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| CLERKS’ BRIEFING  **Spring term 2021**  **Thursday 21 January 2021**  **1pm to 2.30pm – Daytime session**  **7pm to 8.30pm – Evening session**  **This will be a virtual meeting with invitations sent via Governor Services**  (Copied to Chairs by email) |  |

To provide information to governing bodies, via the clerk, of relevant actions and information that need to be considered during this term. This briefing will focus on the clerks' role in providing advice and support within governance throughout the spring term, with a particular focus on any adaptations due to current Coronavirus restrictions.

CLERKS’ BRIEFING AGENDA

1. Finance
   1. Schools budget for 2021-2022
   2. Schools Financial Value Standard (SFVS)
   3. School Internal Audit Programme
   4. Pupil Premium
   5. Holiday Activities and Food Programme
2. School Places Plan and Capacity Strategy 2021-25
3. Community Learning
4. Early Years
   1. Early Years Framework Reform
   2. Early Years Reforms Including the New Framework
   3. Early Years Foundation Stage Profile
5. Cyber Security Awareness in Schools
   1. Training for School Governors
   2. Questions for governors and trustees
6. Can (Do) Working Together – Support Services for Schools
   1. Booking and viewing training
   2. SLA
7. Safeguarding
8. Statutory and Department Guidance
   1. Remote education offer
   2. School Complaints
   3. Exams and Assessment
   4. Schools Meals
   5. RSE curriculum
   6. Brexit
   7. What schools must publish online
   8. Governance Handbook October 2020
   9. Structures and roles
   10. School governance update
9. Ofsted
10. Governor and Clerk Training and Development Opportunities
    1. BF Spring Term Programme 2021
    2. NGA Learning Link
    3. Governor for Schools webinars
    4. NGA webinars
11. Clerking / procedural matters
    1. Agenda Plan for Spring 2021
    2. BFC website and governor adverts
    3. Can (do) Governor Roles and Responsibilities Resources
12. NGA
    1. Updated covid resources further to national lockdown on 4.1.21
    2. Whole School Sustainability November 2020
    3. HR self-assessment – a tool for governing boards
    4. Remote education: safeguarding, expectations, support and monitoring
    5. NGA Leading Governance
13. Governor Recruitment
    1. Governor Referral Scheme
14. Education Governor Nominations
15. AOB

**Date of next meeting:**

**Thursday 6 May 2021, 1pm to 2.30pm**

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| **APPENDICES**  Appendix A – List of Clerks  **ADDITIONAL MATERIALS**  Services to Schools Prices 2021-2022  School Places Plan 2021-2025 |  |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 1** | | | | | **Maintained Schools** |
| **TITLE** | | **Finance**   1. **School budgets for 2021-22** | | | | | |
| This note summarises the report that was presented to Schools Forum on 14 January 2021 regarding proposals for the 2021-22 budget for schools.  Full papers on final decisions for main school budgets can be found at item 6 on:  [Agenda for Schools Forum on Thursday, 14 January 2021, 4.30 pm | Bracknell Forest Council (bracknell-forest.gov.uk)](http://democratic.bracknell-forest.gov.uk/ieListDocuments.aspx?CId=187&MId=9542&Ver=4)  **Revenue Funding from the council for statutory aged pupils**  The Schools Budget is funded by a 100% government grant called the Dedicated Schools Grant (DSG). The DSG is ‘ring-fenced’ so can only be spent on schools and pupils.  The government’s School Spending confirmed that over the next 3 years there will be a 15% increase in funding which the Institute for Fiscal Studies says restores school spending to pre-austerity levels. Key government and local decisions for 2021-22 are:   * 1. Each factor in the School National Funding Formula (NFF) will increase by 3%   2. All primary schools must be funded at least to £4,180 per pupil and secondary schools to £5,415.   3. All schools will receive at least a 2% increase in per pupil funding compared to 2020-21   4. Teachers’ Pay and Pension Grants will cease with funding transferred into the NFF   There remains the significant medium term extra local cost being faced in BF relating to the new schools that are being opened in response to house building and the need to provide additional financial support in the early years when pupil numbers tend to be low resulting in high average costs and low economies of scale. The Schools Forum has agreed a funding policy with the council through to March 2023 that will use up to £1m of funds from council resources, a measured draw down from accumulated Schools Block balances, and some of the new money being received through the funding reforms.  For the 2021-22 budget, the council will contribute £0.227m which will ensure that for the first time, the NFF rates paid by the DfE to BFC can be passed on in full to BF schools.  Taking account of these changes, and with BF schools traditionally receiving relatively low funding settlements, overall, there will be an average increase in per pupil funding of 3.8% which compares to 6.3% in 2020-21, 2.8% in 2019-20 and 2.7% in 2018-19.  For 2021-22, the government will for the first time be requiring schools to submit   * 1. a 3-year budget forecast each year, by 30 June   2. a recovery plan to the local authority when their revenue deficit rises above 5% at 31 March of any year. Local authorities may set a lower threshold than 5% for the submission of a recovery plan if they wish.   Further guidance and advice will follow.  **Revenue Funding from the council for early years pupils**  The Early Years budget is also funded by DSG and the government have confirmed that per child funding paid to LAs next year will increase by 6p per hour (+1.1%). No detailed budget decisions for 2021-22 have been taken pending receipt of final funding proposals from the government which have been delayed due to the coronavirus pandemic.  **Revenue Funding from the council for high needs pupils**  The High Needs budget is also funded by DSG and the government have recently confirmed that in recognition of funding pressures being experienced by a number of LAs, significant additional funds will be provided for which BF will receive an extra 8%.  However, despite this increase, there is still forecast to be a significant in-year over spend next year of £5m. Working in partnership with the Schools Forum, an action plan has been agreed that focuses on maintaining more children in BF schools through the development of additional in-house provisions. It has identified a significant number of changes that can be made to improve the range and effectiveness of support for relevant children as well as lowering costs. This work is on-going and has been delayed due to the coronavirus pandemic.  To help schools with their budget planning, an initial budget statement was distributed in week commencing 18 January. This included funding due from the council for the main school budget and high needs pupils, plus an estimate for government grants, such as the pupil premium and universal infant free school melas.  Final 2021-22 budgets will be with schools in March. As previously advised, schools should now be undertaking budget calculations and where this indicates that spending reductions are required, available options should be considered. Advice and guidance on such budget matters are available from Paul Clark, Finance Business Partner – People Directorate. If it is considered possible that changes to staffing establishments may be required, please contact your HR Adviser without delay as there is a strict timetable to comply with.  Advice to schools remains that they should carefully consider the long-term implications of their spending plans before decisions are taken. | | | | | | | |
| **ACTION POINTS:** | 1. Schools should already be planning their provisional cost calculations for 2021-22 and be comparing it to the initial budget that was sent week commencing 18 January. Where it is anticipated that expenditure cannot be contained within budget, schools should contact the LA. 2. Upon receipt of final budget notifications in March, schools should compare this with their latest cost estimates to determine whether funds are likely to be sufficient. Again, where it is anticipated that expenditure cannot be contained within budget, schools should contact the LA. 3. By 31 May a budget plan needs to be returned to the LA, having been formulated with regard to know and likely financial events, balanced to total income, and having been agreed by the Governing Body or relevant committee with the power to make such a decision. 4. By 31 December a copy of the minutes of the Governing Body agreeing the initial budget plan needs to be submitted to the LA. 5. By 30 June, schools need to submit a 3-year budget plan | | | | | | |
| **DEADLINE FOR ACTION** | See action points | | **CONTACT NAME** | | Paul Clark, Finance Business Partner – People Directorate | | |
| **TELEPHONE** | | 01344 354054 | | |
| **EMAIL** | | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk) | | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 1** | | | **Maintained Schools** | |
| **TITLE** | | **Finance**   1. **Schools Financial Value Standard (SFVS)** | | | | |
| **This update amends previous advice which incorrectly stated that the government had suspended the requirement to complete the 2020-21 SFVS return**.  It is now confirmed that there is a requirement to complete the work associated with SFVS and arrange for sign off by the chair of governors. This is an annual requirement that must be completed by the end of March each year so the next deadline is 31 March 2021, although schools can complete their return at any time. It does not need to wait until March.  The completion of SFVS is a statutory requirement for all maintained schools. It is primarily aimed at governors as governing bodies have formal responsibility for the financial management of their schools.  There are no significant changes to the requirements in place for the 2019-20 SFVS return.  The DfE web site address that sets out the requirements and helpful guidance on meeting the Standard is as follows:  [Schools financial value standard (SFVS) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs)  Completed signed returns should be scanned and emailed to:  [Education.finance@bracknell-forest.gov.uk](mailto:Education.finance@bracknell-forest.gov.uk) | | | | | | |
| **ACTION POINTS:** | * Governing bodies need to ensure that they take the necessary steps to meet the Standard, including arranging the annual discussion with the headteacher and senior staff, annual reporting to the full governing body and formal sign off by the chair of governors. * Completed signed returns should be scanned and email to [education.finance@bracknell-forest.gov.uk](mailto:education.finance@bracknell-forest.gov.uk) | | | | | |
| **DEADLINE FOR ACTION** | 31 March 2021 | | **CONTACT NAME** | Paul Clark  Finance Business Partner – People Directorate | |
| **TELEPHONE** | 01344 354054 | |
| **EMAIL** | [Paul.clark@bracknell-forest.gov.uk](mailto:Paul.clark@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 1** | | | **Maintained School** |
| **TITLE** | | **Financial Issues:**   1. **School Internal Audit Programme** | | | |
| We ask schools once every 3 years to complete a self-assessment of their financial and governance controls to determine if an audit should be undertaken. In addition, if an audit takes place and results in only a partial audit assurance opinion audit then we will carry out follow up audit work within 12 months to ensure key issues have been addressed.  Schools due on rotation completed a self-assessment in the autumn and Sally Hendrick, the Head of Audit and Risk Management, contacted a number of these schools at the end of November to advise them that we would need to carry out an audit visit. At this point we also contacted schools with previous partial opinions to advise them that we would be carrying out follow up audit work this year.  Audit is a statutory function and hence we have to continue with delivery of the audit plan of work. Due to COVID 19 we intend to audit schools remotely which is standard practice for all our audits at the moment. The audits will be undertaken by an external contractor, Mike Platten or by Michele Woodhatch or Olu Abiwon from our in-house team.  Mike and Michele will be piloting remote audit in schools at one school in the next few weeks and if this works effectively, we will contact schools again to start scheduling in the other audits. | | | | | |
|  |  | | **CONTACT NAME** | Sally Hendrick  Head of Audit and Risk Management | |
| **TELEPHONE** | 01344 352092 | |
| **EMAIL** | Sally.hendrick[@bracknell-forest.gov.uk](mailto:Lesley.adams@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 1** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Financial Matters**   * 1. **Pupil Premium**   2. **Holiday Activities and Food Programme** | | | | | |
| 1. **Pupil Premium**   [Pupil premium - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/pupil-premium/pupil-premium)  The government has announced that pupil premium and service premium rates will remain unchanged for the financial year 2021 to 2022.  From April 2021, pupil premium allocations will be calculated based on the number of eligible pupils recorded by schools in their census in October 2020.   1. **Holiday Activities and Food Programme**   The Holiday Activities and Food programme will expand in 2021 with disadvantaged children to be offered “free healthy meals and enriching activities over the Easter, summer and Christmas holidays” 2021.  LAs will receive funding to co-ordinate delivery.  Free places to be available to children who are eligible for FSM for a minimum of 4 hours a day, 4 days a week, 6 weeks a year. This would cover 4 weeks in the summer, and a week’s worth of provision in each of the Easter and Christmas holidays  DfE to put place additional measures the programme, including guidance and best practice based on their pilot phase. | | | | | | | |
|  |  | | **CONTACT NAME** | | Governor Services | | |
| **TELEPHONE** | | 01344 354036 / 4069 | |
| **EMAIL** | | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 2** | | | | | **Maintained Schools & Academies** |
| **TITLE** | | **School Places Plan and Capacity Strategy 2021-25** | | | | | |
| The School Places Plan and Capacity Strategy was last approved by the Executive in January 2020 and have now been updated to cover the five-year period from 2021 to 2025.  The Council has a statutory duty to provide sufficient school places, and the School  Places Plan and Capacity Strategy (SPP) is the essential control employed by the  Council to meet this duty.  The Bracknell Forest Learning Improvement Strategy contains seven Key Priorities,  one of which is to *“Access a High-Quality School Place”.* This SPP is the tool  through which there are sufficient accessible school places available across the  Borough in the right locations at the right time to meet the forecast need.  The SPP is produced in accordance with DfE Guide to Forecasting Pupil Numbers in  School Place Planning, and details of the forecasting methodology are set out in  Annex 1.  Plan attached with these papers for information. | | | | | | | |
|  |  | | **CONTACT NAME** | | Chris Taylor, Head of School Property, Places & Admissions | | |
| **TELEPHONE** | | 01344 354062 | |
| **EMAIL** | | [Chris.taylor@bracknell-forest.gov.uk](mailto:Chris.taylor@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 3** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Community and Continuing Education** | | | | | |
| Community Learning events continue online during the restrictions. Family Learning is open to all schools / families in the borough and includes a Family Learning Facebook group which is continually updated with useful activities and information for families.  We now offer online ‘Keeping Up With The Children’ courses designed to support parents specifically with maths or English home learning and additionally, we also run sessions that help parents to support their child’s mental wellbeing at this difficult time.  Governing bodies may wish to ask whether schools have found these useful and what other support they might like to have available to their parent body.  Outside of Family Learning, a wider range of courses for adults is also running online, including skills and qualification courses, as well as topics covering personal development and wellbeing. There are courses for employment, enjoyment, keeping in shape and keeping up to date.  Find out about our service at: [www.bracknell-forest.gov.uk/community.learning](http://www.bracknell-forest.gov.uk/community.learning) or our Facebook page: [www.facebook.com/bracknelladultlearning](http://www.facebook.com/bracknelladultlearning) | | | | | | | |
|  |  | | **CONTACT NAME** | | Heather Williams  Family Learning Tutor, Open Learning Centre | | |
| **TELEPHONE** | | 01344 354226 | |
| **EMAIL** | | [Heather-L.williams@bracknell-forest.gov.uk](mailto:Heather-L.williams@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 4a** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Early Careers Framework Reforms** | | | | | |
| As the Appropriate Body for Bracknell Forest we are leading the information and training on the Early Careers Framework for all schools.  The ECF has been part of the recruitment and retention scheme in teaching, which should better address the NQTs needs in the early part of their career and offers additional and different support to the current offer and encourage more teachers to remain in teaching beyond 5 years. 33% of teachers in England leave within 5 years of entering the profession. The ECF reforms are due to be rolled out in September 2021.  Highlighted in Green is what is already on offer and highlighted in Yellow is additional offer:   * 2 years of new, funded, high quality training – currently 1 year * freely available [high quality development materials](https://www.early-career-framework.education.gov.uk/) based on the early career framework – currently additional teaching CPD sessions can be accessed from the local Teaching School and it is not mandatory to take this up. Most NQTs in BF access the support from their schools only. * additional funding for 5% time away from the classroom for teachers in their second year currently the offer is 10%, so the new offer will be 15% in their second year- 2023 * a dedicated mentor and support for these mentors * funding to cover mentors’ time with the mentee in the second year of teaching   To find out more please follow the link [Early Career Framework Reforms](https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview) | | | | | | | |
|  |  | | **CONTACT NAME** | | Paula Shore  Standards & Effectiveness Partner | | |
| **TELEPHONE** | | [01344 352815](tel://01344%20352815/) | |
| **EMAIL** | | [Paula.shore@bracknell-forest.gov.uk](mailto:Paula.shore@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 4b** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Early Years Reforms Including the New Framework** | | | | | |
| The Early Years Reforms consists of a new EYFS framework including a new curriculum, assessment and profiling procedures, a revised edition of Development Matters, new reporting mechanisms, the removal of the ‘exceeding judgement’ from the profile, no more moderation systems led by the local authority and new curriculum expectations around oral health.  The EYFS reforms were borne out of a consultation with key stakeholders including practitioners and parents in a need for change in the EYFS departments. These reforms are significant, but in a bid to ensure that the EYFS curriculum and assessment procedures were more in line with the child’s journey into KS1 and 2 and the need to reduce teachers’ workload, they will be formally adopted by all EYFS departments in September 2021. The expectations are that there is less recording of the children’s learning journey against the 17 areas of learning, allowing for more detailed and focused conversations with the children to deepen their learning and enabling the practitioners to better understand and plan for the child’s needs.  How the reforms will affect nurseries is largely unknown, although many Bracknell Forest maintained nurseries are already ensuring that their EYFS departments are aligned and following similar teaching and learning policies and are adopting the new changes to the Development Matters. This has changed how some resources are used and how staff are deployed. More can be found out about the reforms by following the link [EYFS Reforms](https://foundationyears.org.uk/wp-content/uploads/2020/08/EYFS-reform-FAQ-for-LAs-FINAL-24-Aug.pdf) | | | | | | | |
|  |  | | **CONTACT NAME** | | Paula Shore  Standards & Effectiveness Partner | | |
| **TELEPHONE** | | [01344 352815](tel://01344%20352815/) | |
| **EMAIL** | | [Paula.shore@bracknell-forest.gov.uk](mailto:Paula.shore@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 4c** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Early Years Foundation Stage Profile (EYFSP)** | | | | | |
| The Early Years Foundation Stage Profile (EYFSP) is not mandatory this year.  Schools are being asked to use their “best endeavours” to carry out the EYFSP assessment instead. The DfE previously said the process would continue to go ahead; however, they have now decided that the assessments are no longer mandatory.  Schools Minister, Nick Gibb, said that the assessment was being made optional “in recognition of the additional pressures reception teachers face”.  Schools that do decide they can complete the EYFSP this year, and provide the information to parents and Year 1 teachers, will not be externally moderated.  The EYFSP did not go-ahead last year following the cancellation of primary assessments due to the coronavirus pandemic. | | | | | | | |
|  |  | | **CONTACT NAME** | | Paula Shore  Standards & Effectiveness Partner | | |
| **TELEPHONE** | | [01344 352815](tel://01344%20352815/) | |
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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 5** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Cyber Security Awareness in Schools** | | | | | |
| 1. **Training for School Governors**   During 2020, education settings including schools were increasingly targeted by criminals through cybercrime to gain access to data and commit fraud. This trend is only set to increase in 2021. This session delivered by the South East Cyber Resilience Centre will highlight the key threats faced by schools and steps that need to be put in place to reduce the chances of being targeted and mitigate the damage any incident could cause. It is important that Cyber security awareness is not just seen as an ‘IT issue’ and like safeguarding, it is something that all staff need to be aware of and regularly review their knowledge and processes.  Who should attend: Governors and SLT  The link to the session will be sent out in due course.   1. **Cyber security in schools: questions for governors and trustees**   The National Cyber Security Centre (NCSC) has published [Cyber security in schools: questions for governors and trustees](https://www.ncsc.gov.uk/information/school-governor-questions) to help inform conversations with school leaders about managing cyber security risks. These are the 8 questions and further information on each can be found through the link provided.   1. Does the school have a list of the different organisations that provide its IT services? 2. Does the school leader know who managers or co-ordinates the IT within the school? 3. Has the school identified the most critical parts of the school’s digital estate and sought assurance about its security? 4. Does the school have a proper backup and restoration plan in place? 5. Do the school’s governance and IT policies reflect the importance of good cyber security? 6. Does the school train staff on the common cyber security threats and incidents that schools experience? 7. If the school temporarily lost access to its data and / or internet connection would the school still be able to operate? 8. Does the school know who to contact if it becomes a victim of a cyber incident? | | | | | | | |
|  |  | | **CONTACT NAME** | | **Heather Hadfield**  **South East Grid for Learning**  ***Consortium Manager***  [www.segfl.org.uk](http://www.segfl.org.uk) | | |
| **TELEPHONE** | | 07931 506487 | |
| **EMAIL** | | [heather.hadfield@segfl.org.uk](mailto:heather.hadfield@segfl.org.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 6** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Can (Do) – Schools Support Services** | | | | | |
| **Green**: general / previously received information  **Purple / Blue:** New information / possible action needed  As reported in the Autumn Term Briefing, [Can (Do)](http://can-do.bracknell-forest.gov.uk) is the designated ‘Support Services for Schools’ solution for Bracknell Forest Council.  All our school support services are closely aligned with our **‘Learning Improvement Strategy’** to ensure that we *“Work in Partnership”* across all parties and strive to unlock **REAL OPPORTUNITIES** and the best possible educational outcomes for all children and young people across Bracknell Forest and beyond.  This allows us to continually deliver a comprehensive ‘over-arching’ service, with a greater focus on the resulting beneficial outcomes for the children and young adults within the schools that we serve.  There have been no major changes or updates to the Can (Do) system itself over the autumn and Christmas period.  **COVID-19**  The coronavirus pandemic continues to be challenging for us all, with everyone having different criteria that they must manage to ensure that everyone stays safe whilst we continue to utilise our best endeavours to deliver all our support services to schools.  We have continued to adapt to new working practices and utilise technology through the use of MS TEAMS or ZOOM to deliver services and/or training wherever appropriate and necessary.  It remains our over-riding goal to continue to deliver our dedicated Schools Support Services which will evolve and be enhanced to ensure that they continue to deliver true *‘Value Add’* and continue to meet the comprehensive needs and requirements of the schools and the pupils that we all serve.  **Training and Events Programme Guide**  One of the major changes that we have introduced through the autumn is how we deliver all our training to schools.  Clearly this has necessitated a move from ‘face-to-face’ classroom-based training to online interactive training.  As you may have seen, in September 2020 we published our first dedicated **‘Training and Events Programme Guide’.** This provides all schoolswith a concise and up-to-date list of all forthcoming Support Services training and events.  The guide will be published three times a year, in preparation for each school term.  This ‘Guide’ has been produced to fulfil two principle objectives –   1. To provide schools and their staff with a comprehensive overview of all training activities that will be of interest and beneficial to all relevant personnel, and 2. To ensure that there is a physical training ‘Guide’ that can easily be distributed to all staff members as required.   All training courses and other events are now available online and will be delivered utilising two principal web conferencing mediums – these being either MS TEAMS or ZOOM.  Online courses are primarily interactive, thus enabling and encouraging delegate and audience participation, together with managing audience Q&A sessions wherever possible. Equally, some online sessions may also be pre-recorded, and will either be embedded as part of an interactive course or will be standalone and can therefore be viewed at any time at the viewers discretion.  The current ‘lockdown’ rules mean that any ‘face-to-face’ classroom-based training will only be re-introduced at the appropriate time when it is safe to do so but always in accordance with any COVID-19 social distancing guidelines and/or requirements to ensure that the safety of both delegates and trainers is adhered to and that everyone understands and complies with the measures we have put in place.  **Training (Viewing and Booking)**  All training can be viewed in the **‘Training and Events Programme Guide’**, and then follow the links through to any specific event within Can (Do) itself.  The online process is still the same – and schools / users can see what training courses and events are available, particularly regarding Governor Services. Just click on **‘Training’** in the main navigation bar on Can (Do) and then, depending on whether you’re logged in or not, the page will display a range of training events and suggested courses that are already set up.  There is also a comprehensive ‘Filter’ and ‘Search’ process in where you can look for specific courses or browse by key roles, categories or by a particular support service.  **Information Resources**  Again (and as reported in the Autumn briefing) Covid has also delayed our plans to move all the data and information that is currently held on the [‘School Management’](https://schools.bracknell-forest.gov.uk/) website across to Can (Do). As reported last time, three service areas, Human Resources, IT and Governors Services have already been moved across, and the plan is still that this will be followed by Health & Safety, Property and Financial Services. As and when files are moved across, a ‘link’ on the ‘School Management’ website will re-direct viewers to Can (Do).  Whilst all this work still needs to be undertaken, we are unable to publish any definitive timescales for the completion of this work at this time.  **Governor Services Hub**  As mentioned last time… all Governors information, which was previously held on the ‘School Management’ website, is now only available on the Can (Do) platform.  This is accessed through the ‘Resources’ area on Can (Do) and accessing the [‘Governor Services Hub’](http://can-do.bracknell-forest.gov.uk/Page/14557).  When on this web page, you will be able to see all the information that is available, but will not be able to access it unless you are logged in.  **Access to Can (Do)**  Again (and as mentioned before), all access to information on Can (Do) is managed by a user login, as this prevents unrestricted access to key documents by unauthorised personnel.  All Clerks and Chairs have been set up on Can (Do) and they all have access to all Governors Resources.  **General Information**  Information on how to use the Can (Do) system, how to login in and how to access ‘Resources’ etc. can be found in the [‘Helpful Hints - User Guide’](http://can-do.bracknell-forest.gov.uk/Page/14493) – which is available to download from the ‘Resources’ area. The current release is Version 1.7 which was published in March 2020. Any future releases will be available to download from the link above.  As notified before, all schools need to decide (within their school) who else requires access to Can (Do) and for what purpose. This then needs to be communicated to the Can (Do) administration team (see the email below) who will be able to set up individual users with respective access rights.  **Services and Pricing 2021/22**  Purchasing for services in 2021/22 will be available on Can (Do) from 1st March. An indicative price list has been sent to Bursars and Business Managers in the week commencing 11th January 2021. Please be advised that several services, for example legal services, do carry an early purchase incentive.  Governors Services was originally implemented in April 2019 as a 2-Year Plan. However, this has been extended so that it also runs until the 31st March 2022.  This will ensure that all multi-year plans are aligned and all end at the 31st March 2022.  **Summary**  Can (Do) continues to evolve as the *‘one-stop shop’* and the *‘Go To’* platform for all school and academy traded services, bespoke services and support.  Can (Do) manages and maintains not just information about all the Bracknell Forest support service offerings, but it is also a comprehensive ‘communication’ platform for providing information on training courses, conferences, resources and other events and activities.  We will continue to keep all schools informed of latest developments and accessibility to information as and when it becomes available.  Finally, please note that as at the end of January 2021, Garry Steele is leaving Bracknell Forest, with Richard Skegg replacing him as Business Relationship Manager with overall responsibility for the Can (Do) – Schools Support Service. | | | | | | | |
|  |  | | **CONTACT NAME** | | **Richard Skegg**  Business Relationship Manager | | |
| **TELEPHONE** | | 07876 869418  01344 354096 | |
| **EMAIL** | | [cando@bracknell-forest.gov.uk](mailto:cando@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO 7** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Safeguarding**   1. **Safeguarding Pupils and Teachers online** 2. **The Governance of Safeguarding – A Guide for Governing Boards** 3. **KCSiE Updates** 4. **KCSiE 2021 consultation** | | | | | |
| 1. **Safeguarding Pupils and Teachers online**   Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school’s staff behaviour policy (sometimes known as a code of conduct) will apply. However, other policies and procedures, such as reporting routes for raising safeguarding concerns, may need to be reviewed. Governing boards are responsible for ensuring the required policies are in place and working effectively. The statutory guidance [keeping children safe in education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953380/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf) provides schools with information on what they should be doing to protect their pupils online. [DfE guidance](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19) signposts a number of resources for schools on delivering remote education safely.   1. **The Governance of Safeguarding – A Guide for Governing Boards**   The **NGA** continue to update their information on safeguarding during the Covid-19.They also re-issued in December 2020 [“The governance of safeguarding A guide for governing boards”](https://www.nga.org.uk/getmedia/3718b6ee-cf9f-48c2-a2f5-4911975bb872/NGA-Safeguarding-guide-23122020.pdf) which covers: -   * statutory guidance that governing boards should refer to - Keeping Children Safe in Education * approving safeguarding policies * appointing a governor/ trustee to take responsibility for safeguarding * safeguarding checks (including DBS and section 128) * governing board oversight of the Single Central Record * strategic oversight and monitoring, including questions to ask  1. **KCSiE Updates**   The DFE Updated the [Keeping children safe in education (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953380/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf) on January 18th for schools and colleges' to reflect legal changes following EU exit, including guidance on checking the past conduct of individuals who have lived or worked overseas.  **d) Keeping children safe in education - proposed revisions 2021**  The purpose of the consultation is to seek views about proposed changes to statutory safeguarding guidance and can be found [here](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-schools-and-col/consultation/intro/). The consultation closes on March 4th 2021. | | | | | | | |
| **ACTION POINTS:** | * Ensure policies have been updated to take account of safeguarding implications of remote education. * Share the new NGA guidance with your governors. * Ensure governors are aware of the Keeping children safe in education consultation. | | | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | | Debbie Smith | | |
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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 8** | | | **Maintained School & Academy** |
| **TITLE** | | 1. **Remote Education Offer** 2. **School Complaints** 3. **Exams and Assessment** 4. **School Meals** 5. **RSE Curriculum** 6. **Brexit** 7. **What schools must publish online** 8. **Governance Handbook October 2020** 9. **Structures and roles** 10. **School Governance Update** | | | |
| **a) Remote Education Offer**  The DfE has updated its guidance on remote learning to include a list of statutory obligations and expectations for schools. Schools are expected to publish information about their remote education offer on their school website by 25 January 2021. An optional template is available here [Providing remote education information to parents: template - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template#history)  Other expectations include: providing printed resources for pupils who do not have suitable online access, setting work to fill a minimum of three hours a day for primary pupils and to fill a minimum of four hours a day for secondary pupils, and checking on pupil engagement at least weekly.  [What's working well in remote education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education)  Ofsted have published the guidance, which draws on findings from the interim visits, research and literature review and aims to provide some useful tips.  It contains the following useful sections:   * [What is remote education?](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education#what-is-remote-education) * [Some common myths about remote education](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education#some-common-myths-about-remote-education) * [1: Remote education is a way of delivering the curriculum](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education#remote-education-is-a-way-of-delivering-the-curriculum) * [2: Keep it simple](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education#keep-it-simple) * [3: When adapting the curriculum, focus on the basics](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education#when-adapting-the-curriculum-focus-on-the-basics) * [4: Feedback, retrieval practice and assessment are more important than ever](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education#feedback-retrieval-practice-and-assessment-are-more-important-than-ever) * [5: The medium matters (a bit)](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education#the-medium-matters-a-bit) * [6: Live lessons aren’t always best](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education#live-lessons-arent-always-best) * [7: Engagement matters, but is only the start](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education#engagement-matters-but-is-only-the-start) * [More resources on remote education](https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education#more-resources-on-remote-education)   [Review your remote education provision - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/review-your-remote-education-provision)  This guidance is for multi-academy trust (MAT) leaders, school leaders and governors in England.  A framework to help schools in England identify strengths and areas for improvement in their remote education provision.  The framework is not statutory, and you can adapt it to suit your school context.  It is for internal use and should support detailed discussions with staff and governors on appropriate next steps. It can help you to:   * meet basic requirements using the resources and tools you currently have * take your remote education provision further - with links to useful resources   As per item 5 it references cyber security in relation to your remote education plan and further resources for governors available via NGA as referenced in item 12.   1. **School Complaints**   Updated ‘Handling complaints during the coronavirus (COVID-19) outbreak’ section in ‘Best practice guidance for school complaints procedures 2020’ for maintained schools.  [School complaints procedures: guidance for maintained schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-complaints-procedures?utm_medium=email&utm_campaign=govuk-notifications&utm_source=b6ad1c1c-9f4c-4869-80e1-141a0dbdfe8f&utm_content=daily)  The DfE acknowledges that the pressures caused by coronavirus (COVID-19) might affect schools’ usual processes and timescales for complaints. However, schools should still consider complaints, particularly those relating to the provision of remote education. [Guidance to support effective delivery of remote education](https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19) is available.   1. **Exams and Assessment**   Statutory key stage 1 and 2 tests and teacher assessments planned for summer 2021 will not take place. This includes key stage 2 tests in reading and mathematics.  Students are not being asked to sit GCSEs and A-Level exams this summer. The Secretary of State expects Ofqual to consider a teacher assessed system as a replacement for these exams. A consultation will launch next week and conclude swiftly to give certainty to schools, colleges and students.  Ofqual is proposing that pupils’ grades in each subject are to be “based on their teachers’ assessment of the standard at which [they are] performing”. Final assessments will take place “towards the end of the academic year”.  The regulator also said that to help teachers to make “objective decisions”, it is proposing that exam boards provide “guidance and training”. Sets of papers for teachers to use with pupils are being considered as part of the plans. Ofqual is seeking views on whether “such papers should be provided” and what they should look like if they were to be implemented.  Under the proposed plan, pupils would be assessed by their teachers from May until early June, and would be expected to submit grades to exam boards by mid-June. To have your say, you can access the consultation [here](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftheschoolbus.us10.list-manage.com%2Ftrack%2Fclick%3Fu%3D08e15c8da9e9682a8c29ca704%26id%3D014f384fc9%26e%3Dd9dbe0eb42&data=04%7C01%7Crachel.clayton%40bracknell-forest.gov.uk%7C19dd449759b14a675d5608d8bc978952%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637466706343166118%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=gb5BcT%2FIKNMkbaRYtW11elOyZ0MarEGNZ1EoHQG3A0E%3D&reserved=0).   1. **School Meals**   Schools should continue to provide meal options for all pupils who are in school.  Meals should be available free of charge to all eligible pupils who are not attending school.  Schools will provide food parcels or vouchers to families entitled to free school meals, funded by the government.   1. **RSE Curriculum**   The new relationships, sex and health education curriculum for primary and secondary schools has become compulsory. If schools have not already begun teaching the curriculum, they must do so by the beginning of the Summer term 2021.  [Implementation of relationships education, relationships and sex education and health education 2020 to 2021 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/implementation-of-relationships-education-relationships-and-sex-education-and-health-education-2020-to-2021)  [Plan your relationships, sex and health curriculum - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum)  By now, schools should have:   * consulted with their community on their changes * reflected on the statutory requirements and the outcomes of their consultation and updated their RSE or PSHE policies accordingly * considered ongoing training needs for staff   The statutory duties are that all schools will implement their intent for and RSE plans by the summer of 2021.  A governor’s role to monitor compliance was the focus of the front page of the training and development programme autumn 2020.   1. **Brexit**   The transition period for the United Kingdom’s withdrawal from the European Union ends on 31st December 2020. After this date, EEA nationals will require permission to travel and work in the United Kingdom.  EEA nationals already in the UK by 31st December 2020 will be covered by the EU Settlement Scheme.  For EEA nationals (and non-EEA nationals) arriving in the UK from 1st January 2021 a new points-based employer led system will be introduced and prospective employees will need to demonstrate they meet certain criteria to enable a skilled worker visa to be issued.  Further information is available with the HR section of the Can (do) Working Together Services to Schools website.   1. **What schools must publish online**   As per item 8a schools also need to publish information about their remote education provision on their websites by 25 January 2021.  The following about What Schools must Publish online has been added to or updated.  [**MAINTAINED SCHOOLS**](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#history)  The information that schools maintained by their local authorities **must** publish on their websites.  Published 12 November 2020 with the following new sections added:   * [Coronavirus (COVID-19) catch-up premium](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#coronavirus-covid-19-catch-up-premium)   Or Updated:   * [Admission arrangements](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#admission-arrangements) * [Exam and assessment results](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#exam-and-assessment-results) * [Curriculum](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#curriculum) * [Pupil premium](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#pupil-premium) * [Year 7 literacy and numeracy catch-up premium](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#year-7-literacy-and-numeracy-catch-up-premium) * [PE and sport premium for primary schools](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#pe-and-sport-premium-for-primary-schools) * [Equality objectives](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#equality-objectives) * [Special educational needs and disability (SEND) information](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#send) * [Governors’ information and duties](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#governors-information-and-duties)   A reminder that [Financial information](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily#financial-information) that schools **must** publish was added in August 2020.  [**ACADEMIES**](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online)  The information that academies should publish on their websites.  You need to check your funding agreement to find out exactly what information **must** be published.  Published 12 November with the following new sections added:   * [Coronavirus (COVID-19) catch-up premium](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#coronavirus-covid-19-catch-up-premium) * [Executive pay](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#executive-pay)   Or Updated:   * [Admission arrangements](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#admission-arrangements) * [Ofsted reports](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#ofsted-reports) * [Exam and assessment results](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#exam-and-assessment-results) * [Curriculum](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#curriculum) * [Pupil premium](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#pupil-premium) * [Year 7 literacy and numeracy catch-up premium](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#year-7-literacy-and-numeracy-catch-up-premium) * [PE and sport premium for primary schools](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#pe-and-sport-premium-for-primary-schools) * [Equality objectives](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#equality-objectives) * [Special educational needs and disabilities (SEND)](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#special-educational-needs-and-disabilities-send)  1. **Governance Handbook October 2020**   Please find the link to the new [Governance Handbook October 2020](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf)  P.8 – 12 details the changes made to this updated version.   1. **Structures and roles**   New documents have been published on an explanation of how governing boards of maintained schools and academy trusts are structured and descriptions of the roles and responsibilities of members.  <https://www.gov.uk/government/publications/governance-structures-and-roles>  The documents describe high-level school and trust governance structures and the roles within them.  The role of the clerk is highlighted 28 times in the document in the Maintained Governance and 30 in the Academies Governance.  You must have a clerk and 'the board must have regard to advice from the clerk as to the nature of their functions'.   1. **School Governance Update**   The DfE provided school governance updates in March, July, October and December 2020.  It is a statutory requirement for the GIAS (Get Information About Schools) website to be up to date with your governor’s details, if you have included governor emails (preferable school email addresses) they should receive the updates directly.  If you are a clerk, email [schoolgovernance.update@education.gov.uk](mailto:schoolgovernance.update@education.gov.uk) and they will add you to the circulation list for this update manually. | | | | | |
|  |  | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 9** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Ofsted** | | | |
| **Ofsted** have reviewed their plans for the inspections of schools, early years and further education, and have decided that all planned inspection activity will be carried out remotely until after the February half term. Remote inspections of schools and further education providers will begin from 25 January, with a particular focus on how well children and learners are being educated remotely. They will inspect schools rated ‘inadequate’ or ‘requires improvement’ as planned but will also follow up on complaints raised by parents across all grades of school in order to resolve issues. As these inspections will not involve an on-site visit, they will be unable to cover the full scope of a monitoring inspection. Concerns raised in relation to issues such as safeguarding, leadership of a school or the failure to provide education to children will be addressed through on-site inspections.  Ofsted has published some [useful advice](https://www.gov.uk/government/publications/whats-working-well-in-remote-education) for leaders and teachers, aimed at helping them develop their remote education offer.  The advice has been written by the head of Ofsted’s research team, Professor Daniel Muijs, and draws on findings from [Ofsted’s interim visits](https://www.gov.uk/government/collections/ofsted-covid-19-series), as well as wider sources. It sets out some common myths about remote education and counters them with evidence-based pointers. The guide has been designed to help schools and colleges deal with some of the difficulties and challenges they face under current circumstances.  The guide sets out that the remote education curriculum should be aligned to the classroom curriculum as much as possible, and carefully sequenced to ensure pupils obtain the building blocks they need to move on to the next step. It suggests that whether learning is delivered through worksheets, textbooks, or via an online platform, it is a good idea to keep resources simple and straightforward to use. And feedback and assessment are still as important remotely as they are in the classroom. | | | | | |
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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 10** | | | **Maintained School & Academy** |
| **TITLE** | | **Governor and Clerk Training and Development Opportunities**   1. **Spring Term 2021** | | | |
| All governors, associate members and clerks should have a copy of the spring term training and development programme; it can be found [here](https://secure2.sla-online.co.uk/v3/Resources/Page/14557). It is important that Governing Bodies discuss the programme and ensure that they are represented on training as appropriate. The spring term has some key training opportunities. Please book onto training which will assist you in your role and note that most sessions are only delivered once a year.  Bookings are made via Clerk to Governors on the [Can (do) Training Pages](https://can-do.bracknell-forest.gov.uk/Training).  **When a governor applies for a course and does not attend, the school will be charged £50 unless we have been notified in advance.**    Induction for New Governors and Safeguarding for Governors are courses that currently take place termly. In Bracknell Forest there is an expectation that all new governors attend the Induction training within 6 months of appointment.  **Introducing new courses this term:**   * Governors Role in PHSE * Understanding EYFS – A Governor Perspective * Equality & Diversity – Culture, Compliance & the Governors’ Role * Chair and Clerk role in Accountability     **The following courses have been identified, updated or requested to be run this term:**   * Taking the Chair or Becoming an Effective Chair * Chairs and Vice Chairs Network Forum * Governors Role in Behaviour Management     All boards are responsible for identifying the ongoing training and development they need.  **Dates for Dairies:**  **Induction training**  **Tuesday 20 & 27 April 2021 (attend both evening sessions)** | | | | | |
| **ACTION POINTS:** | * Clerks to ensure all members of the governing board have a copy of the programme. * Consider as a board what your training plans are going to be both individually and as a whole GB and book accordingly. * Governors, Associate Members and Clerks are encouraged to view the full training and development programme and book onto training accordingly through your Clerk. * Inform Development Governor of any training you would like considered whether repeating existing courses or new ideas. * Register with NGA Learning Link if not already done so, this has to be by individual governor. | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 10** | | | **Maintained Schools & Academies** |
| **TITLE** | | 1. **NGA Learning Link** 2. **Governors for Schools Webinars** 3. **NGA Webinars** | | | |
| Please find below additional training and development opportunities we have identified which are.   1. **NGA Learning Link**   All governors, associate members and clerks should be registered for NGA Learning Link the eLearning platform.  In addition to the 50 full length modules, there are four brand new bitesize modules are now available on Learning Link:  [Holding to account: How to question and challenge](https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning/Learning-Link-modules/Good-Governance/Holding-to-account-How-to-question-and-challenge.aspx) Providing effective challenge to senior leadership is an essential part of the governing board’s role. This module covers the types of questions that boards should be asking and provides guidance about when a courageous conversation is required  [Holding to account: How to conduct a courageous conversation](https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning/Learning-Link-modules/Good-Governance/Holding-to-account-courageous-conversation.aspx) Once you’ve asked the right questions of your senior leadership, a courageous conversation may be required. This module will take you through how to prepare for such a conversation and will give you some simple strategies for ensuring that you stay in control and emerge with outcomes that will benefit your pupils.  [Creating a new vision for your school or trust](https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning/Learning-Link-modules/Vision,-ethos-and-strategic-direction/Creating-a-new-vision-for-your-school-or-trust.aspx) Using case studies and model approaches, this module will help you and your board review your vision and, if necessary, develop a new one to create the right strategic direction for your school or trust.  [Using integrated curriculum and financial planning (ICFP) to resource the best curriculum for your pupils](https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning/Learning-Link-modules/The-best-use-of-resources/Using-Integrated-Curriculum-and-Financial-Planning.aspx) A key resource optimisation tool is integrated curriculum and financial planning (ICFP) and there is increased emphasis on its use by DfE. This bitesize module is intended to demystify ICFP by providing an introductory exploration of what it is and how to get your school or trust to use it.   1. **Governors for Schools Webinars**   <https://www.governorsforschools.org.uk/resources/webinars/>  They have run a variety of webinars; the slides are available via the links but by registering you will receive information about future webinars where you can sign up to take part.  Governors and clerks need to create an account to access the webinars and eLearning modules.   1. **NGA Webinars**   <https://www.nga.org.uk/News/Webinars.aspx>  You can find details of our upcoming webinars below. All of our webinars will be available to watch back on this page shortly afterwards.  All governors, associate members and clerks should already have an account with the NGA. | | | | | |
| **ACTION POINTS:** | * Consider as a board what your training plans are going to be both individually and as a whole GB and book accordingly. * Inform Development Governor of any training governors and clerks undertake to ensure a record is kept. * Register with Governors for Schools. * Clerk to ensure manage membership on NGA is up to date for the board. | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 11** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerking / Procedural Matters:**   1. **Agenda Plan for Spring 2021** | | | |
| Text in Green is what has already been communicated and in Blue is additional information.  Clerks have a very important role in helping the Chair / Vice Chair and Senior Leaders agree what is essential for business continuity this term.  Those governing will want to support school leaders the best way that they can, first and foremost by ensuring that their governing boards continue to function, carry out their urgent business and make necessary decisions.  There should be a clear communication and audit trail that explains why it was necessary to take an alternative approach.  The DfE advice to governing boards is to prioritise providing support to their school leaders and staff where needed, to allow them to get on with operational matters. School leaders should stay in touch with the governing board in a proportionate way, including providing information on the welfare of staff and pupils, so that they can retain a strategic overview of the situation and the school.  **How to conduct meetings this term**  NGA’s position is that **governing boards should continue to meet and govern remotely** in order to support the considerable efforts that schools are making to maintain effective control measures and remain open. Whilst acknowledging that our [eight elements of effective governance](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Eight-Elements-of-Effective-Governance.aspx) do require some face-to-face interaction, we believe that safety considerations must take priority at this challenging time. We also recognise that governing boards and their clerks have, for the most part, transferred to virtual governance, speedily and effectively.  **Update from the headteacher on the current situation** - but, don't ask for a report for the sake of it - if the chair's been keeping everyone updated on the situation, you might be sufficiently updated already. The governing board also has a role in supporting the school / trust communications intended to provide stakeholders with reassurance over the measures that have been put in place to reduce the risk in school.  **School Improvement / Development Plan**  If your SLT have had time to revise the School Development Plan. Priorities are likely to be safeguarding, health & safety, headteacher and staff workload and wellbeing and teaching and learning.  **Report on any monitoring** – focus on the following and how this can be achieved remotely:   * Risk management and safeguarding * Wellbeing across the school community * Providing remote education * Maintaining the curriculum and continuity of learning for all pupils * Support to reduce the impact of lockdown on disadvantaged pupils * Resource allocation and management * Covid-19 testing in schools   **Performance Management**  Interim meetings should take place by the Headteacher performance management panel in the spring and summer terms.  **Your role in holding school leaders to account**  With routine Ofsted inspections suspended, remember that your board is the only thing holding school leaders to account right now. That said, you should avoid playing inspector. Carry on your normal monitoring duties, balancing robust challenge with even more robust support. For schools who purchase the Standards and Effectiveness SLA the Standards and Effectiveness Partner provides termly reports which are useful external evidence.  **Approve urgent policy updates** – ensure your policy tracker knows which policies are outstanding from last term.  **School visits**  Currently all monitoring visits should be undertaken virtually.  **Financial**  Approve budget.  Complete SFVS.  **Less-urgent items**  These can be undertaken in working parties who report back to the FGB on strategy, governor recruitment, reflecting on the board’s skills and effectiveness especially during the coronavirus situation and use of remote meetings. | | | | | |
| **ACTION POINTS:** | * Amend agenda plans and ensure you come back to items that have been carried forward when you return to business as usual. * Ensure governors are familiar with the NGA Covid-19 material. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 11** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerking / Procedural Matters:**   1. **BFC website and governor adverts** 2. **Can (do) Governor Roles and Responsibilities Resources** | | | |
| 1. **BFC website and governor adverts**   The pages have been updated [School governors | Bracknell Forest Council (bracknell-forest.gov.uk)](https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-governors) and a standardised format for school’s adverts has been created.  Schools can submit their adverts to [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) for inclusion on the BFC website. This will support other advertising you are undertaking.  Prospective governors can contact you directly as the contact details in your adverts or they can submit an application form to Governor Services.   1. **Can (do) Governor Roles and Responsibilities Resources**   Within the Governor Services Hub on Can (do) Working together website[Governor Services Hub | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Page/14557) a new page has been published on governor roles and responsibilities. We welcome your feedback on the resource pages within the hub. | | | | | |
| **ACTION POINTS:** | * Send advert to [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) * Login to the new pages via the Governor Services Hub link | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 12** | | | **Maintained Schools & Academy** |
| **TITLE** | | **NGA**   * 1. **Updated Covid resources further to national lockdown**   2. **Whole School Sustainability November 2020**   3. **HR self-assessment – a tool for governing boards**   4. **Remote education: safeguarding, expectations, support and monitoring**   5. **NGA Leading Governance** | | | |
| **a) Updated Covid resources further to national lockdown**  NGA have updated their [COVID-19 guidance](https://www.nga.org.uk/Knowledge-Centre/Covid-19.aspx) and information on 8th January to take account of the national lockdown and the partial closure of schools.  Updated resources include:   * Monitoring priorities: key areas for governing boards to focus on right now * Remote education: information on safeguarding, expectations and monitoring * Disadvantaged pupils: reducing the impact of partial school closures * Virtual governance: remote meetings, monitoring and induction * Frequently asked COVID-19 questions, including how governing boards should conduct business at this time   The [**Disadvantaged pupils**](https://www.nga.org.uk/getmedia/3e74cbdb-eb0b-471a-b93a-60f30be09270/NGA-COVID-Disadvantaged-Impact-update-07012021.pdf) **information sheet has since been updated on 19th January to reflect new guidance on free school meals and the reopening of the DfE voucher scheme.**   1. **Whole School Sustainability November 2020**  The guide [“Developing a whole school approach to environmental sustainability”](https://www.nga.org.uk/getmedia/42a15743-7a17-4dfb-b15a-804e5f26b5a2/NGA-whole-school-sustainability-Nov-2020.pdf) encourages governing boards to influence a whole school approach to environmental sustainability, both by adopting it as a core value and by making it a key element of their strategy. The guide outlines a broad approach, highlights good practice and signposts useful resources. It has been produced in collaboration with the National Association for Environmental Education (NAEE), who support a wide range of professional educators to help them improve the quality of their teaching and their pupils’ learning, in relation to environmental and sustainability issues.  **c) HR self-assessment – a tool for governing boards**  Staff are the most valuable resource in a school or trust and exercising employer responsibilities is a key aspect of school governance. This tool encourages boards to:   * build their understanding of workplace culture within the school or trust * identify opportunities to improve practice in relation to carrying out employer responsibilities   It can be downloaded from the NGA website[**here**](https://www.nga.org.uk/Knowledge-Centre/Best-use-of-Resources/Staffing/Role-of-Governors-and-Trustees-in-Staffing-Overvie/HR-self-assessment.aspx)   1. **Remote education: safeguarding, expectations, support and monitoring**  The information sheet “[Remote education: safeguarding, expectations, support and monitoring document”](https://www.nga.org.uk/getmedia/97e10b21-7511-4ba3-a3b5-47cdc7a09b49/NGA-COVID-Info-remote-education-updated-15012021.pdf) referred to on the NGA Covid 19 page has been updated to reflect the latest [DfE guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak). It includes additional advice and support for monitoring your school's remote education provision and outlined the DfE's minimum expectations. Schools must publish information for pupils and parents about their remote education provision on their website by 25 January – an optional template is [available.](https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template?sap-outbound-id=C0202D8DA56441C0E2DE85C89D8634DBA20A0B9A&utm_source=SAPHybris&utm_medium=email&utm_campaign=1882&utm_term=GS%20Advice%20and%20Support%20Update%2014.1.21___optional%20template&utm_content=EN)  1. **NGA Leading Governance**   The Department for Education (DfE) has currently paused funding for these programmes due to higher than expected demand. [The NGA website](https://www.nga.org.uk/LeadingGovernance.aspx) advises anyone wanting to attend to click ‘book your place today’ on each of the programme pages to apply for a **self-funded place**, or to secure a place on their waiting list for a final cohort should DfE funding become available between now and March 2021. | | | | | |
| **ACTION POINTS:** | * Bring to your governors’ attention. * Utilise resources appropriate to your setting. * Ensure up to date with Covid-19 and governance. | | | | |
| **DEADLINE FOR ACTION** | No specific deadline but recommended that this is done in the Spring Term | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | | **ITEM NO. 13** | | **Maintained School & Academy** |
| **TITLE** | | | **Governor Recruitment** | | |
| Clerks should regularly check their governing body details to ensure chairs of governors are aware which governors are coming to the end of their term of office. This ensures that good succession planning takes place and governing bodies plan ahead for elections, advertising and recruitment.  All Governing Bodies need to plan for recruitment and encourage prospective governors, you may wish to progress the following.   1. Advertise vacancies with BFC here [School governors | Bracknell Forest Council (bracknell-forest.gov.uk)](https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-governors) by submitting an advert to governor services. 2. Currently, there is no new DfE guidance but the NGA have stated that following the announcement of a national lockdown on 4th January and subsequent school closure for all but the most vulnerable pupils and the children of key workers, NGA recognises that most schools and governing boards are not able to hold or complete governor/trustee elections. We therefore advocate a pragmatic approach to the timing of elections and for the time being, governing boards continuing to function with vacancies where necessary and practical. However, where schools feel they have the opportunity to run electronic governor/trustee elections both staff and parent than as long as they are clear and transparent you can continue. 3. Encourage your governors to use the new governor referral scheme which was sent to all governors in the local authority via email at the end of the autumn term.   [Graphical user interface, text, application  Description automatically generated](https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-governors/what-school-governors-do) | | | | | |
|  |  | **CONTACT NAME** | | Governor Services | |
| **TELEPHONE** | | 01344 354036 / 4069 | |
| **EMAIL** | | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 14** | | | | | **Maintained School** |
| **TITLE** | | **Education Governor Nominations** | | | | | |
| The nomination of potential governors is delegated to the Director of People in consultation with the Executive Member for Children, Young People & Learning.  The process allows nominations for Education / LA Governor Vacancies and those coming to the end of their Education / LA Governor Terms to be considered at any time during the year and allows for vacancies to be filled when they arise.  Existing governors on the board can become Authority governors, the application form should be completed with the nomination being supported.  The nomination form has been designed; using the model Skills Audit Proforma produced by the National Governance Association as its base, to find out about the skills and experience of the nominee and whether they have the necessary attributes to become an effective and useful school governor. It is therefore critical that nominees are encouraged to complete the form as fully as possible. Applications must be accompanied by a supporting statement and signed by the applicant (scanned signatures are acceptable). If an application is incomplete, then this may delay the nomination’s consideration.  Copies of the nomination form can be obtained from Democratic Services or downloaded from the Governor Services Hub on Can (do) under Governor Recruitment [Resources | Page | SLA Online (sla-online.co.uk)](https://secure2.sla-online.co.uk/v3/Resources/Page/14557)  This nomination has to be approved by the School’s Full Governing Body and as a result the four-year term of office will not start until this has happened. Once the nomination has been approved, the appointment will continue for the specified period unless the applicant resigns, or the Authority has reason to remove the applicant from office. The power to remove a governor has always existed and must be used reasonably and lawfully.   |  |  | | --- | --- | | **School** | **Status or name and date term ends** | | College Hall | Vacancy | | Sandhurst | Vacancy | | Wildridings | Vacancy | | New Scotland Hill Primary | Vacancy |   If your school has a vacancy which has not been listed, please contact Hannah Stevenson in Democratic Services immediately. Notification of any Local Authority School Governor resignations should be sent to Hannah Stevenson, with a copy to Governor Services. | | | | | | | |
|  |  | | **CONTACT NAME** | | Hannah Stevenson | | |
| **TELEPHONE** | | 01344 352308 | |
| **Email** | | [Hannah.stevenson@bracknell-forest.gov.uk](mailto:Hannah.stevenson@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING 2021** | **APPENDIX A** | | | | |
| **TITLE** | **List of Clerks to Governing Bodies** \* new clerk ◊ temp +leaving | | | | |
|  | |  |  |  |  | |
| **School:** | | **School Tel No.** | **Clerk:** |  |  | |
| Ascot Heath Primary School | | 01344 882631 | Mrs | Jackie | Frew | |
| Binfield CE Primary School | | 01344 860106 | Mrs | Deborah | Chappell | |
| Birch Hill Primary School | | 01344 455815 | Mrs | Jane | Hodgson | |
| College Town Primary School | | 01276 31933 | Mrs | Karen | Cane | |
| College Hall | | 0118 989 3378 | Mrs | Rachel | Moss | |
| Cranbourne Primary School | | 01344 882350 | Mrs | Carole | Allen | |
| Crown Wood Primary School | | 01344 485448 | Mrs | Dawn | Deykin | |
| Crowthorne CE Primary | | 01344 772089 | Mrs | Mary | Jenkinson | |
| Easthampstead Park School | | 01344 304567 | Mrs | Rhona | Franco | |
| Edgbarrow School | | 01344 772658 | Mrs | Celeste | Moruzzi | |
| Fox Hill Primary School | | 01344 421809 | Mrs | Claire | Pollard | |
| Garth Hill College | | 01344 421122 | Mrs | Lyndsey | North | |
| Great Hollands Primary | | 01344 424911 | Unknown |  |  | |
| Harmans Water Primary School | | 01344 422196 | Mrs | Julie | McBain | |
| Holly Spring Primary School | | 01344 483920 | Mrs | Lyndsey | North | |
| Jennett’s Park Primary | | 01344 301269 | Mrs | Penny | Thompson | |
| Kennel Lane School | | 01344 483872 | Mrs | Fiona | Stanton | |
| Kings Academy Binfield | | 01344 306983 | Mrs | Linda | Gallo+ | |
| Meadow Vale Primary School | | 01344 421046 | Mrs | Fiona | Stanton | |
| New Scotland Hill Primary School | | 01344 772184 | Mrs | Claire | Pollard | |
| Owlsmoor Primary School | | 01344 776642 Mrs | | Fiona | Stanton | |
| Ranelagh | | 01344 421233 | Miss | Dawn | Deykin | |
| Sandhurst School | | 01344 775678 | Miss | Claire | Read | |
| Sandy Lane Primary School | | 01344 423896 | Mrs | Susan | Barrett | |
| St Joseph’s Catholic Primary School | | 01344 425246 | Mrs | Adele | Valentin | |
| St Margaret Clitherow Catholic Primary School | | 01344 424030 | Mrs | Stephanie | Raymond+ | |
| St Michael’s CE Primary School (Sandhurst) | | 01252 873360 | Miss | Laura | Beresford | |
| St Michael’s Easthampstead CE VA Primary | | 01344 420878 | Mrs | Katrina | Brown | |
| The Brakenhale | | 01344 423041 | Mrs | Dawn | Deykin | |
| The Pines School | | 01344 426413 | Mrs | Lyndsey | North | |
| Uplands Primary School & Nursery | | 01252 873069 | Mrs | Sharon | Mobbs | |
| Warfield CE Primary School | | 01344 862074 | Mrs | Claire | Pollard | |
| Whitegrove Primary School | | 01344 861020 | Mrs | Rachel | Clayton | |
| Wildmoor Heath School | | 01344 772034 | Mrs | Celeste | Moruzzi | |
| Wildridings Primary School | | 01344 425483 | Mrs | Kate | Harding | |
| Winkfield St Mary's CE Primary School | | 01344 882422 | Mrs | Gemma | Lenton | |
| Wooden Hill Primary and Nursery School | | 01344 421117 | Miss | Dawn | Deykin | |
|  | |  |  |  |  | |
| Hatch Ride Primary | | 01344 776227 | Mrs | Pat | Arthur | |
| Oaklands Infant School | | 01344 774644 | Mrs | Gemma | Thompson | |
| Oaklands Junior School | | 01344 773496 | Mr | Andrew | Gorham | |
| Corvus Learning Trust | | 01344 772658 | Mrs | Sarah | Bamford | |