**Clerks’ Briefing Spring 2018 – Key Points**

**Finance**

1. School Funding

Full papers on final decisions (made by Schools Forum in Jan 18) for main school budgets can be found at:

<http://democratic.bracknell-forest.gov.uk/documents/s116685/2018-19%20Schools%20Budget%20Final%20Proposals.pdf>

* LAs to be funded for schools through new government funding formula from April 2018. Previous system largely allocated funding on historic spending levels and took no account of the changes that occurred over time and the amount now needed in each area to support all children.
* New formula will use the most up to date demographic data and fund all LAs at same basic unit, other than area cost adjustment, such as London Allowance salary enhancements. Funding for BF will be uplifted 5.6% above core national rates.
* There will be extra money for schools next year with every school receiving more. The lowest increase in per pupil funding in Bracknell will be 0.5%, with a max increase of 3%. Where schools have low per pupil funding rates – less than £3,300 in primary schools and less than £4,600 in secondary schools – they can receive higher increases than 3%. Existing BF schools will on average receive per pupil increases in funding of 2.7% next year (£1.7m).
* As previously advised, schools should now be undertaking budget calculations and where this indicates that spending reductions are required, schools should now be considering available options. Advice and guidance on such budget matters are available from Paul Clark, Head of Departmental Finance. 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, an outline of which will be circulated shortly.

1. Revenue Funding from the council for early years pupils

Building on the significant changes introduced from April 2017 as a result of new government policy on early years funding, a review of the current arrangements in BF has been undertaken to build on provider experience and to consider how the 5.8% increase in DfE funding announced as part of the 2017-18 funding settlement should be distributed to providers and support services. This informed a consultation with providers around proposed changes which were substantially supported by respondents and have now been endorsed by the Schools Forum and will be introduced from April 2018.

The main changes are:

* Removal of top up funding for flexibility of available hours e.g. holidays and out of normal school hours
* Reduce top up funding paid to providers based on the qualification held by the lead practitioner in the setting
* Retain the current amount of funds to be distributed through deprivation but change the weighting of measures being used
* Update the criteria to be used to allocate funds to providers to support children with SEN and increase the relevant budget.
* Maximise the amount of funding paid to all providers through the core base rate
* Retain centrally managed budgets at no more than 3% of total funds

More information on the changes can be found at:

<http://democratic.bracknell-forest.gov.uk/documents/s116680/Schools%20Forum%20EY%20report%20-%20EYFF%20review%20Final.pdf>

1. SFVS

Needs FGB approval and submitting by end March

**General**

1. HR

Updated[Appraisal policy - teachers 2017-2018](http://schools.bracknell-forest.gov.uk/sites/default/files/assets/appraisal-policy-teachers-2017-to-2018-v6.doc) – please ensure you have adopted version 6. The section on Teachers Experiencing Difficulties has been amended.

All HR policies can be found on the BFC school management website:

<http://schools.bracknell-forest.gov.uk/hr> list also available in appendix F.

1. Safer Recruitment Toolkit

Located here <http://schools.bracknell-forest.gov.uk/hr/safer-recruitment-toolkit>

We draw your attention to 9.7 Questioning Technique - Example questions designed to examine an interviewee’s attitudes toward safeguarding children.

1. DBS Checks

• Where a governor has been elected or appointed before 1st April 2016 and does not hold an enhanced criminal record certificate, the governing body must apply for such a certificate in respect of that governor by 1st September 2016.

• Where a governor is elected or appointed on or after 1st April 2016 and does not hold an enhanced criminal record certificate, the governing body must apply for such a certificate in respect of that governor within 21 days after his or her appointment or election.

Therefore, governing bodies and proprietors MUST now request either an enhanced DBS check without a barred list or an enhanced DBS check with a check against the barred list, on an individual as part of the appointment process for governors,

To determine the level of check required, school and college governors should be treated on the same basis as other volunteers, that is, an enhanced DBS check with barred list check should only be requested if the governor will be engaged in unsupervised regulated activity.

1. TUPE Regulations

Schools should ensure they seek advice from their HR Adviser as soon as they are considering outsourcing part of the school service.

There are significant legal implications associated with the outsourcing of a service. Where TUPE (Transfer of Undertakings (Protection of Employment) (Amendment) Regulations) apply schools will need legal and human resources advice and should inform their School’s HR Adviser at the earliest opportunity.

The Schools HR Team are preparing a guidance document and schools will be informed when this is available.

1. Guidance on Searching, Screening and Confiscation

In January 2018 Advice for headteachers, school staff and governing bodies was issued on searching, screening and confiscation.

This advice is intended to explain schools’ powers of screening and searching pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It includes statutory guidance which schools must have regard to.

Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.

Link to guidance:

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf>

1. DfE Definition for Coasting Schools

Coasting schools are those where over three years, pupils are thought to not be progressing as much as they should. The definition is based on three years’ of data.

For primary schools, the measures are

\* In 2017, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.

The focus is always on the end of Key Stage 2 results. The data used is July 2017.

Primary schools with attainment below 65% for combined reading, writing and mathematics at the expected standard were discussed at the termly meeting with the DfE and letters have been sent by Rachel Morgan, Head of Standards and Effectiveness Learning & Achievement so governors will already be aware.

1. Ofsted Inspections

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

There will now be four possible outcomes from a short inspection:

* if inspectors are confident that the school remains ‘good’, the school will receive a letter confirming this; another short inspection will take place in approximately 3 years (in line with the existing system);
* if there are “serious concerns about safeguarding, behaviour or the quality of education”, the school will receive a full inspection within 48 hours;
* if inspectors suspect that there has been a decline and the school is no longer ‘good’, the school will receive a letter setting out the findings and a full inspection will take place “typically within one to two years but no later than five years since the previous full section 5 inspection”;
* if inspectors believe that there has been an improvement towards ‘outstanding’, the school will receive a letter setting out the findings and a full inspection within two years.

To read Ofsted’s full report on the consultation outcome, click [**here**](https://www.gov.uk/government/consultations/short-inspections-of-good-schools-maintained-schools-and-academies).

NGA has now updated its guidance on Ofsted to take account of these changes. You can access the updated guidance [**here**](https://www.nga.org.uk/Guidance/Holding-your-school-to-account/Ofsted.aspx)  and an updated useful Q & A document can be found at:-

<https://www.nga.org.uk/Guidance/Holding-your-school-to-account/Ofsted/Ofsted-inspection-of-schools-Q-A.aspx>

The Ofsted handbook has therefore also been updated <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/670083/School_inspection_handbook_section_5.pdf>

1. Exclusions Guidance

In September 2017 the exclusions guidance was updated, here are the links should a clerk have to organise a panel of governors sit on a panel.

The DFE guidance can be found at:-

[https://www.gov.uk/government/publications/school-exclusion](file:///C:\Users\jacki\Documents\Clerking%20AHIS\Clerks%20Briefings\Clerks%20Briefing%20Spring%202018\%0dhttps:\www.gov.uk\government\publications\school-exclusion%0d)

The NGA link on exclusions is:-

<https://www.nga.org.uk/Services/Clerking-Matters/Clerk-to-governors/General/Exclusions.aspx>

The NGA on line exclusions training (Log into the learning link) is found at:-

<https://nga.vc-enable.co.uk/Learn/Learning/LearnerRecord?reference=edab53eb-f999-45c4-9be8-10e1aede113b>

Template letters along with other useful information can also be located at <http://schools.bracknell-forest.gov.uk/targeted-services/safeguarding-and-inclusion-team/safeguarding-and-inclusion-useful-documents>

**Equality**

Further to the specialist schools exclusions training last term. Debbie Smith has invited Barrister, Tanya Callman back on Wednesday 23rd May 2018 for a full day training on the Equality Act and its impact in Education. More information to follow, but save the date!

1. Get Information About Schools (GIAS)

Replaces Edubase. SBM should have details. Governor details on it should be up to date.

1. Asbestos and Legionella

Modern Governor has produced an e-learning module - *Asbestos in schools* in association with the Joint Union Asbestos Committee (JUAC) and the Independent Asbestos Training Providers (IATP). The module is designed specifically for governors and available free to any school.

It can be found at: - <http://www.moderngovernor.com/asbestos> where users can register for the module.

However Bracknell Forest advice is available on the school management website

<http://schools.bracknell-forest.gov.uk/property/schools-property-handbook>

The Bracknell Forest Legionella Management policy has been recently issued to bursars and Headteachers

<http://schools.bracknell-forest.gov.uk/sites/default/files/assets/bracknell-forest-legionella-management-policy.pdf>

1. PPG and Sports Funding

Governors should ensure that the school’s finances are properly managed and can evaluate how the school is using the Pupil Premium, Year 7 Literacy and Numeracy Catch-Up Premium, Primary PE and Sport Premium and Special Educational Needs funding.

**The Outstanding criteria states that:**

Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the Pupil Premium and the Primary PE and Sport Premium secure excellent outcomes for pupils.

Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged

**Questions Ofsted might ask:**

1. What specific outcomes does the school aim to achieve with the Primary PE and Sport Premium? For example: improving progress and skills, better attendance, increasing opportunities and activities.
2. Has there been an impact on whole school improvement as a result of the Primary PE and Sport Premium funding? If so, how do you know and what evidence do you have to support this?
3. How is the Primary PE and Sport Premium being used to enhance, rather than maintain existing provision?
4. How will these improvements be sustainable in the long term? What will the impact of the changes that the school is making now, be on pupils arriving at the school in five to 10 years time?
5. Where external specialist coaches are being used in curriculum time, are they working alongside class teachers to improve their skills and securing long-term impact?
6. What has been the most notable impact of the Primary PE and Sport Premium funding in terms of outcomes for your pupils? How do you measure these?
7. How has the Primary PE and Sport Premium funding impacted on attainment in national curriculum physical education?

<http://www.afpe.org.uk/physical-education/wp-content/uploads/Ofsted-Hand-out-FINAL.pdf>

1. Who Governs Our Schools

*A* report on the future of school governance, 'Who Governs Our Schools? Trends, Tensions and Opportunities' has been published

It is written by Tony Breslin and is the product of an 18 month scoping study funded by the Local Government Association, The Elliot Foundation and RSA Academies, and supported by an Expert Group that drew participants from these organisations and from the National Governance Association, the Association of School and College Leaders, the Catholic Education Service, the Centre for Public Scrutiny and Breslin Public Policy.

<https://www.thersa.org/globalassets/pdfs/reports/rsa_who-governs-our-schools-report.pdf>

It covers Six themes and may be of interest to governors:-

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| 1. Purpose and Participation |
| 2. Induction and Development | |
| 3. Landscape and Policy | |
| 4. Stakeholders and Experts | |
| 5. Leadership and Autonomy | |
| 6. Collaboration and Partnership | |

1. South East Grid for Learning

South East Grid for Learning (SEGfL) is a Regional Broadband Consortium (RBC) serving 13 member local authorities and just under 3,000 schools across the South East.  For full details of all the services offered to schools see SEGfL website.

<http://www.segfl.org.uk/>