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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2019** | | **ITEM NO. 11** | | | **Maintained School & Academy** |
| **TITLE** | | **NGA Update**   1. **Updated Ofsted resource centre** 2. **Managing Membership** 3. **Code of Conduct** 4. **Skills audit** 5. **Improving how your school engages with parents** 6. **The Governance of Safeguarding & Safeguarding Governor Model Role Description** | | | |
| 1. **Updated Ofsted Resource Centre**   NGA has updated its Ofsted guidance for governing boards to reflect the recent changes to the inspection framework implemented this September.  NGA suggest that the best way to prepare for an Ofsted inspection is to ensure that the school is meeting its core purpose. [**The new guidance**](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Accountable-governance/Ofsted/Ofsted-inspection-of-schools-Q-A.aspx) looks at all the questions you may have about your school’s Ofsted inspection including:   * how and when schools are inspected * details on the inspection process * Ofsted's inspection principles * the main judgements that inspectors make * how Ofsted judges the effectiveness of governance   The updated guidance also includes a list of possible questions that governors and trustees may be asked during their meeting with inspectors.  Goverors are advised that [**inspection reports will look significantly different**](https://educationinspection.blog.gov.uk/2019/08/01/changes-to-the-way-ofsted-inspects-and-reports/) from September, with Ofsted confirming that the primary audience for these reports will be parents. NGA has some serious reservations that this will make the reports less useful for governing boards and has been in dialogue with Ofsted to ensure that governors and trustees will find the reports useful in continuing to improve their schools. NGA will update members, via the weekly newsletter, about any new developments which occur on the back of ongoing discussions with Ofsted.   1. **Managing membership**   Governor Services will advise the NGA when a new Clerk to Governors is appointed to a school. The Clerk is then responsible for managing the membership for your school, please note the system can be quite slow. The user guide will be sent out electronically after the Clerks Briefing.   1. **Code of Conduct**   [**The 2019 version of NGA’s model code of conduct**](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Ethical-governance/Model-Code-of-Conduct-2018.aspx) for governing boards is now available to download from the NGA knowledge centre.  The model code of conduct remains anchored in the Seven Nolan Principles of Public Life: selflessness; integrity; objectivity, accountability; openness; honesty and leadership. In addition to this, the 2019 version has been strengthened by the inclusion of the[**Framework for Ethical Leadership in Education**](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Ethical-governance/Framework-for-Ethical-Leadership-in-Education.aspx) to help school leaders take difficult decisions. The NGA model code of conduct can be tailored to reflect your specific governing board and school structure. Once approved by the governing board, the Code will apply to all governors / trustees / academy committee members. NGA recommend that the code should be thoroughly discussed so that the whole governing board has ownership of it, and, once it has been adopted, the governors / trustees / academy committee members should be asked to review and agree it, on an annual basis ideally at the first meeting in the autumn term.   1. **Skills Audit**   NGA has updated its popular skills audit which can be used to help identify any knowledge, experience, skills and behaviours your governing board still needs to deliver their functions effectively. There continues to be two separate models: one for maintained school governors including those governing in a federation, trustees of single academy trusts and academy committee members (often referred to as local governing bodies) and another for trustees of multi-academy trusts.  The skills audit remains structured around the DfE's six features of effective governance, as referred to in the Competency Framework for Governance. However, it now includes an additional section titled “positive contribution”, which covers the experience and skills that characterise an effective and experienced governing team with capacity to develop and improve further. At the same time the skills audit has been streamlined with fewer questions to make it more manageable  An accompanying guide is also available to support governing boards and trusts to make the best possible use of the NGA skills audit and skills matrix for evaluating responses. [Both the skills audit and the accompanying guide](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Skills-Audit-and-Skills-Matrix-(1).aspx) can be downloaded from the NGA Knowledge Centre.   1. **Improving how your school engages with parents**   NGA has updated its guidance on how school governing boards can successfully engage with parents. Published in partnership with Parentkind (formerly PTA UK), the document has been designed to both emphasise the importance of parental engagement within schools, and to provide practical tips for governing boards to help them conduct an open two-way conversation with parents about their child’s school.  This joint piece of guidance will help governing boards ensure that their school has a parent-friendly culture and provides practical information and ideas to help generate a productive and rewarding two-way dialogue with parents. You can view the guidance in NGA’s [**knowledge centre here.**](https://www.nga.org.uk/Knowledge-Centre/Collaborating-with-partners-(1)/Parents/A-school-governance-guide-to-successfully-engaging.aspx)   1. **The Governance of Safeguarding & Safeguarding Governor Model Role Description**   The Governance of Safeguarding guidance is intended to help governing boards and academy trusts meet their overall responsibility for ensuring that their schools safeguarding procedures, policies and training are in place, being effectively managed and comply with the law. This reflects the updated Keeping Children Safe in Education.  The model role description is only an example model and should be significantly tailored to the needs of the school or trust.  Copies of the above will be sent out electronically after the clerks briefing. | | | | | |
| **ACTION POINTS:** | * Ensure your NGA Manage Membership is up to date. * Ensure your Code of Conduct is reviewed. * Ensure a skills audit is undertaken. * Share the new NGA guidance on Safeguarding with your governors. | | | | |
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