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| CLERKS’ BRIEFING  **Autumn term 2018**  **Thursday 20 September**  **1pm to 2.30pm**  **Venue – Education Centre, Easthampstead Park Conference Centre**  **Off Peacock Lane, RG40 3DF** |  |

CLERKS’ BRIEFING AGENDA

1. Finance
   1. 2018-19 School Budgets
   2. Consultation with schools on revision to the School Loan Scheme
   3. Consistent Financial Reporting (CFR)
   4. Annual Financial Statements
2. HR
   1. Teachers Pay Award
   2. Disqualification under the Childcare Act 2006 - Updated Guidance
   3. HR Policies
3. School Support Services
4. School Admission Arrangements
5. Update on GDPR
6. School Audits
7. Keeping Children Safe in Education
8. SEND – resources to support governors
9. Statutory and Department Guidance:
   1. Workload Reduction Toolkit
   2. Top ten financial planning checks for governors
   3. Understanding your data
   4. Publication of Governor Details
10. Ofsted Updates:
    1. Updated Ofsted Handbook and changes
    2. Informing governors about an inspection
11. Governor and Clerk Training and Development Opportunities:
    1. BF Autumn Term Programme 2018
    2. NGA Learning Link
    3. Parent Governor Representatives for Overview and Scrutiny
    4. The importance of setting clear expectations of our volunteer governors
12. Clerking / procedural matters:
    1. HT report
    2. Associate members
    3. Governors with particular responsibilities
    4. Notification of Governing Body Changes
    5. Copies of Minutes
    6. Register of Business Interests
13. NGA Update
    1. Governor Code of Conduct
    2. Delegation Planner (maintained schools) and scheme of delegation (academy)
    3. Model Governor Role Description
14. Education Governor Appointments
15. Tips for Governor Recruitment

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| **APPENDICES**  Appendix A – List of Clerks  Appendix B – Encryption portal information  Appendix C – Suggested Contents - Headteacher’s Report to Governors |  |

**Date of next meeting:**

**Tuesday 29 January 2019, 1pm to 2.30pm, Open Learning Centre**

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2018** | | **ITEM NO. 1** | | |
| **TITLE** | | **Financial Issues**   1. **2018-19 School Budgets** | | |
| 2018-19 sees the first year of a 2 year transition to the new School National Funding Formula (SNFF) that is being introduced by the government to ensure the same approach to school funding operates equally across the country with similar schools receiving similar budgets. 2018-19 school budgets are still being set locally by LAs, and BF schools expressed through consultation that the new SNFF be fully implemented as soon as possible which is the approach now being taken.  To ensure funding stability during the change, all schools will receive at least a 0.5% increase in per pupil funding compared to 2017-18, with new minimum per pupil funding rates guaranteed for each school at £3,300 for primary aged pupils, and £4,600 for secondary aged pupils.  Over the next 2 years, the DfE calculates that funding for BF schools through the SNFF will be 5.1% higher (+£3.24m) than the actual amount received through the current funding framework. For 2018-19, there will be an additional £1.728m (+2.7%) allocated to schools.  Whilst the increase in funding is very welcome, as usual, schools will be facing cost pressures which are now starting to increase, particularly around pay and general price. These increases will need to be factored into school budget plans which must be set on an affordable and realistic basis. | | | | |
| **ACTION POINTS:** | * A budget plan should be formulated for 2018-19 having regard to known facts and a realistic assessment and financial provision for future events. All sources of income due to the school should be taken into account, and not just the delegated budget. * The full governing body, or responsible sub committee, if authority to make the approval has been delegated, must formally approve the 2018-19 budget plan. * The budget plan should be emailed to the Education Finance Team by 31 May on the spreadsheet that has been provided for this purpose - [Education.Finance@Bracknell-Forest.gov.uk](mailto:Education.Finance@Bracknell-Forest.gov.uk) . * Should you experience difficulties in balancing your 2018-19 budget plan, you should contact Education Finance without delay. An extension to the submission deadline can be approved to 31 July when discussions are underway with Education Finance and agreed by the Director of CYPL. * A copy of the minutes from the full governing body meeting approving the plan are to be sent to Education Finance once agreed, and no later than 31 December 2018. | | | |
| **DEADLINE FOR ACTION** | 31 May (budget plan)  31 Dec (minutes) | | **CONTACT NAME** | Paul Clark, Finance Business Partner - CYPL |
| **TELEPHONE** | 01344 354054 |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk)  More information on the 2018-19 budget setting process can be found at:  <http://democratic.bracknell-forest.gov.uk/ieListDocuments.aspx?CId=187&MId=7374&Ver=4> |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2018** | | **ITEM NO. 1** | | |
| **TITLE** | | **Financial Issues**   1. **Consultation with schools on revision to the School Loan Scheme** | | |
| BFC, in consultation with the Schools Forum, can offer medium term financial support to maintained schools through the granting of loans which must be fully repaid and which are financed from up to 40% of the aggregate surplus balances held by schools.  The DfE is changing the way that school loan schemes can operate which in some instances will make it more difficult to recover an outstanding loan if a school converts to an academy.  The council is therefore seeking views from schools on changes to the BF school loan scheme, for implementation with effect from any new arrangements put in place for 2018-19.  The consultation will run for 3 weeks in May, closing 25 May. | | | | |
| **ACTION POINTS:** | * Governing bodies need to consider what response, if any, to make to the consultation. | | | |
| **DEADLINE FOR ACTION** | 25 May | | **CONTACT NAME** | Paul Clark, Finance Business Partner - CYPL |
| **TELEPHONE** | 01344 354054 |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk)  *Useful website link*:  Page 25 of the BF Scheme for Financing Schools:  <http://schools.bracknell-forest.gov.uk/sites/default/files/assets/scheme-for-financing-schools-2017.pdf> |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2018** | | **ITEM NO. 1** | | |
| **TITLE** | | **Financial Issues**   1. **Consistent Financial Reporting (CFR)** | | |
| Governing Bodies have a statutory duty to complete an annual CFR return which sets out school expenditure in a prescribed format. The final 2017-18 return will be required by 15 June, and schools will very shortly be given further guidance. Each school’s CFR return is posted onto the DfE website to enable schools to undertake financial benchmarking enquiries from a national database which assist in meeting the requirements of the School Financial Value Standard. | | | | |
| **ACTION POINTS:** | * Governing bodies need to ensure that this task is properly completed. | | | |
| **DEADLINE FOR ACTION** | 15 June | | **CONTACT NAME** | Paul Clark, Finance Business Partner - CYPL |
| **TELEPHONE** | 01344 354054 |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk)  *Useful website link*:  <https://www.gov.uk/guidance/consistent-financial-reporting-framework-cfr> |

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| **CLERKS’ BRIEFING**  **SUMMER TERM 2018** | | **ITEM NO. 1** | | |
| **TITLE** | | **Financial Issues**   1. **Annual Financial Statements** | | |
| Section 251 of the Apprenticeships, Skills, Children and Learning Act 2009 requires LAs to produce annual financial statements that identify overall planned expenditure on Education and Children’s Services, as well as detailed school budget information. These will shortly be posted on the Bracknell Forest School Management website. They cover the actual budget statement for 2018-19. | | | | |
| **ACTION POINTS:** | * The availability of the Borough Council’s Annual Financial Statement should be brought to the attention of the relevant governors. | | | |
| **DEADLINE FOR ACTION** | Information only | | **CONTACT NAME** | Paul Clark, Finance Business Partner - CYPL |
| **TELEPHONE** | 01344 354054 |
| **EMAIL** | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2018** | | **ITEM NO. 2** | | |
| **TITLE** | | **HR Update** | | |
| 1. **Teachers Pay Award 2018**   The updated School Teachers’ Pay & Conditions Document 2018 (STPCD) has been published.  A document outlining options on how the pay award can be implemented has been sent to schools. The updated Model Pay Policy has been issued and pay changes can start to be implemented.  **From September 2018 the following has been agreed:**   * **3.5% uplift has been applied to the minima and maxima of the main pay range and the unqualified teacher pay range.** * **2% uplift to the minima and maxima of the upper pay range and leading practitioner pay range** * **1.5% uplift to the minima and maxima of the leadership pay ranges.** * **2% uplift to the minima and maxima of SEN and TLR allowances**   Schools are only required to automatically apply the increases for teachers who are currently on the minimum of the pay ranges.  The DfE has announced there will be a grant to help fund the pay increases. They have assumed schools have budgeted for a 1% increase, the grant should provide funding for the higher level increases until the end of March 2020. Further details on how the funding will be implemented will be released when the pay award is finalised.   1. **Disqualification Under the Childcare Act**   On 31st August 2018 the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (extended Entitlement) (Amendment) Regulations came into force to replace the existing Regulations. The Department for Education has published revised statutory guidance (dated July 2018).  The initial Regulations prohibited anyone disqualified under the Regulations from working in a relevant setting but it also prohibited anyone who lived in the same household as a disqualified person (disqualification by association) from working in a relevant setting.  The Childcare Disqualification Regulations still prohibit anyone disqualified under the Regulations from working in a relevant setting. **However the ‘disqualification by association’ element is only applicable to those working in domestic settings under the new Regulations.**  Therefore schools are no longer required to establish whether a relevant member of staff providing, or employed to work in, childcare is ‘disqualified by association’ i.e. they live in the same household where another person who is disqualified lives or works.  Updated guidance has been sent out to Headteachers and Bursars for all schools / academies that are part of the Bracknell Forest HR Service Level Agreement. The Safer Recruitment Toolkit is being updated to reflect the changes.   1. **Policy Update**   In July 2018 revised HR policies were sent to schools to reflect GDPR changes. These are available on the school management website <https://schools.bracknell-forest.gov.uk/hr/>  The following school/academy policies have recently been revised and updated and are currently out for consultation with Trade Unions:   * Managing Sickness Absence * Grievance Procedure   Once the new policies are agreed we will send the revised policies to Governing Boards to be adopted.  The School Disciplinary Procedure is also currently under review. | | | | |
|  |  | | **CONTACT NAME** | Sarah Hunter  Hayley Chapple  HR Adviser |
| **TELEPHONE** | 01344 354058 / 01344 354057 |
| **EMAIL** | [Sarah.hunter@bracknell-forest.gov.uk](mailto:Sarah.hunter@bracknell-forest.gov.uk)  [Hayley.chapple@bracknell-forest.gov.uk](mailto:Hayley.chapple@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2018** | | **ITEM NO. 3** | | |
| **TITLE** | | **School Support Services** | | |
| Governors need to be aware that the majority of services which schools have purchased from the Council under Service Level Agreements (SLAs) expire on 31 March 2019. This is the end of the three year period for which they have been offered.  To coincide with the end of the current three year cycle of SLAs, a School Support Services Transformation Project is being undertaken to “*Establish a professional approach to trading a range of services that are wanted by schools in Bracknell Forest and beyond. Develop a business model that generates income whilst supporting local educational standards and outcomes.*”  Governing bodies can be assured that the Council remains committed to supporting schools through a range of cost effective SLAs designed to meet your needs with leadership support, with infrastructure support and in working with pupils and students to achieve in the highest way possible.  In order to bring about a more commercially focused, professional approach to trading with schools, we will be launching a new brand in time for April 2019 – Can (Do).    Can (Do), will be the new place for all your school support service needs. More than just a name, we will be a customer focused service, meeting the needs of schools and education settings in one place.    Ensuring the best possible educational outcomes for children is your main priority and we are changing our service offering to help you achieve this. We will be offering a wide range of current, updated and new traded and bespoke school support services from April 2019, following feedback from schools. Our new school support service offering to you has been developed to ensure every child is at the centre of what we do and that we as professionals unlock opportunities for all children. To this end services have been developed around the key priorities of the Learning Improvement Strategy.  Activities to promote the new service start at the Educating Bracknell Forest Inclusion Conference in September and schools will see further information on current, new and updated traded and bespoke services they can purchase during the rest of the Autumn term.  The Council is also looking to bring the purchase of services and SLAs onto an online system to make the process more efficient and effective for all. SLAs and pricing Information will be available electronically early in the Spring term, with orders being taken so that provision can start from 1 April onwards. | | | | |
| **ACTION POINTS:** | * To review the current, updated and new school support services on offer and commit to those services that are required from 1 April 2019. | | | |
| **DEADLINE FOR ACTION** | 28 February 2019 | | **CONTACT NAME** | Andy Ruane  School Support Services Transformation Project Manager |
| **TELEPHONE** | 01344 354191 |
| **EMAIL** | [andy.ruane@bracknell-forest.gov.uk](mailto:andy.ruane@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2018** | | **ITEM NO. 4** | | |
| **TITLE** | | **School Admission Arrangements** | | |
| **Publishing of Admission Arrangements**  Admission Authorities must determine their admission arrangements by 28th February each year. Once determined, they **must** publish a copy of the determined arrangements on their website displaying them for the whole offer year (the school year in which offers for places are made).  **Community Schools:**  The LA, as the admission authority, is responsible for doing this for all community schools in its area. Bracknell Forest sets, determines and publishes the admission arrangements each year. We would ask that your website directs parents to the Bracknell Forest website regarding admissions.  **Voluntary Aided and Academy Schools:**  The governing body, as the admission authority, is responsible for setting and determining their admission arrangements. After determination you must ensure you publish the admission arrangements, along with any supplementary information forms, on your own website for the **whole of the offer year**. | | | | |
| **ACTION POINTS:** | * Community schools – Ensure your website is directing parents to the Bracknell Forest Website regarding admissions * Voluntary Aided and Academy schools – You should currently be displaying your 18-19 and 19-20 admission arrangements on your website and directing parents to the Bracknell Forest website for the co-ordinated scheme. | | | |
| **DEADLINE FOR ACTION** | September 2018 | | **CONTACT NAME** | School Admissions |
| **TELEPHONE** | 01344 354023 |
| **EMAIL** | [School.Admissions@Bracknell-Forest.gov.uk](mailto:School.Admissions@Bracknell-Forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2018** | | **ITEM NO. 5** | | |
| **TITLE** | | **Update on GDPR** | | |
| The General Data Protection Regulation (GDPR) came into effect on 25th May 2018. Under the regulation the governing body of a maintained school is the Data Controller and responsible for data protection (in academies this is the responsibility of the MAT). One of the responsibilities of the Data Controller is payment of an annual fee to the Office of the Information Commissioner (ICO). For most schools the cost will be £60 per annum. It is now an offence not to pay for the certificate and use personal information <https://ico.org.uk/for-organisations/data-protection-fee/faqs/>.To support schools in their preparations the local authority organised briefing sessions for governors, clerks and senior leaders and updated the information available on the School Management Website <https://schools.bracknell-forest.gov.uk/policies-guidance/data-protection-and-gdpr/>There is recognition that not all schools will have been fully compliant with the new regulations from the outset, however schools should have an action plan setting out actions that need to be taken to ensure compliance (a template for an action plan can be found on the School Management Website). Governing bodies should regularly review this plan to assure themselves that progress is being made and targets met. Further sessions are planned in the autumn term to allow schools to share experience and support each other with compliance.Over the summer the DfE has published the following:Updated Data Protection Toolkit for Schools with the safeguarding, consent, retention, data protection officer and data breaches sections of the toolkit updated and new resources added to the document - <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>Data Protection annual review checklist – this has been produced based on the “Information Management Toolkit for Schools” dated 1 February 2016 and developed and published by Information Record Management Society - <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>A specimen Privacy Notice for School Governors which can be found with other specimen Privacy Notices on the GOV.UK website - <https://www.gov.uk/government/publications/data-protection-and-privacy-privacy-notices>. Those schools that have not yet adopted privacy notices already may wish to consider this as an alternative to the notice produced by the local authority which can be found on the School Management Website. | | | | |
| **ACTION POINTS:** | * Bring updated toolkit and annual review checklist to governors attention * Review GDPR Action Plan * Ensure that GDPR certificate (payable to ICO) is current * Publish Privacy Notice for Governors and other privacy notices (if not already published) | | | |
| **DEADLINE FOR ACTION** | N/A | | **CONTACT NAME** | Jeremy Saunders |
| **TELEPHONE** | 0118 936 6401 |
| **EMAIL** | [Jeremy.saunders@bracknell-forest.gov.uk](mailto:Jeremy.saunders@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2018** | | **ITEM NO. 6** | | |
| **TITLE** | | **SCHOOL AUDITS** | | |
| The approach to internal audit in schools has changed in the last 18 months. Previously all schools were audited every 3 years on a cyclical basis and re-audited the following year if a limited assurance opinion was given. As resources have reduced. this was not considered to be sustainable by senior management and hence the approach to audit in schools has changed.  Schools which would be due for audit on the 3 year cycle are now required to carry out a self assessment of their governance and financial controls and this together with the information in the Statement of Financial Values in Schools (SFVS), outcome of Ofsted inspections and feedback from the Education Authority are used to assess if a formal audit is required, if so a full audit is completed. Where an audit is not considered necessary, feedback is provided to the school on any areas for improvement identified from the self assessment.  The change in approach could result in some schools not actually being audited for many years. To assists schools, guidance on the controls that audit would expect to see in place is on the School Management site together with a fraud health checklist that governing bodies should complete. However, Audit provides an invaluable means of independent assurance on the effectiveness of the control environment and governance arrangements in schools which supports governors and staff in the effective discharge of their responsibilities. A Service Level Agreement (SLA) is being developed which would provide the opportunity for schools to purchase audits and governing bodies may wish to consider this where the new internal audit arrangements have resulted in no formal audit visit being undertaken for several years. | | | | |
| **ACTION POINTS:** | * Governing bodies to be made aware of the change in approach to internal audit in schools and the potential impact in that under the new arrangements the outcome of the risk assessment may result in their school not being formally audited for many years if at all in future. * Governing bodies to be made aware of the opportunity being introduced for schools to purchase audits under the SLA if governors would like independent assurance on financial controls and governance arrangements to enable them to discharge their responsibilities. | | | |
| **DEADLINE FOR ACTION** | 31 December 2018 | | **CONTACT NAME** | Sally Hendrick |
| **TELEPHONE** | 01344 352092 |
| **EMAIL** | [Sally.hendrick@bracknell-forest.gov.uk](mailto:Sally.hendrick@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2018** | | **ITEM NO. 7** | | |
| **TITLE** | | **Safeguarding**   1. **Keeping Children Safe in Education** 2. **Model Safeguarding Policy** | | |
| 1. **Keeping Children Safe in Education**   This guidance applies to all schools and is for headteachers, teachers and staff as well as governing bodies, proprietors and management committees.  It sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.  Statutory guidance sets out what schools must do to comply with the law. You should follow the guidance unless you have a very good reason not to.  <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>     1. **Model Safeguarding Policy**     The model Safeguarding Policy for Schools. This has been updated over the Summer to reflect the new changes in Keeping Children Safe in Education and Working Together and has been ratified within the LA, including consultation with Legal.  There is an NSPCC briefing attached to the policy as Annexe A. This briefing outlines the key changes to Working Together.  This Policy should be ratified at your first FGB meeting of this new academic year. As the policy from last year is now out of date and not compliant with latest guidance, this should be removed from the school website and the new one loaded immediately.  You are required to personalise the policy for your school by completing any of the areas in Red with your school details and local context. School STEPs will be requesting copies of these policies during their school visits  The quick reference guide for procedures can be found at: <https://bflscb.org.uk/wp-content/uploads/safeguarding-cue-card.pdf> . All staff should be familiar with this cue card. | | | | |
| **ACTION POINTS:** | * Please ensure this policy is adopted as a matter of urgency, with the sections highlighted in red updated with your school information. This policy should then be circulated to all staff and displayed on the school website. | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | Debbie Smith  Safeguarding & Inclusion Manager |
| **TELEPHONE** | 01344 354014 |
| **EMAIL** | [Debbie.smith@bracknell-forest.gov.uk](mailto:Debbie.smith@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2018** | | **ITEM NO. 8** | | |
| **TITLE** | | **Resources to support SEND Governors** | | |
| **The Driver Youth Trust** has worked in collaboration with Ark schools to create some useful resources for SEND Governor's <https://www.driveryouthtrust.com/governors/>  **Documents include:-**   * The [**roles and responsibilities of SEND Governors.**](https://www.driveryouthtrust.com/wp-content/uploads/2016/08/Roles-and-Responsibilities-of-SEND-Governors-141216.pdf) * An [**Annual Cycle of SEND Governor Responsibilities**](https://www.driveryouthtrust.com/wp-content/uploads/2016/08/Annual-Cycle-of-SEND-Governor-Responsibilities.pdf)– to take with you on your termly visit to the school which includes useful questions you can ask the SENCo and things to look out for on your learning walks. * A  [**checklist**](https://www.driveryouthtrust.com/wp-content/uploads/2016/08/SEND-Governor-Checklist.pdf)to ensure you have covered everything that the Governing Body has delegated to you as the SEND Governor. * A useful [**glossary of SEND terms**](https://www.driveryouthtrust.com/wp-content/uploads/2016/08/SEND-Glossary.pdf)**.** | | | | |
| **ACTION POINTS:** | * Share with Chair and SEND governor. | | | |
| **DEADLINE FOR ACTION** | ASAP | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 9** | | |
| **TITLE** | | **Statutory and Department Guidance**   1. **Measures announced to help schools reduce teacher workload** | | |
| The Department for Education (DfE) has worked with leaders and teachers to design a toolkit to help you assess workload issues in your schools. Ofsted, the Association of School and College Leaders (ASCL), the NAHT School Leaders’ Union, NASUWT, the National Education Union (NEU) and Voice continue to engage with us to reduce workload in schools and we have consulted them throughout the development of this work.  <https://www.gov.uk/government/collections/workload-reduction-toolkit>  This is part of the department’s action to support schools in reducing workload and to address the drivers of excessive workload at a national level.  In the [governance handbook](https://www.gov.uk/government/publications/governance-handbook) (page 130) governors are reminded that: - “Three independent reports on eliminating unnecessary teacher workload contain principles for practice in the areas of marking, planning and data management. They also contain recommendations for school leaders and boards.  Whilst addressing **mainly operational matters**, boards should be aware of these reports and act on the recommendations due to the link between workload and recruitment and retention as a strategic issue”  This is the additional link discussed at the briefing - <https://teaching.blog.gov.uk/2018/06/15/managing-staff-workload-a-governors-perspective/> | | | | |
|  |  | | **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**  **AUTUMNTERM 2018** | | **ITEM NO. 9** | | |
| **TITLE** | | **Statutory and Department Guidance**  **(b) Top ten financial planning checks for governors** | | |
| **Financial advice for Governors**  The DfE has published guidance for governors on financial planning,    [School Resource Management: Top 10 planning checks for governors.](https://www.gov.uk/guidance/school-resource-management-top-10-planning-checks-for-governors)  This contains information on how to benchmark what you spend on teachers and on senior leaders, how to assess financial projections for up to five years ahead, benchmarking pupil spend on non-pay items, the costing of school improvement priorities and examining at contracts. A couple of model questions are given for each, and links to financial tools on the DfE pages of www.gov.uk where relevant. | | | | |
| **ACTION POINTS:** | * Share with all governors | | | |
| **DEADLINE FOR ACTION** | ASAP | | **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**  **AUTUMNTERM 2018** | | **ITEM NO. 9** | | |
| **TITLE** | | **Statutory and Department Guidance**  **(c) Understanding your data** | | |
| In June 2018 the Education and Skills Funding agency released a booklet “understanding your data” A guide for school governors and academy trustees.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721362/Understanding_your_data_a_guide_for_school_governors_and_academy_trustees.pdf>    In the foreword it *states:-*  *“Access to high quality data is the hallmark of any successful organisation. We believe that your school or academy trust is no different. This resource sets out what is reasonable to expect to see from your executive leaders when looking at the performance of your school or academy trust. This is not about collecting more information, but about collecting the right information, understanding it, discussing it and using it to inform your actions. You can use this resource to refine your board reporting and to actually reduce the amount of data collection and associated work – remember, when collecting any information, it is important to be aware of the potential burden this may place on executive leaders and teachers.*  The document includes a table of key themes, an exceptions report template and worked anonymised examples to promote further discussion around your data. | | | | |
| **ACTION POINTS:** | * Share with all governors. | | | |
| **DEADLINE FOR ACTION** | ASAP | | **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**  **AUTUMNTERM 2018** | | **ITEM NO. 9** | | |
| **TITLE** | | **Statutory and Department Guidance**   1. **Publication of Governor’s Details** | | |
| Governors hold an important public office and their identity should be known to their school and wider communities. In the interests of transparency, a governing body should publish on its website up-to-date details of its governance arrangements in a readily accessible form. Readily accessible means that the information should be on a webpage without the need to download or open a separate document.  This should include:   * the structure and remit of the governing body and any committees, and the full names of the chair of each; * for each governor who has served **at any point over the past 12 months**: * their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the governing body’s instrument of government), * relevant business and pecuniary interests (as recorded in the register of interests) including: governance roles in other educational institutions; any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives); and **their attendance record at governing body and committee meetings over the last academic year.**   Governing bodies should also publish this information for associate members, making clear whether they have voting rights on any of the committees to which they have been appointed.  Governing bodies should make it clear in their code of conduct that this information will be published on their governors and any associate members. Any governor failing to provide information to enable the governing body to fulfil their responsibilities may be in breach of the code of conduct and as a result be bringing the governing body into disrepute. In such cases the governing body should consider suspending the governor. | | | | |
| **ACTION POINTS:** | * Clerks to read guidance and ensure compliance. | | | |
| **DEADLINE FOR ACTION** | ASAP | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 10** | | |
| **TITLE** | | **Ofsted**   1. **New Ofsted Handbook Sept 2018** 2. **Informing governors about an inspection** | | |
| 1. **Ofsted has made some updates to their *School Inspection Handbook*, which serve as a reminder for governing boards about what Ofsted do and do not expect:**  * Ofsted do not require schools to predict attainment and progress scores and attainment of past pupils does not determine inspection outcomes * Inspectors will not check on the process for performance management arrangements for staff and does not need to see anonymised lists of teachers meeting or not meeting thresholds for pay progression * Ofsted does not have specific expectations about the approach to Headteacher performance management * Ofsted does not require schools to take any specific steps about site security and does not have a pre-determined view on the need for perimeter fences * Schools do not need to provide any additional information to inspectors “outside of their normal curriculum planning“, but Ofsted “will discuss with school leaders their curriculum vision and ambitions for their pupils” and will “evaluate how a school’s curriculum plans contribute to the government’s ambition” * Ofsted acknowledge that not all secondary schools will be at the same stage for EBacc implementation and inspectors will not “pay particular attention to where the school is currently”.   These updates can be found in the “Clarification for schools” section (paragraph 31) of the [***Inspection Handbook***](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/725837/School_inspection_handbook_section_5-170718-v2.pdf). A privacy notice (paragraph 4) and an annex on the inspection of religious education and collective worship have also been added. Ofsted has been making concerted efforts to dispel “myths” about inspection requirements which can create unnecessary workload for schools. Governing boards should ensure that they question anything that is being done “because Ofsted expects to see it” and ask for evidence that this is the case. The NGA has [**top tips for Ofsted readiness**](https://www.nga.org.uk/Guidance/Holding-your-school-to-account/Ofsted/Ofsted-top-tips.aspx) on their website.   1. **In a message to inspectors from the National director of Education, inspectors are reminded of the following information about governors and inspections:-**   “It has been brought to our attention that some schools have not informed all of their governors/trustees about the inspection of their school, nor invited them to meet inspectors during the inspection. Inspectors should make clear to the Headteacher, at the start of the inspection, that all governors/trustees must be informed of the inspection and that arrangements should be made for inspectors to meet the chair of governors/chair of the board of trustees and as many governors/trustees as possible during the inspection, and that as many governors/trustees as possible should also be invited to attend the final feedback meeting. | | | | |
| **ACTION POINTS:** | * Share with Headteachers and chairs of governors | | | |
| **DEADLINE FOR ACTION** | ASAP | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 11** | | |
| **TITLE** | | **Governor and Clerk Training and Development Opportunities**   1. **Autumn term 2018** | | |
| All governors, associate members and clerks should have a copy of the autumn term training and development programme; it can be found here <https://schools.bracknell-forest.gov.uk/governors/training-for-governors/> . It is important that Governing Bodies discuss the programme and ensure that they are represented on training as appropriate. The autumn 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 Sue Shields by returning a completed booking form, a phone call or sending an email, whichever method is used please ensure governors provide their full name and name of the school to Sue Shields **By phone:** 0118 936 6402 **Email:** [sue.shields@bracknell-forest.gov.uk](mailto:sue.shields@bracknell-forest.gov.uk)  **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:**  **Engaging with Curriculum: A guide for governors**  **Thursday 4 October**  **19:00 – 21:00**  **Education Centre**    **Target audience:** Governors and clerks from Primary and Secondary schools.    **Aim:** To offer practical actions to ensure that the governing body can challenge and support their school to develop them further.    **Chair and Clerk Role in Ensuring Governing Boards are Strategic**  **Monday 8 October**  **19:00 – 21:00**  **Education Centre**    **Target audience:** All chairs of governors and clerks to governors – it is expected you will attend the training together.    **Aim:** To explore how chairs’ and clerks’ can manage the work of the board to ensure they are working strategically for the benefit of the pupils.  **Chairs and Headteachers: Working Together**  **Thursday 1 November**  **17:00 – 19:00**  **Education Centre**    **Target audience:**New and experienced chairs of governors and headteachers. The course would be most beneficial when chairs and headteachers attend together.    **Aim:** To focus on good communication and building effective, co-ordinated leadership and accountability.  **Governors’ Role in Pupil Premium**  **Monday 26 November**  **19:00 – 21:00**  **Education Centre**    **Target audience:** This course is appropriate for governors of Maintained schools and Academies.    **Aim:** The session is designed to give governors a greater understanding of their responsibilities in relation to pupil premium.    **Competency Framework – Evaluation : GB Self Evaluation**  **Tuesday 4 December**  **19:00 – 21:00**  **Education Centre**    **Target audience:** All governors and clerks.    **Aim:** To consider how the board can assess its effectiveness, efficiency and ensure its ongoing compliance with statutory and legal duties. Also an opportunity to reflect on their own contribution to create a stronger and more motivated board.    **The following courses have been identified or requested to be run this term:**  **Managing the School Workforce for Governors**  **Wednesday 10 October**  **19:00 – 21:00**  **Education Centre**    **Target audience:** Governors who are linked with workforce / personnel duties.    **Aim:** To provide governors with an understanding of HR responsibilities    **Understanding Health & Safety in Schools**  **Tuesday 16 October**  **18:30 - 20:30**  **Education Centre**    **Target Audience:** Governors who have an interest in school site management (academies and maintained schools)    **Aim:** To provide a broad knowledge of Health and Safety legislation and its implications    **Interpreting Primary School Data**  **Wednesday 14 November**  **19:00 – 21:00**  **Education Centre**    **Target audience:** Primary governors.    **Aim:** The Department for Education (DfE) introduced **Analyse School Performance** as a replacement for Raiseonline in 2016/17. purpose of the session is to familiarise school governors with key documents within ASP so that they are confident to evaluate the schools performance and give strategic direction.    **Operating a Governing Body with ‘No Committees’**  **Monday 19 November**  **19:00 - 21:00**  **Education Centre**    **Target Audience:** Governors of schools with FGB only structure. Any governors considering a new structure.    **Aim:** To consider how a governing body can operate without committees and identify strengths but also areas of concern    **The autumn term is when our education finance training takes place so if you are looking at succession planning for those with financial oversight please ensure they attend, this training is primarily for maintained schools:**  **Introduction to Education Funding and School Budgets**  **Tuesday 6 November**  **18:30 - 20:00 Education Centre**    **Aim:**  To provide an outline guide on Education Funding and School Budgets and to inform governors of their responsibilities.    **Introduction to the Financial Framework that governs schools**  **Tuesday 20 November**  **18:30 - 20:00 Education Centre**    **Aim:**  To provide an outline guide on the Financial Framework that governs schools and to inform governors of their responsibilities.    **Dates for your diary:**  **Governor Conference**    **Friday 8 March 2019**    **Easthampstead Park Conference Centre**  **9:30 - 15:30**    **‘Ensuring Quality’ - Inspiring schools to make a difference** | | | | |
| **ACTION POINTS:** | * Clerks to ensure all members of the governing board have a copy. * Governors, Associate Members and Clerks are encouraged to view the full training and development programme and book onto training accordingly through Sue Shields. * Inform Development Governor of any training you would like considered whether repeating existing courses or new ideas. | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 11** | | |
| **TITLE** | | **Governor and Clerk Training and Development Opportunities**   1. **NGA Learning Link** | | |
| NGA Learning Link is governor e-learning. Membership is included in your governor services SLA.  The learning Link offers training on all aspects of school governance and offers a catalogue of content to develop your skills and knowledge on key topics including: strategy, team work, assessment, staffing, financial oversight, elements of effective governance, compliance and collaboration. It currently hosts over 50 governor e-learning modules which have been updated to reflect changes in legislation, the new Governance Handbook and the Competency Framework – a list of courses will be sent through with the final copy of the briefing papers.  The link is <https://www.nga.org.uk/ConsultancyandTraining/NGA-Learning-Link-e-learning.aspx>  There is a YouTube video with further information here <https://youtu.be/f0n0OWcjJCk>  It is important that governors attend the induction provided by Bracknell Forest and take advantage of other training courses provided, but this is an additional opportunity for governors to supplement their knowledge and improve their effectiveness at a time that suits them. Please ensure your development governor is recording details of any training done by governors as the Ofsted framework does comment on “how committed governors are to their own development in order to improve their performance”. | | | | |
| **ACTION POINTS:** | * Ensure all governors have signed up to the new NGA Learning Link. * Ensure governors are aware of the range of courses available. * Monitor e-learning training. | | | |
| **DEADLINE FOR ACTION** | ASAP | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 11** | | |
| **TITLE** | | **Governor and Clerk Training and Development Opportunities**   1. **Call for Nominations 2018 for Parent Governor Representatives (Primary and Secondary Stage)** | | |
| Bracknell Forest Council provides a number of opportunities for parent governors to represent the views of parents to the Council on matters involving education.    Bracknell Forest currently has two 2 Parent Governor Representative (PGR) vacancies that it is keen to fill.   * 1 primary stage PGR vacancy. * 1 secondary stage PGR vacancy.   Both representatives will sit on the Overview and Scrutiny Commission and the Children, Young People and Learning Overview and Scrutiny Panel and will have voting rights on matters involving education. The parent governor representatives on these two bodies have a chance to influence and shape decision making within Bracknell Forest and to be a voice for parents.  Click [here](https://www.bracknell-forest.gov.uk/parent-governor-representatives/what-representative-does) for further information on the parent governor representative role and for application details or search ‘parent governor representatives’ on [www.bracknell-forest.gov.uk](http://www.bracknell-forest.gov.uk)  Completed nomination and election statement forms must be received no later than Midday on Wednesday 10 October 2018.  If more than one nomination is received for each vacancy, a secret ballot will be held.  **Ballot papers will need to be issued no later than Friday 12 October.**   * 2 Sets of ballot papers and candidates’ personal election statements will need to be despatched to those who can vote.   + One set to primary parent governors who are parents   + One set to secondary parent governors who are parents   Completed ballot papers need to be returned (to Democratic Services in pre-paid envelopes that will be provided) by **12noon on** **Friday 2 November 2018.** | | | | |
| **ACTION POINTS:** | 1. Clerks to familiarise yourself with the PowerPoint presentation “Recruitment of PGRs to clerks to the governors”. 2. Send out the recruitment email body copy provided with the subject line “Primary and Secondary Stage Parent Governor Representatives Needed” to all existing parent governors during the week commencing 3 September 2018. 3. Suggest to suitable parent governors that they apply. 4. Note the dates and requirement that ballot papers will need to be distributed, should a secret ballot be required. 5. Further information will be supplied if a secret ballot is required together with ballot papers. | | | |
| **DEADLINE FOR ACTION** | Week Commencing 3 September 2018 | | **CONTACT NAME** | Kirstine Berry  Governance and Scrutiny Co-ordinator |
| **TELEPHONE** | 01344 354068 |
| **EMAIL** | [kirstine.berry@bracknell-forest.gov.uk](mailto:kirstine.berry@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2018** | | **ITEM NO. 11** | | |
| **TITLE** | | **Governor and Clerk Training and Development Opportunities**  **(d) The importance of setting clear expectations of our volunteer governors** | | |
| [School Makers – The Role of Governors?](https://www.governorspace.co.uk/resources/thought-leadership/article?id=25) *An article recently published in governor space*  ***Governors are Volunteers*** – we all know this is true, but these simple words can sometimes seem like a well meant but hurtful phrase. They can be wrapped in words that seek to lower expectations or diminish the level of contribution and this isn’t fair, given the commitment and energy invested by so many effective governors  From all the published guidance, it is clear that schools which continue improving or which stay as high achievers will have governors who are fully committed and totally involved and for whom the concept of being ‘just a volunteer’ is a big understatement.  Yes, governors are part time but in the same way that the captains of industry are often part time they can still be full time for that part of the week they devote to the governance of schools. So, being a governor may mean being part time but there should be nothing part time or low level about what they are delivering.  The key is about setting expectations at the right level. There are other organisations who rely on ‘volunteers’  but who set the standard high and who’s top quality services are delivered without compromise at the highest level of professionalism. Look at examples such as the RNLI lifeboat service or Retained Firefighters where clarity in their role, uncompromised expectations and common purpose produces outstanding contributions, commitment and dedication. *“ordinary people can do extraordinary things”*  What is clear is that if we expect more and lift our sights, then ordinary people can do extraordinary things. Look at the 2012 Olympics where much of the success was down to the so called Games Makers. A group of ordinary people who were never treated as ‘just volunteers’ and from the outset were set clear and high level standards and expectations. They were told in unequivocal terms that the success of the games depended on them doing everything that was expected of them. More than that they had to do it whilst: displaying the values of excellence; being inspirational; being open and alert; being consistent; and being a team player.  So what is the difference between the values of the Games Makers and the values of school governors? Probably not a lot, so maybe we should be seeing ourselves as the School Makers and work in a way that openly projects the values that we adopt.  *“schools will thrive if governors make the effort to make the difference”*  Let’s shed off any concept that the governors’ role means anything but full engagement for the time devoted to being a governor. We know that schools will thrive if governors make the effort to make the difference. Change is in our hands!  We need to:   * understand the borders of responsibility, * know how governors can change the game, * be secure in our relationship with pupils/students, parents, and the community, * engage positively with the leadership team and staff, * display to all that we are the ones adding that special something, * show that we are the School Makers. | | | | |
|  |  | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 12** | | |
| **TITLE** | | **Procedural Matters:**   1. **Headteacher report** | | |
| There is no legal stipulation as to what should be in the Headteachers report and the length and content vary greatly between schools. However, the [governance handbook](https://www.gov.uk/government/publications/governance-handbook) gives some guidance particularly about governors’ input into the content :-  **3.3.1 Sources of education data (page 21)**  **15.** It is executive leaders’ job to provide their board with the information it needs to do its job well. This means they should help the board access the data published by the department and Ofsted. They should also provide whatever management information the board requires to monitor different aspects of life in the school throughout the year. In particular, a board will need to see information relating to the priorities it has identified for improvement. This might include data on:  • pupil learning and progress;  • pupil applications, admissions, attendance and exclusions;  • staff deployment, absence, recruitment, retention, morale and performance; and  • the quality of teaching.  **16**. The board, not executive leaders, should determine the scope and format of reports they receive from executive leaders. This will mean that the board receives the information it needs in a format that enables it to stay focused on its core strategic functions and not get distracted or overwhelmed by information of secondary importance.  However, to assist governors, we have created a list of possible topics based on an example report template. This might be useful for chairs and Headteachers as a checklist or as a basis for discussions about the format particularly with a new Headteacher. See Appendix C. | | | | |
| **ACTION POINTS:** | * Please bring to the attention of your governing board. | | | |
| **DEADLINE FOR ACTION** | ASAP | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 12** | | |
| **TITLE** | | **Clerking / procedural matters**   1. **Associate Members** | | |
| * Governing bodies can appoint Associate Members *for* a period of between one and four years. * The term of office can vary for individuals. * Associate Members are **not governors** and are not included on the school’s instrument. * Associate Members can attend full governing body meetings but... * Associate Members **cannot vote at full governing body meetings.** * Associate Members must not be counted when calculating a quorum. * Associate Members can be appointed to committees with voting rights on that committee (if over 18). **The voting rights of an Associate Member on a committee must be determined by the governing body** (and clearly stated in the Terms of Reference of that committee). * Associate Members may be excluded from any meeting when the item of business concerns an individual pupil or member of staff. * Associate Members must be included in the register of business interests. * Details of Associate members must be included with those of governors on the school website. Information includes: name, term of office, committee membership, business interests, and attendance at meetings. * Associate Members are entitled to attend governor training and development sessions. There is now an expectation that Associate Members should attend Induction for New Governors training within 6 months of appointment. * Associate Members can be removed from office by the governing body at any time. | | | | |
| **ACTION POINTS:** | * Ensure governor services have been informed of any associate members using the change form. | | | |
| **DEADLINE FOR ACTION** | ASAP | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 12** | | |
| **TITLE** | | **Clerking / Procedural Matters**  **(c) Governors with particular responsibilities** | | |
| All governing bodies must have a Chair and Vice Chair, but in addition, it is recommended that the areas below are covered by individual governors, and their names should be notified to Governor Services.  **Pupil Premium (PP) Governor**  A new requirement in Bracknell Forest to support, challenge, monitor and evaluate the work of the school in raising the achievement of Pupil Premium children.  **Special Educational Needs and Disabilities (SEND) Governor**  Governing bodies have statutory responsibilities for pupils with SEND. A SEND governor has the responsibility for liaising with the school’s SEND co-ordinator (SENCO) and must ensure that the governing body is aware of, and fulfils its responsibilities for, special education as described in the DfE statutory guidance.  **Child Protection (CP) Governor (Safeguarding Governor)**  Governors are accountable for ensuring that their school has effective child protection policies in place that meet local and national guidance. A governor with CP responsibility needs to ensure that up to date appropriate policies are in place and that staff and parents are aware of them. It would also be appropriate for this governor to ensure (by asking the Headteacher) that all staff have received up to date safeguarding training and that the governing body meets statutory requirements for attendance on safer recruitment training.  The CP governor has responsibility for championing child protection issues, liaising with the headteacher, and providing information and reports to the governing body. However they should not take the lead in dealing with specific safeguarding issues, nor do they have the right to know details of such cases.  **Development Governor**  The key role of the Development Governor is to encourage and support the development of the skills of individual governors and the governing body as a whole by ensuring that all are aware of appropriate training opportunities. Training should be discussed on a regular basis at governing body meetings.  The role can be as wide or as narrow as the governing body wishes, and could incorporate organising a buddy or mentoring for new governors and supporting with recruitment.  **Governing Bodies may also wish to appoint governors with other responsibilities such as Health and Safety, Gifted and Talented, Early Years or a governor linked to the core subjects.** | | | | |
| **ACTION POINTS:** | Clerks to notify Governor Services of their:   * Chair * Vice Chair * SEND Governor * Child Protection Governor (CPG) * Development Governor * Pupil Premium   This information should be sent by email to the Governors’ Helpdesk as below. | | | |
| **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**  **AUTUMN TERM 2018** | | | **ITEM NO. 12** | | |
| **TITLE** | | | **Clerking / Procedural Matters:**  **(d) Notification of Governing Body Changes – guidance for new clerks** | | |
| 1. **Notification to Governor Services**   It is the clerk’s responsibility to notify Governor Services of any changes to your governing body. Please do this as soon as possible so that we have accurate records of our governors. If we are not notified, new governors will not receive any communications or support from us, and we will not be meeting our statutory responsibilities.  We should also be notified of any **Associate Members** that are appointed to your Governing Body. Associate Members can be appointed for one, two, three or four years and this needs to be made clear at the time of their appointment.  Changes should be notified by using the change form available on the website under clerking information <http://schools.bracknell-forest.gov.uk/governors/clerking-information>  Please ensure that all details are provided:   * Name * Address * Tel number * Email address * Type of governor * How recruited * **Date of appointment**   We also need to be notified of any changes of responsibilities e.g. Chair, Vice Chair, Development Governor, SEN etc.  **IMPORTANT NOTE**  We also require confirmation of **re-appointments.** Unless we are told otherwise, we assume that a person ceases to be a governor when their term of office comes to an end. They are **automatically deleted from the database**.  **Resignations**  Clerks may wish to remind governors that resignations must be made in writing to the Clerk to the governing body.   1. **Notification to the National Governors’ Association (NGA)**   Now that membership of the NGA forms part of the Governor Services SLA, it is important that, as clerk, you ensure that the NGA are also advised of any changes in membership. New governors will then be supplied with their NGA password. Changes to be sent by email to: [membership@nga.org.uk](mailto:membership@nga.org.uk) using the excel spreadsheet they provide you with.  **NOTE** – if governors change their email address they need to go into their NGA account to update. | | | | | |
| **ACTION POINTS:** | * Report any changes to Governor Services and the NGA. | | | | |
|  | |  | | **CONTACT NAME** | Governor Services |
| **TELEPHONE** | 01344 354069 |
| **EMAIL** | [rachel.clayton@bracknell-forest.gov.uk](mailto:rachel.clayton@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **AUTUMN TERM 2018** | | **ITEM NO. 12** | | |
| **TITLE** | | **Clerking / Procedural Matters:**  **(e) Copies of minutes** | | |
| The Local Authority (LA) asks maintained schools to provide copies of governing body minutes on a regular basis. It is up to academies whether they wish to do the same.  The LA only require copies of the following minutes:   * Full Governing Body * Committee dealing with Curriculum * Committee dealing with Finance   Unless specifically requested, we do not routinely need:   * copies of minutes of sites / premises/ staffing or any other committee * copies of agendas or associated papers * copies of school policies   Each governing body organises its business through different committee structures. The above is a guideline only and it does not matter if there is some overlap.  Please provide copies of the required documents in electronic form and send to [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk)  **Please type in the subject of the email the name of the school and the type and date of the minutes e.g. Curriculum Minutes – 9.9.17.** This will assist us greatly as you will appreciate that we receive a large number of minutes each term**.**  A copy of the *signed* FGB minutes of the meeting at which the school’s budget is agreed each year is separately required by Education Finance. Governor Services do not send copies to the finance team.  Please provide draft/chair approved minutes as soon as reasonably possible after each meeting rather than in batches. The minutes are read by a member of the team in Governor Services and also by the school’s adviser, now known as the STEP (Standards & Effectiveness Partner).  If the minutes are received regularly the support services for the governing body can keep more up to date with current issues in the school, which can improve the support that the school receives. | | | | |
| **ACTION POINTS:** | * Clerks to send minutes of meetings electronically to [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) following each meeting. | | | |
| **DEADLINE FOR ACTION** | As soon as possible following meetings | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 12** | | |
| **TITLE** | | **Clerking / Procedural Matters:**   1. **Register of Business interests** | | |
| It is important that governors and staff not only act impartially, but are also seen to act impartially. The governing body and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and those of the school. There is a legal duty on all governors to declare an interest likely to lead to questions of bias when considering any item of business at a meeting and for the governor concerned to withdraw, if necessary, whilst the matter is considered.  Every governor, clerk and associate member must complete a new business interest’s form annually, and these must be kept together by the clerk. This register is always examined in an internal audit of the school and is often found to be lacking for one of the following reasons:   * Individual records are missing * Individual records are not dated * Individual records have not been countersigned * Records are not up to date   A summary of the register of business interests must be available on the school’s public website showing governors and associate members, it does not have to show the clerk’s business interests.  Guidance is available as a DIY guide on the BF website <https://schools.bracknell-forest.gov.uk/governors/diy-guides/> together with WORD versions of documents for clerks to use <https://schools.bracknell-forest.gov.uk/governors/clerking-information/> .  Forms must be retained for seven years as they are considered to be financial documents. | | | | |
| **ACTION POINTS:** | * Business interests forms to be completed annually. * Clerks to ensure that all forms are dated and countersigned in accordance with guidance. * Ensure information is on the school’s public website covering anyone who has been a governor in the last 12 months. | | | |
| **DEADLINE FOR ACTION** | Autumn term | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 13** | | |
| **TITLE** | | **NGA Update**   1. **Governor Code of Conduct** | | |
| The National Governance Association has for a number of years recommended that governing boards adopt a [code of conduct](https://www.nga.org.uk/getattachment/Guidance/Legislation,policies-and-procedures/Model-Policies/Code-of-Practice/NGA-Model-Code-of-Conduct-2018.docx) which sets out the purpose of the governing body and describes the appropriate relationship between individual governors/trustees/academy committee members, the whole governing board and the executive leaders. We recommend that the code should be thoroughly discussed so that the whole governing board has ownership of it, and, once it has been adopted, the governors/trustees/academy committee members should be asked to review and agree it, on an annual basis ideally at the first meeting in the autumn term.  [The NGA model has been updated for the 2018/19 academic year](https://www.nga.org.uk/getattachment/Guidance/Legislation,policies-and-procedures/Model-Policies/Code-of-Practice/NGA-Model-Code-of-Conduct-2018.docx). You can download this today but do remember to tailor it to reflect your specific governing board and school structure.  Unlike previous versions NGA have not produced separate codes for academies and maintained schools, but instead focused on one code that can be used and easily tailored in any school governance setting to be adopted by all. | | | | |
| **ACTION POINTS:** | * Ensure governors annually review the GB’s Code of Conduct. | | | |
| **DEADLINE FOR ACTION** | No specific deadline but recommended that this is done in the Autumn Term | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 13** | | |
| **TITLE** | | **NGA Update**   1. **Delegation Planner (maintained schools) and scheme of delegation (academy)** 2. **Model Governor Role Descriptions** | | |
| **(b) Delegation Planners**  The National Governors Association publishes an [example delegation planner for maintained schools](https://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/LA-maintained-schools-delegation-planner.aspx) and [Model schemes of delegation](https://www.nga.org.uk/Guidance/School-structures-and-constitution/Academies-and-free-schools/New-Model-Schemes-of-Delegation.aspx) for both single academy and multi academy trusts.  These are useful documents that set out to whom each responsibility can be legally delegated. This will help your governing body ensure they delegate key responsibilities appropriately. They are also useful for governing boards with a “flat structure” as it is a useful list of all that must be covered when planning agendas.  **(c) Model Governor Role Descriptions**  As the new academic year gets underway, now is a good time for governors, trustees and clerks to reflect on their respective roles for the year ahead. NGA has refreshed its job descriptions for both clerks in maintained schools and those clerking in multi-academy trusts. You can download any of these by clicking on the below links:    **[Governor role description](https://www.nga.org.uk/getattachment/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Role-descriptions/Governor-RD.pdf)**  **[Trustee role description](https://www.nga.org.uk/Guidance/School-structures-and-constitution/Academies-and-free-schools/Trustee-role-description-and-person-specification.aspx)**  **[Clerk to a governing board - maintained schools](https://www.nga.org.uk/getattachment/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Role-descriptions/NGA-Guidance-Centre-Clerks-jd.pdf)**  **[Clerk to a governing board - Academy trusts](https://www.nga.org.uk/getattachment/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Role-descriptions/Model-job-description-of-the-clerk-academy-trust.pdf)** | | | | |
| **ACTION POINTS:** | * Ensure delegation planners are used as appropriate. * Remind governors and clerks of their roles. | | | |
| **DEADLINE FOR ACTION** | No specific deadline but recommended that this is done in the Autumn Term | | **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**  **AUTUMN TERM 2018** | | **ITEM NO. 14** | | |
| **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 and relevant local members, plus former members of the Education Governor Nominations Committee.  The new 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 rather than just at the four committees scheduled. This would allow for vacancies to be filled when they arise.  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.  Existing governors on the board can become Authority governors, the application form should be completed with the nomination being supported. Clerks will also be asked to provide further information about the governors’ attendance at meetings and the contribution the governor makes.   |  |  | | --- | --- | | **School** | **Status or name and date term ends** | | Crowthorne CE Primary | Vacancy | | Sandhurst | Vacancy | | Harmans Water Primary | Vacancy | | Wooden Hill Primary | Vacancy |   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 by the Committee.  Copies of the nomination form can be obtained from Democratic Services or downloaded from the following webpage: <https://schools.bracknell-forest.gov.uk/governors/becoming-a-governor/>  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, your appointment will continue for the specified period unless you resign or the Authority has reason to remove you from office. The power to remove a governor has always existed and must be used reasonably and lawfully. | | | | |
| **ACTION POINTS:** | * Any queries regarding Authority Governor Appointments should be directed to Hannah Stevenson. | | | |
| **DEADLINE FOR ACTION:** | Ongoing | | **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**  **AUTUMN TERM 2018** | | | **ITEM NO. 15** | |
| **TITLE** | | | **Tips for 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. To encourage prospective governors, it is helpful to:   1. Work with the following organisations to promote your vacancies free of charge:  * Governors for Schools <https://www.governorsforschools.org.uk/> * Inspiring Governance <https://inspiringgovernance.org/> * Involve <http://bracknellforestgetinvolved.org.uk/>  1. Advertise vacancies with BFC here <https://schools.bracknell-forest.gov.uk/governors/becoming-a-governor/> and here <https://www.bracknell-forest.gov.uk/school-governors/current-school-governor-vacancies> by submitted an advert to governor services. 2. Send out annual newsletter summarising the work of the governors and encourage parents to show interest. 3. At school events, ensure that leaflets and posters are displayed encouraging parents to become governors. Parents’ evenings are a good opportunity for governors to be present and instigate conversations. 4. Identify from the Headteacher regular visitors to the school and whether they may be potential governors. 5. Approach local businesses maybe through mail outlining the two way benefits of being a school governor. Either request opportunity to advertise or find out if they would be interested in nominating governors from a corporate social responsibility standpoint. 6. Ask your headteacher to approach other schools to find out if there are any members of staff who would be interested in becoming a governor elsewhere as part of their professional development. 7. Ensure that your school website advertises the role of school governors and clarifies where to show interest. 8. Identify if your community have a local parish magazine or other newsletter where you can submit an article to advertise for new governors. 9. Ask a local charity if they have anyone who would be interested in becoming a school governor. 10. Ask at your local library & doctor’s surgery if they would be willing to put up a poster on becoming a school governor. 11. Use of social media.   Remember: you need your Governing Body to have an appropriate range of skills and to represent all groups within the community. Respond immediately to any show of interest and ask them to complete a skills audit form, then keep a list of potential recruits even if you are full. | | | | |
|  |  | **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**  **AUTUMN 2018** | | **APPENDIX A** | | | | | | | | |
| **TITLE** | | **List of Clerks to Governing Bodies** \* new clerk ◊ temp | | | | | | | | |
|  | | | |  | |  | |  | |  | |
| **School:** | | | | **School Tel No.** | | **Clerk:** | |  | |  | |
| Ascot Heath CE Junior School | | | | 01344 883353 | | Mrs | | Jackie | | Frew◊ | |
| Ascot Heath Infant School | | | | 01344 882631 | | Mrs | | Jackie | | Frew | |
| Binfield CE Primary School | | | | 01344 860106 | | Dr | | Hayley | | McArdle | |
| Birch Hill Primary School | | | | 01344 455815 | | Mrs | | Jane | | Hodgson\* | |
| College Town Primary School | | | | 01276 31933 | | Miss | | Gemma | | Yates\* | |
| 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 | | Penny | | Thompson | |
| Edgbarrow School | | | | 01344 772658 | | Mrs | | Celeste | | Moruzzi | |
| Fox Hill Primary School | | | | 01344 421809 | | Mrs | | Claire | | Pollard | |
| Garth Hill College | | | | 01344 421122 | | Dr | | Hayley | | McArdle | |
| Harmans Water Primary School | | | | 01344 422196 | | Mrs | | Kate | | Harding | |
| Holly Spring Infant and Nursery School | | | | 01344 483920 | | Mrs | | Sarah | | Webb | |
| Holly Spring Junior School | | | | 01344 422367 | | Mrs | | Helen | | Hawkins | |
| Jennett’s Park Primary | | | | 01344 301269 | | Mrs | | Penny | | Thompson | |
| Kennel Lane School | | | | 01344 483872 | | Mr | | John | | Carroll | |
| Meadow Vale Primary School | | | | 01344 421046 | | Mrs | | Sarah | | O’Keeffe | |
| New Scotland Hill Primary School | | | | 01344 772184 | | Mrs | | Adele | | Woodhouse\* | |
| 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 | | Mr | | Alan | | Shackel | |
| St Joseph’s Catholic Primary School | | | | 01344 425246 | | Mrs | | Adele | | Valentin | |
| St Margaret Clitherow Catholic Primary School | | | | 01344 424030 | | Mrs | | Angela | | Lansley\* | |
| St Michael's CE Primary School (Sandhurst) | | | | 01252 873360 | | Mrs | | Dawn | | Deykin | |
| St Michael's Easthampstead CE VA Primary | | | | 01344 420878 | | Mrs | | Sharon | | Mobbs | |
| The Pines School | | | | 01344 426413 | | Mrs | | Sharon | | Mobbs\* | |
| Uplands Primary School | | | | 01252 873069 | | Mrs | | Terri | | Webster\* | |
| 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 | |  | | Vacant | |  | |
| Oaklands Junior School | | | | 01344 773496 | | Mrs | | Pauline | | Cooper | |
| Corvus Learning Trust | | | | 01344 772658 | | Mrs | | Sarah | | Bamford | |
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| **CLERKS’ BRIEFING**  **AUTUMN 2018** | **APPENDIX B** | | | | |
| **TITLE** | **Encryption Portal Information** | | | | |
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The first time that you receive a secure email from Bracknell Forest Council you will need to register on the BFC Secure Encryption Portal. Please follow the link ‘Click here to create your free account and read your message’ which can be found at the bottom of the email. See figure 1

This is a one time registration and at the end of the process you will have a user id and password that will be valid for any emails that are sent to you in this manner. It is also recommended that you make a note of the URL (web address) for future us as the system will allow you to initiate the sending of secure email to Bracknell Forest Council.



Figure 1

Once you have completed the activation page and click on the Active button you will be prompted to log in. See figure 2



Figure 2

Once logged in, your emails will be listed.

At this point you will also be able to compose a secure message that can be sent to

anyone at Bracknell Forest Council. You can also add a new attachment. See Figure 3



Figure 3

When reading a message you will see that you have the option to;

**Verify** – this will allow you to check the sender details

**Print** – to your locally installed printers

**Reply**

**Save** – for attachments you will need to open and then save

**Delete**

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| **CLERKS’ BRIEFING**  **AUTUMN 2018** | **APPENDIX C** |
| **TITLE** | **Suggested Contents - Headteacher’s Report to Governors** |

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| **Report on significant changes in:**   * Pupil numbers: * Number of pupils on roll. * Special Educational Needs, (School Action, School Action + etc.) * Pupil Premium numbers * Other identified different groups. * Exclusions.  Staffing (teaching and non-teaching).  * Contextual factors. * External validation. – E.g. Ofsted or STEP reports | Termly |
| **Learning and progress across year groups of different groups of pupils currently on roll**   * The school’s records and test/exam outcomes showing pupils’ progress relative to their starting points by class, group & cohort, incl. Reading & Phonics results. | Termly |
| **Pupils’ progress in the last three years**   * Proportions meeting and exceeding expected progress from different starting points. * Value-added measures for the school overall and for different groups of pupils and subjects. * Performance measures for the sixth form or Early Years Foundation Stage Profile data. | Annually |
| **Current data analysis and tracking of pupils’ attainment**   * Trends by year group. * By different groups. * By subject. * Target pupils. | Termly |
| **Pupil Premium**   * Funding received. * Actions to improve outcomes. * Impact on pupil achievement. * Actions to comply with website regulations. | Annually |
| **Report on how well teaching promotes learning, progress and enjoyment for all pupils**   * Outcomes of monitoring and evaluation e.g. curriculum audits / reviews, learning walks, lesson observations, work scrutiny, pupil voice. * How well assessment is used to meet the needs of all pupils * Homework and extra-curricular activities. * Changes in policy and practice (e.g. where linked to Ofsted, school plan, SEF, etc.). | Termly |
| **How well does teaching promote Spiritual, Moral, Social and Cultural Development?**   * Outcomes and impact of classroom practice & curriculum, activities, visitors etc. | Annually |
| **How effective is support and intervention?**   * Specific interventions e.g. 1 to 1. * Special Educational Needs and Disabilities programmes. * Impact of support by TAs and other adults. | Termly |
| **Continuing Professional Development**   * Inset days & staff meetings. * Training attended by teachers / TAs. * Training impact as a result of performance management. | Annually |
| **Pupils’ conduct, behaviour and safety in and around school**   * Monitoring of incidents (exclusions, bullying, cyber-bullying, racist incidents, accidents etc). * Pupils’ attitude to learning. * Questionnaires. * Updates and changes to policy and practice. | Termly |
| **Attendance at school/lessons**   * Attendance figures including permanent exclusion stats. * Punctuality. | Termly |
| **Demonstrating highly ambitious vision and outcomes for the school**   * Updates and developments (e.g. linked to school plan and Self-Evaluation). * Improving teaching and learning. * Ensuring a broad and balanced curriculum. * Preparing pupils for next stages of learning. * Health and Safety audits, training issues and concerns. | Termly |
| **Performance Management and Teacher Standards**   * Summary of the most recent performance management of teachers & other employees linked to teacher standards. | Annually |
| **Feedback on work** **with**   * LA and other external agencies. * Local and other partnerships. | Termly |
| **The school’s engagement with parents and carers**   * Information on pupil progress, behaviour, curriculum, home-learning etc. * Questionnaires / feedback. * Meetings / focus groups parental complaints and outcomes of actions. | Optional Termly |
| **The effectiveness of safeguarding procedures**   * Safeguarding. * Child protection. * Welfare. * Site security. * Confirmation of named person/governor. * Policy development or new initiatives. * Confirmation that the Single Central Record is complete and up-to-date. | Termly |
| **The effectiveness with which the school manages resources**   * Current budget situation and issues arising (including pupil premium) * Premises, learning equipment and resources, accommodation issues * Staffing | Termly |
| **Report on progress since the last inspection in relation to:**   * Key Issues * Other areas identified by reviews, audits & Ofsted? | Termly |