a team. The document is called **Creating the Right Dynamics: A Guide to Help Governing Boards Work Effectively as a Team**, which offers concise and practical advice around how to construct an effective team dynamic, and how to respond where relationships are acting as a barrier to effective governance.

LINK: <https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Board-Dynamics.aspx>

NEWS

- **Struggling schools set for specialist support**
Over one thousand schools are set to receive expert support from some of the country's highest performing schools as the Department for Education announces six new Teaching School Hubs. The Government had originally planned for 9 Teaching School hubs however it was forced to scale back the first phase of its programme after a recruitment drive failed to attract enough high-quality bids.

The DfE has also halted recruitment of national leaders of education and governance (NLEs and NLGs) while it reviews the entire system, placing a greater emphasis on the hubs model. The number of NLEs and NLGs in the system has subsequently dropped by a fifth.

The six hubs are Harrogate Grammar School, Kingsbridge Community College, Silverdale School in Sheffield, Harris Academy Chafford Hundred, Copthorne Primary School in Bradford and Saffron Walden County High School.

- **New survey finds less than half of parents feel they have a say in decisions made at schools**

Parentkind (formerly known as PTA UK) carried out its 2019 Annual Parents Survey which revealed that parents have mixed feelings when it comes to how well they feel their voices were heard at their children's school. Only 41% of those surveyed said that they feel they had a say on school decisions which affect their children's education in contrast to the 76% that said they wanted a say at school level. The report also found that many parents were unaware of governance models within schools. While 91% had heard of academies, only 49% had heard of multi academy trusts (MATs) and only a further 19% of parents felt that they were able to explain what a MAT was.

In response to this survey, the NGA and Parentkind have combined their extensive knowledge to release updated guidance that emphasises the **importance of parental engagement** and provides practical tips for governing boards on conducting an open two-way conversation with parents about their child's school.

LINK: [https://www.nga.org.uk/getmedia/64b96dac-ba3f-41a7-a4a4-c858330aedb5/NGA-Parentkind-20pp-Guide-\(WEB-Aug-2019\)-AW.pdf](https://www.nga.org.uk/getmedia/64b96dac-ba3f-41a7-a4a4-c858330aedb5/NGA-Parentkind-20pp-Guide-(WEB-Aug-2019)-AW.pdf)

- **Career guidance for young people**

Governing bodies have a responsibility to provide clear advice and guidance to help schools meet their statutory requirements on providing career guidance. If you are a **link governor for careers**, a careers leader or interested in careers leadership you can register for the **introduction to careers leadership online course**. All secondary schools are also eligible for face-to-face training for careers leaders.

LINK: Introduction to Careers Leadership online Course:

<https://careersleadertraining.careersandenterprise.co.uk/>

LINK: The Careers Strategy - A guide for secondary school governors:

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1246_guide_for_governors_digital_2.pdf

- **Framework for Ethical Leadership in Education**

In 2017, school leaders asked Association of School and College Leaders (ASCL) for a code of ethics to drive school improvement and help hold senior leaders accountable. Following on from this work, the Framework for Ethical Leadership in Education was launched in January 2019. The Framework provides the profession with a number of principles to support leaders in their decision-making and in calling out unethical behaviour.

LINK: <https://chartered.college/wp-content/uploads/2019/01/The-Framework-for-Ethical-Leadership-in-Education.pdf>

- **Challenging School Exclusions' report**

A report published by Justice, the law reform group, called for changes to the processes used to make and review decisions to permanently exclude pupils in England. The report highlighted a steady increase in the use of exclusion in England since 2012 and found that schools had an inconsistent understanding of their duties under the Equalities Act, that the governing board review stage was ineffective and lacked independence, and that Independent Review Panels (IRP) did not have adequate powers to reinstate or order alternatives for the pupil. The report makes several recommendations for change however the Department for Education has not indicated that any change was being considered.

LINK: <https://justice.org.uk/a-new-model-for-challenging-school-exclusions/>

- **Updated list of statutory policies**

POLICY/DOCUMENT	REVIEW FREQUENCY	APPROVAL
Admissions arrangements Foundation Trust and Faith (VA) Schools	Annually You must consult on changes and must consult at least every 7 years even if you make no changes during that period. Schools do not need to consult on an increase to the PAN or any other changes required to comply with the Admissions Code.	Full Governing board or delegated to a committee
Whole School Pay Policy pay	Annually	Full Governing board or delegated to a committee
Child protection policy and procedures	Annually, as a minimum	Governing board
Special educational needs (SEN) and disability policy and SEN information report	Annually – any changes to the information must be updated as soon as possible	Governing board
Health and safety	Annually	Local Authority will handle this on behalf of community and voluntary controlled schools
Charging and remissions Maintained Schools	Recommended Annually – frequency determined by the governing board.	Full Governing board or delegated to a committee, an individual governor or the headteacher
Data protection	At least every 2 years A distinct Data Protection policy is not statutory however it is recommended. Schools must however have privacy notices.	Determined by the Governing Board
Privacy notices	Recommended Annually – frequency determined by the governing board	Determined by the Governing Board
Protection of children’s biometric information	Recommended Annually – frequency determined by the governing board <i>[This is a new requirement which can be incorporated into your Data Protection Policy]</i>	Determined by the Governing Board
School complaints	Recommended Annually – frequency determined by the governing board	Can be delegated by the governing board, a committee, an individual governor or the headteacher
Capability of staff	Recommended Annually – frequency determined by the governing board	Can be delegated by the governing board, a committee, an individual governor or the headteacher
Newly qualified teachers (NQT)	Recommended Annually <i>[This is a new requirement]</i>	Determined by the governing board

POLICY/DOCUMENT	REVIEW FREQUENCY	APPROVAL
Staff discipline, conduct and grievance procedures	Recommended Annually – frequency determined by the governing board	Governing board
Statement of procedures for dealing with allegations of abuse against staff	Recommended Annually – frequency determined by the governing board	Governing board
Accessibility plan	Every 3 years	Governing Board
Children with health needs who cannot attend school	Recommended Annually – frequency determined by the governing board. <i>[This is a new requirement. It is unclear what this Policy would look like however it could possibly be incorporated into the Supporting Pupils with Medical Conditions Policy]</i>	Governing board
Designated teacher for looked-after and previously looked-after children	Recommended Annually – frequency determined by the governing board. <i>[This is a new requirement]</i>	Governing board
Early Years Foundation Stage (EYFS) policies – only required if you have early years provision	Varies – frequency determined by the Governing Board.	Can be delegated by the GB to a committee, an individual governor or the headteacher
Supporting pupils with medical conditions	Recommended Annually – frequency determined by the governing board.	Governing board
Sex and relationship education	Recommended Annually – frequency determined by the governing board.	Can be delegated by the GB to a committee, an individual governor or the headteacher
Behaviour policy	Recommended Annually - Determined by the headteacher.	Can be delegated by the headteacher
Behaviour principles written statement	Recommended Annually – frequency determined by the governing board.	Governing Board
School Exclusion <i>[This is a new requirement]</i>	Recommended Annually – frequency determined by the governing board.	Can be delegated by the GB to a committee, an individual governor or the headteacher
First aid	Recommended Annually – frequency determined by the governing board. <i>Schools are not required to have a specific first aid policy, it could be incorporated in to the H&S Policy</i>	Local Authority will handle this on behalf of maintained schools
Premises management documents	Recommended Annually – frequency determined by the governing board.	Can be delegated by the governing board to a committee, an individual governor or the headteacher
Equality information and objectives	Equality information updated and published Annually . Equality objectives should be at least every 4 years	Can be delegated by the governing board to a

POLICY/DOCUMENT	REVIEW FREQUENCY	APPROVAL
statement for publication		committee, an individual governor or the headteacher
Governors' allowances (Schemes for paying)	Recommended Annually – frequency determined by the governing board.	Can be delegated by the governing board to a committee, an individual governor or the headteacher
Instrument of government	Recommended Annually – frequency determined by the governing board.	Governing Board
Register of business interests	Recommended Annually	Governing Board
Freedom of information publication scheme	Recommended Annually – frequency determined by the governing board.	Determined by the governing board
Teacher appraisal	Determined by the governing board	Can be delegated by the GB to a committee or individual governor

For secondary schools only / schools that act as an exam centre

Provider access – only required if you provide secondary education	Annually	Determined by the governing board
Examination contingency plan – only required if your school acts as an exam centre	Annually	Determined by the school
Non-examination assessment – only required if your school acts as an exam centre	Annually	Determined by the school

Live Documents

Admission register	Live document	Can be delegated by the governing board to a committee, an individual governor or the headteacher
Attendance register	Live document; must be updated daily	Determined by the governing board
School information published on a website	Updated information must be published as soon as possible after a change, and at least annually	Can be delegated by the governing board to a committee, an individual governor or the headteacher
Single central record	Live document	Monitoring of this can be delegated by the governing board to a committee, one or more governors, the headteacher or one or more governors acting with the headteacher



North Tyneside Council

BRIEFING FOR GOVERNORS SCHOOL IMPROVEMENT SERVICE

EYSIS OFFICER REPORTS

SPRING 2020

Operation Endeavour	Lisa Wardingham Safeguarding training and development officer for schools Early Years and School Improvement Service	<u>FOR INFORMATION</u>
Statutory Assessment in KS1 and KS2	Janice Gibson School Improvement Advisor for Primary Assessment and Curriculum North Tyneside Early Years and School Improvement Service	<u>FOR INFORMATION</u>
Reading Recovery	Kerry Clegg School Improvement Advisor for Primary Assessment and Curriculum North Tyneside Early Years and School Improvement Service	<u>FOR INFORMATION</u>
Schools Forum Update	Christina Ponting Senior Manager – Schools HR	<u>FOR INFORMATION</u>



North Tyneside Council

The Langdale Centre, Langdale Gardens,
Wallsend
NE28 0HG
Tel: 0345 2000 101

EYSIS Officer Reports

FOR ALL GOVERNORS

To: School Governors	Date: January 2020
Author: EYSIS Officers	

Operation Endeavour

Operation Endeavour is a new joint procedure between North Tyneside Children's Services, Northumbria Police and North Tyneside schools to safeguard children and young people at risk of harm from going missing.

The DfE (2014) statutory guidance '*Children who run away or go missing from home or care*' outlines that these young people are at risk of serious harm from various forms of exploitation, violent crime or drug and alcohol misuse.

When the police receive a report that a young person has been reported missing, they share this with Children's Social Care who will now notify key adults in school. This ensures that the school can support the pupil as needed and help the child make sense of the way they are feeling and behaving. School staff can also inform the police if the young person arrives at school when they are still believed to be missing or possibly support police and children's services with information to locate the child.

To support the communication of your school being part of Operation Endeavour, please ensure that information is shared on school notice boards and through the school prospectus/website.

Author: **Lisa Wardingham**
Safeguarding training and development officer for schools

Statutory Assessment in KS1 and KS2

The key dates for schools to administer statutory assessments in primary schools are as follows;

May 2020

Schools can administer the end of key stage 1 SATs to Year 2 pupils any time during the month of May. The tests can be administered in small groups or to the whole cohort. Schools must administer tests in reading and mathematics and the results of these to inform a teacher assessment judgement to be submitted to DfE. Schools must also make a teacher assessment judgement on pupils' ability in writing. There is also an optional test for grammar, punctuation and spelling.

The end of key stage 2 tests must be administered on timetabled days during week beginning 11th May 2020. If any pupils are absent, schools can apply for permission to vary the timetable and administer the test up to five working days later. Schools must ensure that the tests are stored and administered in accordance with Administration and Reporting Arrangements (ARA) published by DfE. **Governors can play an important role in ensuring that schools fulfil the statutory duty outlined in the ARA.**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/838961/2020_KS2_assessment_and_reporting_arrangements.pdf Schools must also make a teacher assessment judgement on pupils' ability in writing.

On May 15th, schools are informed if their teacher assessment judgements are to be externally moderated by the Local Authority on behalf of STA.

June 2020

During the week beginning 8th June, the Phonics Screening Check must be administered to Year 1 pupils and any Year 2 pupils who did not meet the standard or take the check in Year 1. The check consists of 40 words for pupils to read in a one to one situation with a familiar adult. Half of the words are real, and half are nonsense words but will contain phonemes (sounds) that have been taught.

In the same week, **for the first time**, schools must administer a multiplication times table check to pupils in year 4. This is an on-line process where pupils are shown multiplication calculation to solve in a set amount of time.

2020 sees the bi-annual sampling of key stage 2 science attainment. Schools will be selected by DfE and informed if they are to be part of the sample in due course.

Further dates for statutory assessment can be found on a calendar by following this link.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/842044/2020_NCA_academic_calendar.pdf

For further information or to request support to understand published data sources (ASP, LA data pack and FFT Aspire) please contact Janice Gibson School Improvement Advisor for Primary Assessment and Curriculum (Janice.gibson@northtyneside.gov.uk)

**Author: Janice Gibson
School Improvement Advisor for Primary Assessment and Curriculum**

Reading Recovery

30 minutes a day for 12-20 weeks

Reading Recovery is an evidence-based early intervention for children who are not getting underway with reading after one year at school. Teachers are specially trained to lift literacy levels in the lowest 20% of six-year-olds. Most children catch up to age-expected levels in reading and writing in a short period of time and no longer need extra help.



Reading Recovery teachers are specially trained by a teacher leader; Kerry Clegg is based in North Tyneside. They are literacy experts who have received a high level of training about literacy teaching and learning at the Institute of Education, UCL.

Reading Recovery has been offered to children in the North-East for over 12 years contributing to the alteration of life chances for many children. Evidence shows that early intervention is crucial.

Pro Bono Economics (2018), *‘Assessing the impact of the Reading Recovery programme. An economic evaluation’*.

KPMG Foundation (2018), *KPMG Foundation Impact Report*

Synthetic Phonics and Reading Recovery in line with EIF (2019)

Where teaching of *synthetic phonics* is strong learning is strengthened and supported by means of reading and writing continuous texts in Reading Recovery. The Reading Recovery teacher’s sound knowledge of the phonics programme, together with close liaison with class teachers, enables children to put phonemic knowledge into practice; each programme supporting the other. Phonics screen results are enhanced, and gains sustained where carefully monitored over time.

“I love reading. I think I have got much better and my confidence has improved.” (child at Ivy Road Primary)

“We saw a significant increase in her reading ability, confidence and most importantly- she was enabled to enjoy her reading.” (parent at Ivy Road Primary)

Councillor Earley, Cabinet Member responsible for Children, Young People and Learning said: “Reading Recovery is a fantastic scheme and something that I’m really proud we support here in North Tyneside. It helps and supports so many young people through education and does a great job in helping us to prepare them for work and for life.”

For further information please contact Kerry Clegg kerry.clegg@northtyneside.co.uk and visit <https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery>

Author: Kerry Clegg
School Improvement Advisor for Primary Assessment and Curriculum

Schools Forum Membership – January 2020

As required under national guidance Schools Forum are required to notify Schools and Governing Bodies of who the member of Schools Forum is on an annual basis or as and when membership changes. Please find attached a copy of the current membership. As noted previously all Schools Forum reference documents inclusive of membership and papers are on the North Tyneside Schools Forum website - which is a public website open to all.

Membership as at						January 2020					
North West						North East					
Phase	Role	Name	School	Term expires	Number	Phase	Role	Name	School	Term expires	Number
Primary	Head	Stephen Baines	Holystone Primary	Jan 23	1	Primary	Head	Stephen Easton	Matine Park First School	Oct 21	1
Primary	Head	Jill Wraith	Benton Dene Primary	May 21	1	First	Head	Sharon Colbitts-Elliott	Rockciffe	Oct 21	1
Secondary	Head	Paul Quinn	Longbenton	Sep 21	1	Secondary	Head	Steve Wilson	Whitley Bay High	Jul 21	1
						Middle	Head	John Newport	Marden Bridge	May 22	1
					TOTAL						TOTAL
					3						4
South West						South East					
Phase	Role	Name	School	Term expires	Number	Phase	Role	Name	School	Term expires	Number
Primary	Head	Andrew James	St Aidan's	May 21	1	Primary	Head	Gavin Storey	Cullercoats	Jul 20	1
Primary	Head	Angi Gibson	Hadrian Park	Sep 22	1	Primary	Head	Laura Baggett	Monkhouse	May 21	1
Secondary	Head	David Baldwin	Churchill	Oct 21	1	Secondary	Head	Matt Snape	Marden High	Oct 21	1
					TOTAL						TOTAL
					3						3
Other School members - Not locality based											
Phase	Role	Name	School	Term expires	Number						
Primary/First	Governor	Michael Young	Spring Gardens	Jan 22	1						
Primary/First	Governor	Peter Thorp	Redesdale	Dec 22	1						
Secondary/Middle	Governor	Vacant			1						
Secondary/Middle	Governor	David Bantard	Northam High School	Dec 22	1						
Nursery	Head	John Croft	Sir James Knott	Jan 22	1						
PRU	Head	Karen Croskery	Moorbridge	Feb 22	1						
Special	Head	Peter Gannon	Silverdale	Feb 22	1						
Academy	Other	Kerry Lilico	Grasmere	Feb 22	1						
Academy	Other	Philip Sanderson	Kings Priory	May 21	1						
					TOTAL						
					9						
Non School members											
Phase	Role	Name	School	Term expires	Number						
16-19 providers	Other	Marie Flatman	Tyne Metropolitan College	Dec 22	1						
EY PVI	Other	Joanne Thompson	Holystone Out of School	Dec 21	1						
C of E Diocese	Other	Jim Colman	Christ Church C of E Primary	Jan 22	1						
RC Diocese	Other	David Watson	St Thomas More	Feb 22	1						
EOTAS/LAC	Other	Angela James	North Tyneside Council	May 21	1						
Trades Union	Other	Claire MacLeod	Trade Union	May 21	1						
					TOTAL						
					6						
					Overall						
					28						
						Membership Summary					
							Number	% Overall	First/Primary	8	
						School	13	46%	Middle/Secondary	5	
						School-Non Locality	9	32%		13	
						Non School	6	21%			
						Total	28	100%			
						Quorate		40%		12	

Author: Christina Ponting
Senior Manager – Schools HR
North Tyneside Council

Special **E**ducational **N**eeds and **D**isability **I**nformation, **A**dvice and **S**upport **S**ervice

The SENDIASS team works directly with families and young people offering impartial advice and information to support young people and their parents who have Special Educational Needs or Disabilities. The team work at arm's length from the Local Authority to ensure parents, carers and young people have confidence in the impartial advice given.

The team offers advice on all aspects of the SEND Framework and help parents and carers to play an active and informed role in their child's education.

The team can help in the following ways:

- Provide information and advice on SEND law, statutory guidance, policy and local practice;
- Explain complex processes in a simple and easy way to understand;
- Support parents and carers to liaise with professionals;
- Offer advice on the paperwork for EHC Needs Assessment;
- Provides support at meetings;
- Listens to concerns about SEND;
- Encourages parents and carers to engage and understand how SEND systems work;
- Provide encouragement and advice for parents and carers to help them make an informed decision about their child's education.

The SENDIASS team also support Schools by:

- Acting as a link between parents, carers, young people and schools to maintain communication and good relationships;
- Gives time to parents, carers and young people to explain processes and offer support which can often be difficult for a school with demanding timetables.
- Encourages parents, carers and young people to engage and understand how to support the education of their child.
- Increases the confidence of parents, carers and young people with a clear aim to work collaboratively with schools

Contact Details: (0191) 643 8313 or (0191) 643 8317

LINK: <https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>

**GOVERNOR SERVICES - TRAINING AND DEVELOPMENT PROGRAMME 2019/20 –
SPRING TERM**

All courses will be held at
The Langdale Centre, Langdale Gardens, Wallsend, NE28 0HG
(Governor Services - governorservices@northtyneside.gov.uk: Telephone: (0191) 643 8716

<p>Educational Visits Management 22 January 2020 - 18:00 – 19:30 Rob Smith</p>
<p>Primary Assessment - EY, KS1 & KS2 28th January 2020 - 17:30 – 19:30 Vanessa Foster / Janice Gibson</p>
<p>Safer Recruitment – *Full Day* session 3rd February 2020 - 09:00 – 17:00 Christina Ponting</p>
<p>Induction for new Governors - Session 1* 4th February 2020 - 17:30 – 20:00 Jacqui Ridley *Governors must attend both sessions*</p>
<p>Induction for new Governors - Session 2* 11th February 2020 - 17:30 – 20:00 Jacqui Ridley *Governors must attend both sessions*</p>
<p>Preparing for statutory Relationships and Sex Education and Health Education 12th February 2020 - 18:00 – 20:00 Elaine Robson</p>
<p>Employment Law Update 25th February 2020 - 17:30 – 19:00 Paul Stewart</p>
<p>Mastery in Maths 26th February 2020 - 17:30 – 19:30 Lisa Heatherington</p>
<p>Pupil Exclusion - Guidance for Maintained Schools 5th March 2020 - 17:30-19:30 Anne Oldham</p>
<p>Effective Chairing *DAY SESSION* 9th March 2020 - 10:00 – 14:30 Jane Edminson</p>
<p>Child Protection for Governors 17th March 2020 18:00 – 20:00 - Lisa Wardingham</p>

BOOKINGS CAN BE MADE ONLINE AT www.educationservices.org.uk via a log in.

**Click here for DfE Live Consultations currently taking place –
www.education.gov.uk/consultations/**