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| CLERKS’ BRIEFING  **Spring term 2022**  **Thursday 20 January 2022**  **1pm to 2.30pm**  **This will be a virtual meeting with invitations sent via Governor Services**  (Copied to Chairs by email) |  |

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

CLERKS’ BRIEFING AGENDA

1. Finance
   1. Schools budget for 2022-2023
   2. Schools Financial Value Standard (SFVS)
   3. Academy School Resource Management Self-Assessment Checklist
2. School Admissions
3. Can (Do) Working Together – Support Services for Schools
4. Safeguarding
   1. KCSiE 2022 consultation
   2. BFC governor training requirements
5. Statutory and Department Guidance
   1. External Reviews of Governance
6. Ofsted
   1. Inspection Data Summary Report (IDSR)
7. Other BFC Updates:
   1. School Capital Strategy
   2. Overview and Scrutiny recruitment of Parent Governor Representative
   3. Governor Liability Insurance
   4. Bracknell Forest Information Advice and Support Service
   5. Early Careers Teachers
   6. EYFS (Early Years Foundation Stage)
   7. SEND / School Support Services Management Changes
   8. Standards & Effectiveness Update
   9. HR – Staff Welfare Arrangements
8. Governor and Clerk Training and Development Opportunities
   1. BF Spring Term Programme 2022
   2. Governor Development Conference Spring 2022
   3. Data Protection Module
   4. NGA Learning Link
   5. Governor for Schools webinars
   6. NGA Leading Governance
   7. NGA Webinar – An introduction to the board’s role in environmental sustainability
9. Clerking / procedural matters
   1. Agenda Plan for Spring 2022
   2. Questions to be considered
   3. BFC website and governor adverts
   4. Can (do) Governor Roles and Responsibilities Resources
   5. NGA area for Clerk to Governors / Governance Professionals
   6. NGA Learning Link for Clerks
   7. NGA guide for Clerks on Electing Governors
10. NGA
    1. NGA Career Guidance
    2. SEND and the governing board
    3. NGA Advice – Residential Trips
    4. NGA Developing an affordable school uniform policy information for governing boards
11. Education Governor Nominations
12. AOB

**Date of next meeting:**

**Thursday 5 May 2022, 1pm to 2.30pm**

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| **APPENDICES**  Appendix A - List of Clerks  Appendix B - Governors: Ten Steps to Prepare for an Ofsted Inspection  Appendix C – Access to School Pro TLC – Data Protection for Schools Module |  |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 1a** | | | | | **Maintained Schools** |
| **TITLE** | | **Finance - School budgets for 2022-23** | | | | | |
| This note summarises the report that was presented to Schools Forum on 13 January 2022 regarding proposals for the 2022-23 budget for schools.  Full papers on final decisions for main school budgets can be found at item 5 on:  [Agenda for Schools Forum on Thursday, 13 January 2022, 4.30 pm | Bracknell Forest Council (bracknell-forest.gov.uk)](https://democratic.bracknell-forest.gov.uk/ieListDocuments.aspx?CId=187&MId=10703&Ver=4)  **Revenue Funding from the council for statutory aged pupils**  The Schools Budget is funded by a 100% government grant called the Dedicated Schools Grant (DSG). The DSG is ‘ring-fenced’ so can only be spent on schools and pupils.  The government uses a National Funding Formula to allocate funding for LAs to then distribute to their schools. Whilst there is some flexibility to make local decisions, this is very limited, and the strategy of the council is to replicate the government system for BF schools as the long-term intention is for LAs to be required to replicate the government formula.  Key government and local decisions for 2022-23 are:   * 1. All primary schools must be funded at least to £4,265 per pupil and secondary schools to £5,525.   2. All schools will receive at least a 2% increase in per pupil funding compared to 2021-22   3. The government has increased funding rates by between 2% and 3%   4. Additional costs are being incurred from diseconomy costs at new schools. These are reducing over time and are being funded from Reserves.   5. The government funds LAs on different additional educational needs data compared to that which LAs must fund schools. This creates an unfunded pressure in BF of £0.148m.   6. In order to set a balanced budget with the additional educational needs costs, BF schools will be funded at 99.75% of the funding rates used by the government.   7. On average, BF schools will receive a 2.7% increase in per pupil funding   In addition to this increase in funding through the Bracknell Forest (BF) Funding Formula for Schools, as part of the School Funding settlement, the DfE has confirmed that in the 2022-23 financial year, schools will be allocated additional funding, to provide support for the costs of the Health and Social Care Levy, including the 1.25% increase in employer National Insurance contributions and wider costs. This funding will be allocated through the new Schools Supplementary Grant with the DfE estimating this at £2.420m for BF. On average, this amounts to £146 per pupil, equivalent to a 3.0% increase to  Further guidance and advice will follow.  Taken together, schools can expect an average 5.7% increase in pe pupil funding which is expected to be greater than rises in costs which are estimated at 4.2% but which will be greatly influenced by the as yet unknow cost of pay awards.  **Revenue Funding from the council for early years pupils – 3 and 4 year olds**  The Early Years budget is also funded by DSG and the government have confirmed that per child funding paid to LAs next year will increase by 17p per hour (+3.4%). 15p of this increase will be allocated through the uniform hourly base rate paid equally to all providers, with the remaining 2p being added to other funding supplements paid to providers and central budgets. Taking account of views from providers, the Schools Forum has also agreed a small number of changes to how funds will be allocated, in particular, measuring and allocating funds for children with the highest levels of deprivation.  **Revenue Funding from the council for high needs pupils**  The High Needs budget is also funded by DSG with decisions on these budgets due to be taken by the Schools Forum in March. | | | | | | | |
| **ACTION POINTS:** | * Schools should already be planning their provisional cost calculations for 2022-23 and be comparing it to the initial budget that was sent week commencing 17 January. Where it is anticipated that expenditure cannot be contained within budget, schools should contact the LA. * Upon receipt of final budget notifications in March, schools should compare this with their latest cost estimates to determine whether funds are likely to be sufficient. Again, where it is anticipated that expenditure cannot be contained within budget, schools should contact the LA. * By 31 May a budget plan needs to be returned to the LA, having been formulated with regard to know and likely financial events, balanced to total income, and having been agreed by the Governing Body or relevant committee with the power to make such a decision. * By 31 December a copy of the minutes of the Governing Body agreeing the initial budget plan needs to be submitted to the LA. * By 30 June, schools need to submit a 3-year budget plan on the template provided by BFC | | | | | | |
| **DEADLINE FOR ACTION** | See action points | | **CONTACT NAME** | | Paul Clark,  Finance Business Partner – People Directorate | | |
| **TELEPHONE** | | 01344 354054 | |
| **EMAIL** | | [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 1b** | | |
| **TITLE** | | **Financial Issues**  **Schools Financial Value Standard (SFVS)** | | |
| This is a reminder ofthe requirement to complete the work associated with SFVS and arrange for sign off by the chair of governors. This is an annual requirement that must be completed by the end of March each year so the next deadline is 31 March 2022, although schools can complete their return at any time.  The completion of SFVS is a statutory requirement for all maintained schools. It is primarily aimed at governors as governing bodies have formal responsibility for the financial management of their schools. Schools are advised to arrange 2 governor sign off meetings before the end of March to allow time for any further work should any problems be experienced at the initial review.  There is a new question on the inclusion of reporting on adequate arrangements for related party transactions. This is closely linked to the declaration of business interest and to ensure that open and transparent procurement procedures are followed.:  Bursars have been briefed on this change.  The DfE web site address that sets out the requirements and helpful guidance on meeting the Standard is as follows:  [Schools financial value standard (SFVS) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs)  Completed signed returns should be scanned and emailed to:  [Education.finance@bracknell-forest.gov.uk](mailto:Education.finance@bracknell-forest.gov.uk) | | | | |
| **ACTION POINTS:** | * Governing bodies need to ensure that they take the necessary steps to meet the Standard, including arranging the annual discussion with the headteacher and senior staff, annual reporting to the full governing body and formal sign off by the chair of governors. | | | |
| **DEADLINE FOR ACTION** | 31 March 2022 | | **CONTACT NAME** | Paul Clark  Finance Business Partner – People Directorate |
| **TELEPHONE** | 01344 354054 |
| **EMAIL** | [Paul.clark@bracknell-forest.gov.uk](mailto:Paul.clark@bracknell-forest.gov.uk) |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 1c** | | | | | **Academies** |
| **TITLE** | | 1. **Academy School Resource Management Self-Assessment Checklist** | | | | | |
| [School resource management self-assessment checklist - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/school-resource-management-self-assessment-checklist)  This self-assessment checklist helps academy trusts check they are managing resources effectively and identify any adjustments they need to make.  Deadline 15th March and not 15th April.  In December 2021 and January 2022 DfE have updated their checklist support notes for 2022 including changes made to the questions and information on how to submit the form online. | | | | | | | |
| **ACTION POINTS:** | * Ensure compliance with the requirements. | | | | | | |
| **DEADLINE FOR ACTION** | 15 March 2022 | | **CONTACT NAME** | | Governor Services | | |
| **TELEPHONE** | | 01344 354069 | | |
| **EMAIL** | | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 2** | | | | | **Maintained School & Academy** |
| **TITLE** | | **School Admissions** | | | | | |
| Admission for primary school places (Reception, September 2022) closed on 15 January 2022. Any application received after this date would be dealt and processed as a late application. If you are aware of any family that may require support in completing an application or feel they are unlikely to complete an application, please let School Admissions know.  Parents or carers of children that are moving to the area and therefore could not submit an application by 15th January are still able to submit an application up to 4th February to be processed as on time. | | | | | | | |
|  |  | | **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**  **SPRING TERM 2022** | | **ITEM NO. 3** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Can (Do) Working Together – Support Services for Schools - Services to Schools Renewals 2022/23** | | | | | |
| **Purple / Blue:** New information / action needed  Service Level Agreement (SLA) renewals season begins in earnest on 1st March 2022 for services beginning on 1st April 2022. We hope to have Governor Services SLA available to purchase earlier than 1st March!  Offsite Activities for example has changed significantly due to a necessary change in subcontractor and is already on sale. This has been published to Bursars and Headteachers, however details are available at [New Offsite and Adventurous Activities SLA - Act Before 23rd February | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Article/94549). As action is required by schools by 23rd February to acquire the free training offer, we would encourage governing boards to familiarise themselves with changes as these impacts on Health & Safety, Safeguarding and ICT responsibilities within governing boards.  Provisional pricing for all main SLAs will be available on Can(Do) from 1st February 2022. The majority of services have risen in cost by between 2% and 4.5% to account for inflationary rises only.  Details of 2021/22 service purchase activity can be obtained by Bursars from Can(Do) by following the instructions available at: [Can (Do) - Help and Guidance | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Page/14493) (see ‘Generating the Purchase Report’)  We advise Bursars, Clerks and Chairs to examine this report in advance of the 1st April renewal deadline to ensure that all required SLAs have been authorised by appropriate parties.  Clerks requiring assistance with reporting are welcome to contact Richard Skegg for advice by emailing [cando@bracknell-forest.gov.uk](mailto:cando@bracknell-forest.gov.uk) | | | | | | | |
| **ACTION POINTS:** | * Offsite and Adventurous Activities SLA – action required by 23/2/22. * SBM / Bursar to generate a purchasing report on Can (Do) for review. * Ensure all required SLAs have been authorised and purchased by 31/3/22. | | | | | | |
| **DEADLINE FOR ACTION** | 31/3/22 | | **CONTACT NAME** | | Richard Skegg  Business Relationship Manager | | |
| **TELEPHONE** | | 01344 354096 | |
| **EMAIL** | | [Richard.Skegg@bracknell-forest.gov.uk](mailto:Richard.Skegg@bracknell-forest.gov.uk)  [Cando@bracknell-forest.gov.uk](mailto:Cando@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO 4** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Safeguarding**   1. **KCSiE 2022 consultation** 2. **BFC governor training requirements** | | | | | |
| 1. **KCSiE 2022 consultation**   This consultation is seeking views on revisions to [Keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2), the statutory guidance that sets out what schools and colleges should do, and the legal duties with which they must comply, to keep children safe.  Views on proposed changes to the statutory guidance ‘Keeping children safe in education’ 2021 are being sought, with a view to making changes for September 2022.  Consultation closes on 8 March 2022  [Keeping children safe in education 2021](https://consult.education.gov.uk/safeguarding-in-schools-team/kcsie-proposed-revisions-2022/supporting_documents/KCSIE%202022%20for%20consultation%20110122.pdf) – Annex F shows summary of proposed changes.  Part two – The management of safeguarding  Paragraph 81 - New paragraph setting out that all governors and trustees should receive appropriate safeguarding and child protection training as part of induction. The training should be regularly updated.   1. **BFC governor training requirements**   To help ensure compliance with the BFC model Safeguarding / Child Protection Policy the following is suggested.  **SAFEGUARDING FOR GOVERNORS – BEST PRACTICE IN BFC**  All governors should attend the face-to-face session unless they already have a Universal Safeguarding certificate from within the last 3 years.  If they have a valid certificate they can either attend part 2 or the second half of a Safeguarding for Governors course or undertake the NGA Learning Link – Compliance - Safeguarding: the governors role <https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning.aspx>  Ensure certificates and held centrally as a source of evidence.  **PREVENT – BEST PRACTICE IN BFC**  All governors should complete online - <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>  Child Protection Governor and Chair of Governors should complete annually.  Ensure certificates and held centrally as a source of evidence.  **SAFER RECRUITMENT- please note the following requirements:**   * Head teachers and school governors should receive training on how to ensure that interviews to appoint staff reflect the importance of safeguarding children. * No interview panel to appoint staff working in schools should be convened without at least one member being properly trained. * Safer recruitment training should be undertaken, there is no timeframe specified to refresh.   Courses are available via BFC [Safer Recruitment in Education Training | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Event/125848) or via online providers including [Safer recruitment training for schools | NSPCC Learning](https://learning.nspcc.org.uk/training/safer-recruitment-education). There are additional costs for these courses.  Ensure certificates and held centrally as a source of evidence. | | | | | | | |
| **ACTION POINTS:** | * Ensure governors are aware of the Keeping children safe in education consultation. | | | | | | |
| **DEADLINE FOR ACTION** | 8 March 2022 | | **CONTACT NAME** | | Debbie Smith  Interim Head of Safeguarding and Inclusion | | |
| **TELEPHONE** | | 01344 354014 | |
| **EMAIL** | | [Debbie.Smith@bracknell-forest.gov.uk](mailto:Debbie.Smith@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 5** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Statutory and Department Guidance**   * 1. **External Reviews of Governance** | | | |
| The DfE has updated [guidance on how to arrange an effective external review of governance (ERG) for your school or trust](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnga.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D61b50c958d6d8bdc66ca58bbd%26id%3Ddffa8829ce%26e%3Dfd58613c80&data=04%7C01%7CRachel.clayton%40bracknell-forest.gov.uk%7Ccede2596e99d41a9593708d9d1e66a78%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637771610157416434%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=8p%2Fh%2FKWQ7oL%2FwukYs%2Bcxbwy%2FA75oD%2BmCsKiYKSlocM0%3D&reserved=0).   The guidance prescribes that ERG’s should be conducted by experienced governance experts, external to the board, and builds on the inclusion within the latest Academy Trust Handbook that ERG’s should be “conducted routinely as part of a programme of wider self-assessment”.  The update makes it clear that regardless of school type or structure, regular approach to external review helps in “identifying priorities for improvement and providing support”.  The guidance also recommends carrying out annual self-reviews between ERG's. Governor services can provide example self-evaluation based on the [NGA 20 questions](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Governing-Board-Self-Review-(1).aspx) or based on the [competency Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf). Governor Services can also support brokering of ERG’s. | | | | | |
| **ACTION POINTS:** | * Annual governing body self-review recommended – there are a number of templates including NGA 20 questions and the BFC version based on the competency framework. * Consider if an External Review of Governance would be beneficial and contact Governors Helpdesk who can help broker support. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 6 Ofsted** | | | **Maintained Schools & Academy** |
| **TITLE** | | 1. **Inspection Data Summary Report (IDSR)** 2. **Governors – ten steps to prepare for inspection** 3. **Ofsted Inspections – resources, training, blogs** | | | |
| 1. **Inspection Data Summary Report (IDSR)**   The [**School inspection data summary report (IDSR) guide**](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fguidance%2Fschool-inspection-data-summary-report-idsr-guide%3Futm_medium%3Demail%26utm_campaign%3Dgovuk-notifications-topic%26utm_source%3Daa02db3e-5811-45c9-9e1e-1792edc7f860%26utm_content%3Dweekly&data=04%7C01%7Crachel.clayton%40bracknell-forest.gov.uk%7C2fe79437970041e3ead508d9d281b9ec%7Cf54c93b70883478fbf3d56e09b7ca0b7%7C0%7C0%7C637772276923100018%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=6h8NM4gizI8OcbZl7%2Bj%2B8sbn7eszLxrIqK21xn4noLk%3D&reserved=0)gives an overview of the inspection data summary report (IDSR) for primary and secondary schools, along with information to help interpret the charts. The Ofsted IDSR is a PDF file showing data for Ofsted inspectors to use when preparing for and during inspection. It is designed to align with the [school inspection handbook](https://www.gov.uk/government/publications/school-inspection-handbook-eif), so that areas of interest can be used to identify inspection trails.  You can access it directly through the [Ofsted IDSR service](https://idsr.gcs501.gcfb.co.uk/) or from the DfE’s Analyse School Performance (ASP) service. You will need a DfE Sign-in account and associated permissions for the school(s).  To access your school’s IDSR:   1. Go to Analyse School Performance (ASP). 2. Click on ‘All reports’. 3. Select ‘Ofsted inspection data summary reports. 4. Click ‘Visit the Ofsted IDSR service’ to download your school’s report. 5. **Governors – ten steps to prepare for inspection**   However, if a governing body is doing its job effectively, the school will be on track for inspection success, without the need for too much additional preparation. Governing bodies should focus on fulfilling their roles effectively, rather than simply preparing for inspection.   1. **Be aware of the roles, responsibilities, and requirements of governors** 2. **Have a good working knowledge of the school** 3. **Ensure that you can evidence governor challenge** 4. **Ensure that measures are taken to keep pupils and other members of the school community safe** 5. **Ensure that you are familiar with the contents of the self-evaluation form (SEF) and school improvement plan (SIP)** 6. **Familiarise yourself with the Education Inspection Framework (EIF) and the relevant inspection handbook** 7. **Identify the progress that you have made since the last inspection** 8. **Ensure that all policies are up to date** 9. **Ensure that the school website is compliant** 10. **Have your evidence ready**   Further details summarised in appendix B.   1. **Ofsted Inspections – resources, training, and blogs**   The NGA has a wealth of resources for governing boards whose school is expecting to face Ofsted inspections in the future:   * Guidance: [A guide to Ofsted inspections](https://urldefense.proofpoint.com/v2/url?u=https-3A__nga.us4.list-2Dmanage.com_track_click-3Fu-3D61b50c958d6d8bdc66ca58bbd-26id-3De3098bf1d1-26e-3De158fad1d4&d=DwMFaQ&c=euGZstcaTDllvimEN8b7jXrwqOf-v5A_CdpgnVfiiMM&r=lCqAZUumaum3W7QtZGJ_U8RqP_74NEDUsDivmZlmpoY&m=gpoxLrzs3ijZoRYOx_Im5fJLfWz1q4_yoij_Ik7NVmM&s=ZrKtiU8YX98sq6WG8Am2qOmDOKrV0Hlxdl-Cc7HQw4Y&e=) * Guidance: [Information on summary evaluations of MATs](https://urldefense.proofpoint.com/v2/url?u=https-3A__nga.us4.list-2Dmanage.com_track_click-3Fu-3D61b50c958d6d8bdc66ca58bbd-26id-3D2fb0d1d550-26e-3De158fad1d4&d=DwMFaQ&c=euGZstcaTDllvimEN8b7jXrwqOf-v5A_CdpgnVfiiMM&r=lCqAZUumaum3W7QtZGJ_U8RqP_74NEDUsDivmZlmpoY&m=gpoxLrzs3ijZoRYOx_Im5fJLfWz1q4_yoij_Ik7NVmM&s=FywzORM0z4YLlXxDuXrJrDZxJIpvaTeAccrrcRMnC48&e=) * Training: [Preparing for Ofsted – what governors and trustees need to know](https://urldefense.proofpoint.com/v2/url?u=https-3A__nga.us4.list-2Dmanage.com_track_click-3Fu-3D61b50c958d6d8bdc66ca58bbd-26id-3Dfd46c975d7-26e-3De158fad1d4&d=DwMFaQ&c=euGZstcaTDllvimEN8b7jXrwqOf-v5A_CdpgnVfiiMM&r=lCqAZUumaum3W7QtZGJ_U8RqP_74NEDUsDivmZlmpoY&m=gpoxLrzs3ijZoRYOx_Im5fJLfWz1q4_yoij_Ik7NVmM&s=afVKmauFCk8G20Y4j97UAgJGhBiOTyA22m6ELbKCpOk&e=) * E- learning: [Ofsted inspections: Step-by-step](https://urldefense.proofpoint.com/v2/url?u=https-3A__nga.us4.list-2Dmanage.com_track_click-3Fu-3D61b50c958d6d8bdc66ca58bbd-26id-3Dd3a3397dbe-26e-3De158fad1d4&d=DwMFaQ&c=euGZstcaTDllvimEN8b7jXrwqOf-v5A_CdpgnVfiiMM&r=lCqAZUumaum3W7QtZGJ_U8RqP_74NEDUsDivmZlmpoY&m=gpoxLrzs3ijZoRYOx_Im5fJLfWz1q4_yoij_Ik7NVmM&s=L-k7wMuQxMgHcKiOrrlka0Yiv21KnKa5EJrArAo59vg&e=) * E-learning: [Ofsted inspection of schools](https://urldefense.proofpoint.com/v2/url?u=https-3A__nga.us4.list-2Dmanage.com_track_click-3Fu-3D61b50c958d6d8bdc66ca58bbd-26id-3D2a3d433d6a-26e-3De158fad1d4&d=DwMFaQ&c=euGZstcaTDllvimEN8b7jXrwqOf-v5A_CdpgnVfiiMM&r=lCqAZUumaum3W7QtZGJ_U8RqP_74NEDUsDivmZlmpoY&m=gpoxLrzs3ijZoRYOx_Im5fJLfWz1q4_yoij_Ik7NVmM&s=rpRj8GpmlLM3IQ028_PnIbrvzx5Cw0qmqhY68LsM25A&e=) * Webinar: [Ofsted and inspection in 2021 and beyond](https://urldefense.proofpoint.com/v2/url?u=https-3A__nga.us4.list-2Dmanage.com_track_click-3Fu-3D61b50c958d6d8bdc66ca58bbd-26id-3Dee1770c47d-26e-3De158fad1d4&d=DwMFaQ&c=euGZstcaTDllvimEN8b7jXrwqOf-v5A_CdpgnVfiiMM&r=lCqAZUumaum3W7QtZGJ_U8RqP_74NEDUsDivmZlmpoY&m=gpoxLrzs3ijZoRYOx_Im5fJLfWz1q4_yoij_Ik7NVmM&s=AcXz0j0V3jEjWgZDajlOiDbrHWk-BXXf2auA3fWe6PI&e=)   Other useful resources:   * Blog: [Curriculum: keeping it simple - Ofsted](https://educationinspection.blog.gov.uk/2021/12/08/curriculum-keeping-it-simple/) | | | | | |
| **ACTION POINTS:** | * Ensure governors have seen the ISDR and discussed the implications * If the school is due an inspection that the board is prepared. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 7a** | | | | | **Maintained School & Academy** |
| **TITLE** | | **School Capital Strategy** | | | | | |
| Introduction This Briefing Paper sets out proposals for the creation of a new Capital Strategy for Education & Learning from 2022 – 2026 (5 years).  Context  Bracknell Forest is moving from a time of scarcity of school places to a time of surplus school places. Whilst secondary school numbers on roll are still rising, the birth rate and corresponding primary school intake numbers are decreasing across the Borough.  Capital Strategy Objectives  The proposed Capital Strategy will address these issues with the objectives of:   * Complying with the Council’s statutory duty to provide sufficient school places * Making recommendations following discussions with Headteachers, Governors and Trustees for the best use of the Education estate * Consider in consultation with Headteachers, Governors and Trustees, whether any potentially surplus mainstream accommodation could be used for SEND use * Produce specific outcomes as projects on the Council’s capital programme  Mainstream - Primary Because the number of surplus places remains high, our strategy will be to reduce this surplus. The existing and forecast Borough-wide surplus places in the intake Year R for the next five years are set out on the table below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Year | PANs | NOR | Surplus | | | | Sep-21 | 1,555 | 1,322 | 233 | 15% | 7.8FE | | Sep-22 | 1,565 | 1,235 | 330 | 21% | 11.0FE | | Sep-23 | 1,560 | 1,222 | 338 | 22% | 11.3FE | | Sep-24 | 1,560 | 1,252 | 308 | 20% | 10.3FE | | Sep-25 | 1,560 | 1,239 | 321 | 21% | 10.7FE | | Sep-26 | 1,560 | 1,241 | 319 | 20% | 10.6FE |   Schools must be able to operate within the revenue budgets derived from their numbers on roll (NOR). A significant surplus of places, as currently being experienced in some primary schools, results in more incidences of financial difficulty. It can divert substantial management and other resources both in schools and at the council and can ultimately impact on school standards and effectiveness. Changes must also be undertaken in a planned way to enable schools to make appropriate and timely arrangements for staffing and training.  Three workshops were held during the second half of the 2021 Autumn term with the primary headteachers of North Bracknell, South Bracknell and Crowthorne & Sandhurst to understand the implications of surplus places in each Planning Area, to explore the options and to identify where and when admission numbers might be reduced to remove surplus places. No new offers of PAN reductions were received from schools however Headteachers were open to the Council creating a vision for panning for school places with specific recommendations going forwards.  There is an understanding nationally of a target of maintaining no more than a 5% surplus of intake year places, but as the table above indicates, if we do nothing, we are forecast to exceed this by a significant margin over the next five years. Mainstream - Secondary Because forecasts indicate that there will be sufficient secondary school places over the next five years, our strategy will be to closely monitor the NOR against the current capacity during this period.  The existing and projected Borough-wide surplus places in the intake Year 7 for the next five years are set out on the table below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Year | PANs | NOR | Surplus | | | | Sep-21 | 1,485 | 1,438 | 47 | 3% | 1.6FE | | Sep-22 | 1,494 | 1,436 | 58 | 4% | 1.9FE | | Sep-23 | 1,494 | 1,436 | 45 | 3% | 1.5FE | | Sep-24 | 1,494 | 1,461 | 33 | 2% | 1.1FE | | Sep-25 | 1,494 | 1,383 | 111 | 7% | 3.7FE | | Sep-26 | 1,494 | 1,384 | 110 | 7% | 3.7FE |  Special Educational Needs and Disability (SEND) Over the next five years high level forecasts indicate that the numbers of pupils with an EHCP in Bracknell Forest will rise by up to 200 places which is a 22% increase.  Over the same period the number of children & young people in mainstream schools requiring SEN support is forecast to rise by up to 180 places which is a 7% increase,  Additional specialist accommodation will need to be provided to meet the needs of these pupils including expansion of existing, and creation of new facilities. Our strategy is to see whether these local pressures in Special Educational Needs and Disability could be accommodated in surplus accommodation identified as part of the mainstream school strategies.  To fully understand our future requirements, an enhanced SEND forecasting model is under development to specifically evidence the types of needs that will need to be met, and what additional provision is needed where and when. Location factors will also be considered including whether new provision needs to be local i.e., on multiple sites or central i.e., a single provision.  In addition, we will be examining the numbers of SEND pupils who are currently educated out of Borough because of a lack of capacity or specialist provision in Bracknell Forest. Where a business case can be made for expanding or creating additional or new SEND facilities in the Borough, proposals will be brought forward as part of the Council’s capital programme in future years.  The consultation with schools undertaken last term has identified five potential school sites for hosting new SEND units (two primary and three secondary) and the Council is looking at how to match the identified need with the identified locations. Early Years Early Years already has a forecasting function which is summarised in the SPP each year. Provision is split between private providers and primary schools with nurseries.  The Council is required by law to ‘report annually to elected council members on how they are meeting their duty to secure sufficient childcare and make this report available and accessible to parents’. The 2021 Child Sufficiency Assessment was recently reviewed by Schools Forum in November 2021.  The most recent assessment evidences that there is currently sufficient childcare capacity across the Borough to meet the forecast demand for places until 2022/23.  We will work with Early Years to derive specific capital strategy outcomes from the Childcare Sufficiency Assessment including the future role of the Child Development Centre. This work will be done in 2022. Post 16 Development of a Post 16 Strategy is an action for the LA in the Learning Improvement Strategy 2019-22.  Because Post 16 falls outside the Council’s statutory responsibility the approach will be to act as a commissioner, employing an external facilitator to manage a review of Post 16 across the Borough. The scope and content of this review will be drawn up by and agreed with Headteachers, and because in 2022 five out of our seven secondary schools are expected to be academies, they will be likely to drive this agenda.  The Capital Strategy for Post 16 will be an output of the Review and will depend on schools’ appetite for collaborative working. This could include creation of shared facilities or development of Post 16 facilities on individual school sites.  There are also two significant non-school Post 16 providers which have historically drawn pupils out of Bracknell Forest schools:   * + Bracknell & Wokingham College, located in Bracknell   + Farnborough Sixth Form College, located 3.5km from our southern border   We may wish to include these external providers in part of this review.  This work will be done in the 2022 Autumn term. Reporting The vehicle for reporting the Capital Strategy will be the annual School Places Plan (SPP), which is updated and published at the beginning of each calendar year, and the next SPP for 2022-2026 is due to be published later this term. Implementation Capital projects will be brought forward for approval by the Executive as individual projects on the Council’s annual capital programme. | | | | | | | |
|  |  | | **CONTACT NAME** | | Chris Taylor  Head of School Property, Places and Admissions | | |
| **TELEPHONE** | | 01344 354062 | |
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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 7b** | | | | | **Maintained School & Academies** |
| **TITLE** | | **Overview and Scrutiny recruitment of Parent Governor Representatives** | | | | | |
| Paper content not available at the time of issue and will not be available for the briefing but will be sent to Clerk to Governors of maintained schools in due course.  However, the item is to confirm there is a vacancy on the Overview and Scrutiny panel for a primary parent governor from a maintained school.  [Parent governor representatives | Bracknell Forest Council (bracknell-forest.gov.uk)](https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-governors/parent-governor-representatives)  This opportunity is most appropriate for an experienced governor where they can use their experience for the benefit of others.  There are a number of council led forums in Bracknell Forest which have school governor representatives e.g. schools forum [Committee details - Schools Forum | Bracknell Forest Council (bracknell-forest.gov.uk)](https://democratic.bracknell-forest.gov.uk/mgCommitteeDetails.aspx?ID=187), admission appeals panel [Information for applicants of the Education Appeal Panel | Bracknell Forest Council (bracknell-forest.gov.uk)](https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-admissions/information-applicants-education-appeal-panel) and Overview and Scrutiny, see above. | | | | | | | |
|  |  | | **CONTACT NAME** | | Joey Gurney  Governance and Scrutiny Officer | | |
| **TELEPHONE** | | 01344 351743 | |
| **EMAIL** | | [joey.gurney@bracknell-forest.gov.uk](mailto:joey.gurney@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 7c** | | | | | **Maintained Schools** |
| **TITLE** | | **Governors Fact Sheet Liability Insurance** | | | | | |
| There are a number of indemnities that the Council provides to School Governors through insurance policies arranged with QBE Insurance Ltd.   * Public Liability: This provides an indemnity to School Governors in respect of their legal liability to pay damages and costs to members of the public who are accidentally injured or whose property is damaged as a result of their business activities as a governor of any of the Council’s schools. Cover is provided with a Limit of Indemnity of £50,000,000 and an excess of £200,000. * Employers Liability: This provides an indemnity in respect of the Council’s legal liability for bodily injury or disease caused to any School Governor of any of the Council’s schools, provided the injury or disease arises out of or in the course of their business activities as Governor of a Bracknell Forest School. Cover is provided with a limit of indemnity of £50,000,000 and an excess of £200,000. * Libel and Slander: This provides an indemnity in respect of the Council’s legal liability to pay damages for publication of false information or utterance of a false statement made by an employee of the Council, Members or School Governors while acting in an official capacity. Cover is provided with a total annual limit of indemnity of £2,000,000 and with an excess of £200,000. * Officials Indemnity: This provides an indemnity for losses arising due to any wrongful act in performance of official duties for the Council in accordance with powers granted under the Local Government Act 1972. This includes defence costs as well as situations where the Governor has been acting in good faith but was subsequently found to be acting outside their powers (known as ultra vires). The policy does not extend to any criminal acts although will reimburse defence costs in the event that allegations are not proven, neither does it pay for any fines or penalties imposed on members. Cover is provided with a total annual limit of indemnity of £5,000,000 and with an excess of £200,000.   In the event that you receive a letter of claim or are notified of an incident which may give rise to a claim in the future, please inform the Insurance Section at Bracknell Forest Council promptly. | | | | | | | |
|  |  | | **CONTACT NAME** | | **Helen Rogers - Insurance Manager**  **Emma Condon – Insurance Officer** | | |
| **TELEPHONE** | | 01344 352094 / 01344 352221 | |
| **EMAIL** | | [helen.rogers@bracknell-forest.gov.uk](mailto:helen.rogers@bracknell-forest.gov.uk) / [emma.condon@bracknell-forest.gov.uk](mailto:emma.condon@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 7d** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Bracknell Forest Information Advice and Support Service** | | | | | |
| We wanted to make sure that the Governors are all aware of the Bracknell Forest Information, Advice and Support Service (IASS).  We provide free, impartial, and confidential information, advice, and support about special educational needs provision to children, young people and their parents and carers.   It is a requirement of the SEND Code of Practice that schools make parents aware of our service. We have recently written to all schools to ask them to display our digital image and add a description of our service to their SEN Information report to ensure that parents are aware of us. We would also be grateful for the Governors help with this.  We have our own website which contains a range of information, factsheets and videos relating to SEN [www.bracknellforestiass.co.uk](http://www.bracknellforestiass.co.uk/).  We also have a CYP Officer who works directly with children and young people to seek their views on their SEN needs and provision.  If you have any questions about the service or would like us to send you hard copy leaflets and postcards, please do not hesitate to contact us. | | | | | | | |
|  |  | | **CONTACT NAME** | | Rachel Simpson  Senior IASS Officer | | |
| **TELEPHONE** | | 01344 354011 | |
| **EMAIL** | | [IASS@bracknell-forest.gov.uk](mailto:IASS@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 7e** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Updates ECTs / NQTs and Bracknell Forest (BF) as the Appropriate Body** | | | | | |
| The Early Career’s Framework (ECF) became a statutory framework for all teachers who are new to teaching. Participants on the 2-year programme are called Early Careers Teachers ( ECTs). Those that had already enrolled on the NQT programme had to have been registered with a school and hold QTS (Qualified Teacher Status) prior to the 27.7.21 will continue on the Newly Qualified Teacher (NQT) Programme, which tends to be only 12 months. From before September 2021 a school who appointed those new to teaching had to:   1. Choose an early careers programme that suited their school ethos and mission. 2. Choose an appropriate body who would work with and support the school with the understanding and delivering all aspects of the Early Careers Framework, oversee their delivery of their programme and ensure their statutory duties to support their ECT to fully qualified teacher are fulfilled. 3. Appoint a mentor and an induction tutor from their staffing who will support their new teachers.   All, bar one, BF schools have chosen BF as their Appropriate Body (AB). BF has 80 ECTs and NQTs and all remain in post. 9 are NQTs and the remaining are all ECTs.  The changes in terms of a new teacher training programme were in response to a consultation which involved initial teacher training providers, including all universities. The ECT programme now runs for 2 years and additional funding was afforded to all schools to compensate for the extra costs, largely in relation to the additional 5% of PPA time that an ECT is expected to access in their 2nd year. Mentors and induction tutors can still decide if their ECTs should shorten the length of the programme if the school can provide the AB with compelling evidence that the ECT has met all the teacher standards. ECTs can only start on the programme at the beginning of the 3 x terms Autumn, Spring and Summer. If they start at other times, for example in February or June, schools must contact their nominated appropriate body for advice. | | | | | | | |
| **ACTION POINTS:** | * Ensure the above requirements are being met within your school. | | | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | | Paula Shore  Standards & Effectiveness Partner | | |
| **TELEPHONE** | | [01344 352815](tel://01344%20352815/) | |
| **EMAIL** | | [Paula.shore@bracknell-forest.gov.uk](mailto:Paula.shore@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2021** | | **ITEM NO. 7f** | | | | | **Maintained School & Academy** |
| **TITLE** | | **Early Years Foundation Stage Reforms Updates** | | | | | |
| The new EYFS framework became statutory in September 2021 and was in response to a consultation which concluded in 2019. The changes include:   * A new reception class-based assessment in the first 6 weeks of the child’s education. * Changes to the EYFSP (**Early Years Foundation Stage Profile)** including the removal of the exceeding judgement for the early learning goal assessments at the end of the year, meaning that children are judged as working towards or working at the standard. * The introduction of oral health.   Changes to end of year assessments as documented in the **Early Years Foundation Stage Profile** **(EYFSP)** include those to reading, speaking and mathematics. Colleagues may find this link helpful [EYFS Reforms – What you need to know | Early Years Management | Teach Early Years](https://www.teachearlyyears.com/nursery-management/view/eyfs-reforms-what-you-need-to-know).  Early indicators suggest that the framework for all EYFS in Bracknell Forest schools is being adapted well and pupils have settled well, despite the challenges they have faced over the last two years. EYFS Practitioners are tending to focus on PSED - Personal Social and Emotional Development, CL - Communication and Language and Personal Development in the planning and assessments. | | | | | | | |
| **ACTION POINTS:** | * Ensure an EYFS governor has been appointed and the governors name shared with Governors Helpdesk. * Ensure the EYFS governor has seen the role description available on Can (do) Working Together – Resources – Governors Services Hub – Governor Roles and Responsibilities. * Ensure the named EYFS governor has met with the EYFS lead and reported back to the governing board. | | | | | | |
| **DEADLINE FOR ACTION** | ASAP | | **CONTACT NAME** | | Paula Shore  Standards & Effectiveness Partner | | |
| **TELEPHONE** | | [01344 352815](tel://01344%20352815/) | |
| **EMAIL** | | [Paula.shore@bracknell-forest.gov.uk](mailto:Paula.shore@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 7g & h** | | | | | **Maintained School & Academy** |
| **TITLE** | | 1. **SEND / School Support Services Management Changes** 2. **Standards & Effectiveness Update** | | | | | |
| 1. **SEND / School Support Services Management Changes**   Nichola Jones, Interim Head of Childrens Support Services, will fulfil and complete her fixed term contract with Bracknell Forest Council on 31 January 2022. In the last 6 months, Nichola has developed and initiated processes and systems which we will now refine and embed before developing and implementing the next phase of the SEND Delivery Plan.  With regard to staffing structures, we now have the final SEN structure, which is being submitted to DMT and CMT for sign off, which will be followed by a consultation process with staff and unions, then recruited to. During the SEN structure remodelling it was noted that further consideration of the Childrens Support Services structure was also required, therefore over the next few months this work will be undertaken. In the meantime, to ensure resilience and oversight, we have developed an interim management structure with Childrens Support Services divided between two Head of Service roles: Head of Inclusion and Safeguarding and Head of SEN.  Interim Head of Safeguarding and Inclusion – Debbie Smith  •Safeguarding & Behaviour Support  •EAL  •Autism Support  •Support for Learning  •Alternative Provision, Tuition Service and Pupil Referral Unit  Interim Head of SEN – Rhian Williams  •SEN including assessments, reviews, and resolutions  •Education Psychology Service  •Pathways for Adulthood  These arrangements are interim, while a permanent structure is modelled, developed, and agreed. The timeline we are working to is that the new structure will be signed off and the recruitment process to take place during April 2022.   1. **Standards & Effectiveness Update**   As you will hopefully be aware, Sharon Jones has now left the team, and Zoe Livingstone has taken over her role as Head of Standards on an interim basis until August 2022.  In addition, we are pleased to welcome Lyanne Mulé to the role of Standards Support Officer.  All schools that purchase the Standards & Effectiveness SLA should now have received a copy of the autumn term 2021 visit report provided by the school’s STEP (Standards and Effectiveness Partner).  Reports are sent to Chairs of Governors and this will hopefully help to keep Governors informed about the progress the school is making. The report also indicates the Local Authority categorisation for the school, which was agreed, in line with the Learning & Improvement Strategy. | | | | | | | |
|  |  | | **CONTACT NAME** | | Governor Services | | |
| **TELEPHONE** | | 01344 354069 | |
| **EMAIL** | | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 7i** | | | | | **Maintained School & or Academy** |
| **TITLE** | | **HR – Staff Welfare Arrangements** | | | | | |
| With Staff wellbeing at the forefront of our school leader's minds, we would like to take this opportunity to highlight the resources available on Can (Do) in this area, the resources are available for subscribing schools. Please see the link at the bottom of the page, or [Click Here](https://can-do.bracknell-forest.gov.uk/Services/4847) to access the Human Resources Hub on Can (Do).  We also are pleased to recommend the following resource to School Leaders to support their wellbeing:  [Peer to peer support and individual telephone support for school leaders (educationsupport.org.uk)](https://www.educationsupport.org.uk/get-help/help-for-your-staff/wellbeing-services/school-leaders-support/)  Or for other employees, we would similarly recommend the following  [Employee Assistance Programme - support for teachers and education staff (educationsupport.org.uk](https://www.educationsupport.org.uk/get-help/help-for-your-staff/employee-assistance-programme/) | | | | | | | |
|  |  | | **CONTACT NAME** | | Schools HR | | |
| **TELEPHONE** | | 01344 354098 | |
| **EMAIL** | | [schools.hr@bracknell-forest.gov.uk](mailto:schools.hr@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 8** | | | | **Maintained School & Academy** |
| **TITLE** | | **Governor and Clerk Training and Development Opportunities**   1. **Spring Term 2022** | | | | |
| All governors, associate members and clerks should have a copy of the spring term training and development programme; it can be found [here](https://secure2.sla-online.co.uk/v3/Resources/Page/14557). It is important that Governing Bodies discuss the programme and ensure that they are represented on training as appropriate. The 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 Clerk to Governors on the [Can (do) Training Pages](https://can-do.bracknell-forest.gov.uk/Training).  **When a governor applies for a course and does not attend, the school will be charged £50 unless we have been notified in advance.**    Induction for New Governors and Safeguarding for Governors are courses that currently take place termly. In Bracknell Forest there is an expectation that all new governors attend the Induction training within 6 months of appointment.  **Annual Training only run this term:**   * Governors’ and Clerks’ Role in Exclusions – 22.3.22   **Introducing new courses this term:**   * Managing Risk: The Governance Role – 18.1.22 * Strategic Leadership – what does it mean for the governing board? – 15.3.22 * Chairs’ Role in Leading the Team – 29.3.22     **Pre-recorded session available from last term:**   * Making the most of National Governance Association membership and Learning Link - [SLA Online (sla-online.co.uk)](https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?id=158813) – to gain access Clerks still need to book themselves and governors a place and then you will receive the link to watch at your leisure.   All boards are responsible for identifying the ongoing training and development they need. | | | | | | |
| **Dates for Dairies:**  PLEASE NOTE: Subscribers to the 2021/22 Governor Services SLA are able to book the following courses free of charge, however if the SLA is not renewed in March, the full cost of the course will be incurred. | | | | | | |
| **Clerks Briefing**  **Thursday 5 May 2022**  13:00 - 14:30    **Chairs Briefing**  **Thursday 16 June 2022**  19:00 - 20:30 | | | | **Induction training**  **Wednesday 27 April & 4 May 2022**  19:00 - 21:30  **Safeguarding for Governors**  **Wednesday 18 & 25 May 2022**  19:00 - 20:30 | | |
| **ACTION POINTS:** | * Autumn term training summary has been issued and sent to Development Governor and clerk ensure receipt. * Clerks to ensure all members of the governing board have a copy of the programme. * Consider as a board what your training plans are going to be both individually and as a whole GB and book accordingly. * Governors, Associate Members and Clerks are encouraged to view the full training and development programme and book onto training accordingly. * Inform Development Governor of any training you would like considered whether repeating existing courses or new ideas. * Register with NGA Learning Link if not already done so, this has to be by individual governor. | | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | | Governor Services | |
| **TELEPHONE** | | 01344 354069 | |
| **EMAIL** | | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 8b** | | | **Maintained School & Academy** |
| **TITLE** | | **Governor Development Conference**  **2 February – 4 March 2022** | | | |
| Logo, company name  Description automatically generated  The Governor Development Conference will be held virtually from Wednesday 2 February to Friday 4 March, with one session taking place each week. The theme will be “Ensuring Quality – Top Strategic Priorities”.  With the following four sessions, we believe that there is something for all governors and school leaders to find of interest:   * Governor Recruitment, Retention and Increasing Diversity – Wednesday 2 February * The Governance of Inclusion – Monday 7 February * Governors Strategic Role in Wellbeing – Monday 21 February * The Education Inspection Framework – Friday 4 March   Each session will comprise a presentation and input from the guest speaker. The aim is to inspire and develop delegates and ensure they report back to their individual Governing Boards. There will be opportunities to ask questions of the speakers.  Please see details in brochure here [Governor Development Conference - Spring Series | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Page/23387)  This conference is free to attend for all Governor Services SLA subscribing schools.  Delegates can be Headteachers, Senior Leaders, Governors, Associate Members or Clerks from both maintained and academies.  All Governors and participants will have further developed their knowledge and understanding of the following:   * Strategic direction and the role you play in working alongside school leaders to raise outcomes. * Being up to date with Ofsted. * How the work of Governors is essential to School Improvement. * Impact that inspirational leadership has on improving outcomes for all children and young people. * Leaders create and embed a vision where all learners are resilient, independent and have the ability to problem solve. * Ensure leaders develop at all levels within schools, including governance. * The importance of wellbeing.   Please see here [Spring Governor Development Conference (Online) Updated Brochure | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Article/93913) for the Governor Conference Can (Do) Page and to book sessions.  Bookings can be made by your Clerk to Governors, if you don’t currently have a Clerk then Governors Helpdesk is happy to help. | | | | | |
| **ACTION POINTS:** | * Ensure your board is represented at each of the sessions. * Bookings can be made by your Clerk to Governors on Can (Do) Working Together. | | | | |
| **DEADLINE FOR ACTION** | See action points | | **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 2021** | | **ITEM NO. 8** | | | **Maintained Schools & Academies** |
| **TITLE** | | **Other Training and Development Opportunities**   1. **Data Protection Module – School Pro** 2. **NGA Learning Link** 3. **Governor for Schools** 4. **Safer Recruitment** 5. **NGA Leading Governance** 6. **NGA Webinar – An introduction to the board’s role in environmental sustainability** | | | |
| Please find below additional training and development opportunities we have identified which are.   1. **Data Protection for Governors**   A reminder that this eLearning module was purchased for all schools last term from SchoolPro TLC. The module is valid until 31st March 2022. It is deemed good practice for all governors, clerks, and relevant staff at the school to complete. The module is administered by your Clerk to Governors. Certificates should be stored.  Appendix C is a reminder of how you gain access, see governors status and reset passwords etc.   1. **NGA Learning Link**   All governors, associate members and clerks should be registered for NGA Learning Link the eLearning platform.  This page detail the modules and bitesize modules in a clear and concise way [NGA Learning Link - e-learning for school governors, trustees, and clerks - National Governance Association](https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning.aspx)   1. **Governors for Schools Webinars –**   **Upcoming webinar: Thursday 27th January**  **How do we governor the school curriculum?**  **8am to 9am**  <https://www.governorsforschools.org.uk/resources/webinars/>  They have run a variety of webinars; the slides are available via the links but by registering you will receive information about future webinars where you can sign up to take part.  Governors and clerks need to create an account to access the webinars and eLearning modules.  These do not have to be watched live, they are recorded and available to watch anytime.   1. **Safer Recruitment**   Training to meet compliance requirements available from BFC via Can (do) [SLA Online (sla-online.co.uk)](https://secure2.sla-online.co.uk/Training/sTrainingSearch.aspx?t=1&id=safer%20recruitment) - £80 per delegate or via NSPCC [Safer recruitment training: online & in-person | NSPCC Learning](https://learning.nspcc.org.uk/training/safer-recruitment?gclid=EAIaIQobChMIiezAiPWP8wIVTZ_VCh3DPAcAEAAYASAAEgImzfD_BwE&gclsrc=aw.ds). Both options are at an additional charge.   1. **NGA Leading Governance**   <https://www.nga.org.uk/LeadingGovernance.aspx>  NGA Leading Governance for Chairs  Zoom sessions with facilitators and materials  Includes eLearning modules  360 appraisal / mentoring will be add-ons  £249 per person  NGA Leading Governance Clerks  Level 3 certificate in the Clerking of School and Academy Governing Boards – it is an accredited programme.  £449 per person   1. **NGA Webinar**   The latest webinar on the board’s role in environmental sustainability is now available to watch [NGA webinars - National Governance Association](https://www.nga.org.uk/News/Webinars/Previous-webinars.aspx) | | | | | |
| **ACTION POINTS:** | * Consider as a board what your training plans are going to be both individually and as a whole GB and book accordingly. * Inform Development Governor of any training governors and clerks undertake to ensure a record is kept. * Register with Governors for Schools. * Clerk to ensure manage membership on NGA is up to date for the board. | | | | |
| **DEADLINE FOR ACTION** | Ongoing | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 9** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerking / Procedural Matters:**   1. **Agenda Plan for Spring 2022** | | | |
| Clerks have a very important role in helping the Chair / Vice Chair and Senior Leads agree what is important during this term, below you will find some suggestions of items to be covered but you will have your own agenda plans as well:   1. Try to stick to your meeting schedule, ensure governors know when meetings are face to face or virtual but flexibility is key for any last minute changes. 2. Understand your school's plans for 2022 exams 3. Complete the SFVS (maintained schools) 4. Finalise next year’s budget (maintained schools) 5. Manage your accounts (academies) 6. Monitor any continued spending from the coronavirus catch-up premium 7. Monitor recovery premium funding and its impact 8. Ensure safeguarding is on your agenda and that the discussion/questions include what the organisation is doing to tackle sexual harassment and abuse. This area in particular is a focus for Ofsted. 9. If your Headteacher is leaving they must give notice by 30th April 2022. 10. Review your governor recruitment processes – appointments, vacancies, and expiring terms of office 11. Review skills audit, if not done in the autumn term to identify gaps in skills, knowledge and experience for both recruitment and training needs 12. Determine admission arrangements for entry in September 2023 13. Continue to monitor your school's contingency plan for remote learning 14. Monitor your school improvement plan (SIP) and progress against it, as well as school’s self-evaluation 15. Review your school's equality information and objectives 16. Review school’s single central record (safeguarding / child protection governor) on a termly basis 17. Monitor pupil attendance and absence and the impact of staff absence 18. Evaluate staff and pupil wellbeing support – must include the Headteacher. Focus on the support currently in place and its effectiveness, consider what staff morale and pupil wellbeing is like, and how any concerns are addressed and followed up. Is dedicated leadership time available? Is external support being utilised effectively? 19. Support pupil’s education – ensure all pupils still have access to a broad and balanced curriculum. Ensure monitoring of any learning gaps. Ensure school is prepared to deliver remote learning and associated contingency plans. 20. Tailor support to specific groups of pupils – ensure disadvantaged pupils are being supported effectively and ensure high attaining pupils are appropriately challenged. 21. Receive committee and link governor reports 22. Receive and evaluate governor monitoring reports 23. Report on any training undertaken and training needs still to be addressed 24. Monitor Covid-19 related risk assessment – governing boards should be informed of any decisions to have additional mitigation measures in place that are beyond those outlined in government guidance. Are any associated policies up to date. 25. Spring term performance management review for the Headteacher | | | | | |
| **ACTION POINTS:** | * Chair / clerk to meet to discuss. * Adapt agenda plans if necessary. * Ensure compliance. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 9** | | | **Maintained Schools & Academy** |
| **TITLE** | | 1. **Questions to consider** | | | |
| It is nearly 2 years since we first encountered Covid but it’s important that Governors and Headteachers are thinking strategically about school Improvement after a period when so much operational challenges have dominated the agenda.  Here’s some questions to consider inspired by the 8 elements of effective governance.  **Have we the right people round the table:** - Have we lost governors and need to recruit more? Have governors that joined during the pandemic settled in or can more be done to use them effectively?  Do the **chair and clerk** need to re-think how meetings are running on-line? Are governors preparing and participating effectively?  Do our minutes reflect us asking **challenging questions** focussed on school improvement?  Do we have an up-to-date **knowledge of our school**? Are we re-starting visits where possible or carrying out online conversations with link staff or using other ways to find out the current situation?  Are we clear about our **strategic role** or are we still engaging too much in the operational aspects?  Are we maintaining **good relationships** where we discuss challenges as well as strengths? Are we ensuring wellbeing is a priority for all?  Do we have [**courageous conversations**](https://www.nga.org.uk/getmedia/ea825e8b-7da8-4dc6-a975-f840e3b6e0a2/GM-Sept-Oct-2013-9.pdf) (link to article) to ensure all children are making progress? | | | | | |
| **ACTION POINTS:** | * Share with the governing board | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 9** | | | **Maintained Schools & Academy** |
| **TITLE** | | **Clerking / Procedural Matters:**   1. **BFC website and governor adverts** 2. **Can (do) Governor Roles and Responsibilities Resources** 3. **NGA area for Clerk to Governors / Governance Professionals** 4. **NGA Learning Link for Clerks** 5. **NGA guide for Clerks on Electing Governors** | | | |
| 1. **BFC website and governor adverts**   The pages have been updated [School governors | Bracknell Forest Council (bracknell-forest.gov.uk)](https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-governors) and a standardised format for school’s adverts has been created.  Schools can submit their adverts to [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) for inclusion on the BFC website. This will support other advertising you are undertaking.  Prospective governors can contact you directly as the contact details in your adverts or they can submit an application form to Governor Services.   1. **Can (do) Governor Roles and Responsibilities Resources**   Within the Governor Services Hub on Can (do) Working together website[Governor Services Hub | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)](https://can-do.bracknell-forest.gov.uk/Page/14557) additional resources have been added to the Governors Role and Responsibilities page. We welcome your feedback on the resource pages within the hub.   1. **NGA area for Clerk to Governors / Governance Professionals**   The area offers support, best practice advice, tailored resources, and development opportunities to help you stay up to date and develop effective practice [Governance professionals - National Governance Association (nga.org.uk)](https://www.nga.org.uk/Governance-professionals.aspx). You will find exemplars for [agendas](https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Roles-and-responsibilities/Essential-resources-for-clerks/Agenda-setting.aspx) and [minutes](https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Roles-and-responsibilities/Essential-resources-for-clerks/Model-minutes.aspx) which you might find useful to compare to your own.   1. **NGA Learning Link for Clerks**   Nine modules entitled ‘The Introduction to Clerking Programme’, developed for those new to clerking or who are relatively new [NGA Learning Link - Introduction to clerking - National Governance Association](https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning/Introduction-to-Clerking.aspx)  Beyond that there are opportunities to extend your learning through the level 3 Clerking Qualification via NGA Leading Governance [NGA Leading Governance Development for Clerks - National Governance Association](https://www.nga.org.uk/LeadingGovernance/Clerks.aspx) and other clerking modules [NGA Learning Link - Clerking - National Governance Association](https://www.nga.org.uk/Training-and-Development/NGA-Learning-Link-e-learning/Collections/Clerking.aspx).  As a clerk when you want to attend and complete training, please ensure the hours are agreed with the Chair of Governors.   1. **NGA Guide for Clerks on Electing Governors**   NGA have produced a new guide for clerks on their role in the election of governors [Resources for governance professionals | Electing governors and trustees - National Governance Association (nga.org.uk)](https://www.nga.org.uk/Knowledge-Centre/Governance-structure-roles-and-responsibilities/Roles-and-responsibilities/Essential-resources-for-clerks/Electing-governors-and-trustees.aspx) and an information sheet on online voting methods.  BFC has a procedure for appointment of parent and staff governors which maintained schools have to adopt and academies can decide to adopt. | | | | | |
| **ACTION POINTS:** | * Send advert to [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk) * Login to the new pages via the Governor Services Hub link * Review the NGA pages for clerks and review the exemplars for agendas and minutes * Review the Learning Link modules and further courses specifically for clerks * Review NGA guidance on election of governors for clerks | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 10** | | | **Maintained Schools & Academy** |
| **TITLE** | | **NGA**   * 1. **NGA Career Guidance**   2. **NGA SEND and the governing board**   3. **NGA Advice – Residential Trips**   4. **NGA Developing an affordable school uniform policy information for governing boards** | | | |
| 1. **NGA Career Guidance**   **The NGA issued a career** [**guide**](https://www.nga.org.uk/getmedia/dcb97308-58aa-412b-9a0f-1be92ae9f4a8/nga-careers-guide-20211001.pdf) **for governing boards in the secondary phase in October 2021, which outlines the role of governing boards in providing an effective careers programme**  It explains how your board can meet its statutory duties relating to careers guidance, by supporting and challenging your school or trust to meet the Gatsby Benchmarks – the recognised blueprint for high-quality careers guidance.  It has been produced in collaboration with [The Careers and Enterprise Company](https://www.careersandenterprise.co.uk/) (CEC) to facilitate a world-class careers education and help every young person find their best next step.  The guide covers:   * Statutory responsibilities * The role of governing boards (including appointing a careers governor or trustee) * Using the Gatsby Benchmarks * Monitoring the impact of your careers programme   NGA have also issued a role description for careers link governors/trustee. Download [here](https://www.nga.org.uk/getmedia/371dda96-54c8-4e4d-a271-3f265b7f46f5/nga-careers-governor-trustee-role-description-20211001.docx) and a copy is available on Can (do) Working Together – Resources – Governor Services Hub – Governor Roles and Responsibilities.  **Advice for primary school governing boards**  Governing boards in the primary phase can also have a significant influence in equipping their pupils for the world of work. If you govern in the primary phase, then you are in a position to support and challenge your school leaders to inspire pupils and challenge preconceptions about certain careers or pathways. Ask your headteacher:   * How do pupils at our school(s) learn about the world of work? * Do we invite volunteers into school to talk to pupils about different careers? * Do we talk to our pupils about their perception of certain careers or pathways such as women in science, technology, engineering, and maths (STEM) or men in teaching or caring professions?   The CEC provide a quick [self-assessment quiz](https://primary-careers.careersandenterprise.co.uk/quiz) to help start these conversations.  The importance of career-related learning in primary schools is further explored in [this article](https://www.educationandemployers.org/career-related-primary/) from Education and Employers.   1. **SEND and the governing board**   This guide for governors and trustees was issued in July 2021 which helps all governors and trustees build an understanding of their responsibilities relating to SEND and inclusion.  The guide covers:   * the legal duties of governing boards in relation to SEND * how these responsibilities are met * how governing boards influence an inclusive culture in their schools and trusts   **The role of the SEND link governor**  While ultimate responsibility rests with the full governing board, there should be a member of the governing board (or a sub-committee) with specific oversight of the school’s arrangements for special educational needs and disability. NGA have a [SEND link governor/trustee role description](https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/SEND/SEND-link-governor-trustee-role-description.aspx) and a copy is available on Can (do) Working Together – Resources – Governor Services Hub – Governor Roles and Responsibilities.  NGA also have a [checklist](https://www.nga.org.uk/getmedia/42aa14f0-6467-4048-98fa-8aac02e2e558/nga-send-checklist-20210706.docx) to support conversations between governing boards and school leaders or a SEND governor with the SENCOs. The topics covered are extensive so you may wish to select an area to focus on that is pertinent to your priorities and the issues being discussed.   1. **NGA Advice – Residential Trips**   As a result of a query to the NGA they advised the following in relation to Residential trips: -  There is no statutory requirement for boards to approve particular school trips. However, as it is a requirement for employers to assess the risks to pupils and staff in terms of health and safety, the board should agree a policy which clarifies when board or committee approval is required, or when approval is delegated to the school’s senior leader.  Governors will need to assure themselves that proper procedures are in place whatever activities are being undertaken. In relation to school trips, the level of involvement that governors have will often depend on the type of school trip. It would not be practical for governors to approve all trips such as those that are very low risk. However higher risk trips such as outdoor activities or trips abroad will require greater oversight from the governors and governors may choose to retain approval responsibilities for these types of trips. Whether or not governor approval is required, governors should be asking questions and seeking assurances that full risk assessments have been carried out and all possible precautions have been taken prior to any trip going ahead. Governors need to ensure that a robust risk management strategy is in place.  **However, it is essential that the governors’ role remains strategic. They should not be carrying out risk assessments themselves, this is an operational job for school leaders.** **Develop an affordable and inclusive school uniform policy** NGA’s new [information sheet](https://nga.us4.list-manage.com/track/click?u=61b50c958d6d8bdc66ca58bbd&id=4a885d6b4c&e=a7b9f4a24a) is intended to help governing boards develop school uniform policies that are affordable and inclusive to all and in doing so comply with the [statutory guidance](https://nga.us4.list-manage.com/track/click?u=61b50c958d6d8bdc66ca58bbd&id=a72b2bf7aa&e=a7b9f4a24a). The role of the governing board is to ensure that their policy not only meets the requirements of the statutory guidance and the law, but also reflects the values and culture that guide thinking and behaviour in the school or trust. Schools should be compliant with much of the statutory guidance by September 2022. | | | | | |
| **ACTION POINTS:** | * Bring items to the attention of governors. * Ensure compliance. | | | | |
| **DEADLINE FOR ACTION** | As soon as possible | | **CONTACT NAME** | Governor Services | |
| **TELEPHONE** | 01344 354069 | |
| **EMAIL** | [Governors.helpdesk@bracknell-forest.gov.uk](mailto:Governors.helpdesk@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING TERM 2022** | | **ITEM NO. 11** | | | | | **Maintained School** |
| **TITLE** | | **Education Governor Nominations** | | | | | |
| The nomination of potential governors is delegated to the Executive Director of People in consultation with the Executive Member for Children, Young People & Learning.  The process allows nominations for Education / LA Governor Vacancies and those coming to the end of their Education / LA Governor Terms to be considered at any time during the year and allows for vacancies to be filled when they arise.  Existing governors on the board can become Authority governors, the application form should be completed with the nomination being supported.  The nomination form has been designed; using the model Skills Audit Proforma produced by the National Governance Association as its base, to find out about the skills and experience of the nominee and whether they have the necessary attributes to become an effective and useful school governor. It is therefore critical that nominees are encouraged to complete the form as fully as possible. Applications must be accompanied by a supporting statement and signed by the applicant (scanned signatures are acceptable). If an application is incomplete, then this may delay the nomination’s consideration.  Copies of the nomination form can be obtained from [Governor Helpdesk](https://can-do.bracknell-forest.gov.uk/Page/14557) or [Democratic Services](mailto:hannah.harding@bracknell-forest.gov.uk).  This nomination has to be approved by the School’s Full Governing Body and as a result the four year term of office will not start until this has happened. Once the nomination has been approved, the appointment will continue for the specified period unless the applicant resigns, or the Authority has reason to remove the applicant from office. The power to remove a governor has always existed and must be used reasonably and lawfully.   |  |  | | --- | --- | | **School** | **Status or name and date term ends** | | College Hall | Vacancy | | Sandhurst | Vacancy | | St Michael’s Easthampstead CE Primary | Vacancy |   If your school has a vacancy which has not been listed, please contact Hannah Harding in Democratic Services as soon as possible. Notification of any Local Authority School Governor resignations should be sent to Hannah Harding, with a copy to Governor Services. | | | | | | | |
|  |  | | **CONTACT NAME** | | Hannah Harding | | |
| **TELEPHONE** | | 01344 352308 | |
| **EMAIL** | | [Hannah.harding@bracknell-forest.gov.uk](mailto:Hannah.harding@bracknell-forest.gov.uk) | |

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| **CLERKS’ BRIEFING**  **SPRING 2022** | **APPENDIX A** | | | | |
| **TITLE** | **List of Clerks to Governing Bodies** \* new clerk ◊ temp +leaving | | | | |
|  | | |  |  |  |  |
| **School:** | | | **School Tel No.** | **Clerk:** |  |  |
| Ascot Heath Primary School | | | 01344 882631 | Mrs | Jackie | Frew |
| Binfield CE Primary School | | | 01344 860106 | Mrs | Deborah | Chappell |
| Birch Hill Primary School | | | 01344 455815 | Mrs | Jane | Hodgson |
| College Town Primary School | | | 01276 31933 | Mrs | Karen | Cane |
| College Hall | | | 0118 989 3378 | Mrs | Rachel | Moss |
| Cranbourne Primary School | | | 01344 882350 | Mrs | Sharon | Ashmore-Mobbs |
| Crown Wood Primary School | | | 01344 485448 | Miss | Dawn | Deykin |
| Crowthorne CE Primary | | | 01344 772089 | Mrs | Mary | Jenkinson |
| Easthampstead Park School | | | 01344 304567 | Mrs | Rhona | Franco |
| Edgbarrow School | | | 01344 772658 | Mrs | Celeste | Moruzzi |
| Fox Hill Primary School | | | 01344 421809 | Mrs | Claire | Pollard |
| Garth Hill College | | | 01344 421122 | Mrs | Becky | Smith\* |
| Great Hollands Primary | | | 01344 424911 | Ms | Mai | Hill |
| Harmans Water Primary School | | | 01344 422196 | Mrs | Joanna | Chalkley\* |
| Holly Spring Primary School | | | 01344 483920 | Mrs | Fiona | Stanton |
| Jennett’s Park Primary | | | 01344 301269 | Mrs | Penny | Thompson |
| Kennel Lane School | | | 01344 483872 | Mrs | Fiona | Stanton |
| Kings Academy Binfield | | | 01344 306983 | Ms | Carrie | Bendix\* |
| Meadow Vale Primary School | | | 01344 421046 | Mrs | Fiona | Stanton |
| Newbold School | | | 01344 421088 | Mrs | Elena | Telyukina |
| New Scotland Hill Primary School | | | 01344 772184 | Mrs | Claire | Pollard |
| Owlsmoor Primary School | | | 01344 776642 Mrs | | Fiona | Stanton |
| Ranelagh | | | 01344 421233 | Miss | Dawn | Deykin |
| Sandhurst School | | | 01344 775678 | Miss | Claire | Read |
| Sandy Lane Primary School | | | 01344 423896 | Mrs | Susan | Barrett |
| St Joseph’s Catholic Primary School | | | 01344 425246 | Mrs | Adele | Valentin |
| St Margaret Clitherow Catholic Primary School | | | 01344 424030 | Mrs | Susan | Scripture-Shardlow\* |
| St Michael’s CE Primary School (Sandhurst) | | | 01252 873360 | Miss | Laura | Beresford |
| St Michael’s Easthampstead CE VA Primary | | | 01344 420878 | Mrs | Dawn | Deykin◊ |
| The Brakenhale | | | 01344 423041 | Mrs | Dawn | Deykin |
| The Pines School | | | 01344 426413 | Mrs | Lyndsey | North+ |
| Uplands Primary School & Nursery | | | 01252 873069 | Mrs | Sharon | Ashmore-Mobbs |
| Warfield CE Primary School | | | 01344 862074 | Mrs | Claire | Pollard |
| Whitegrove Primary School | | | 01344 861020 | Mrs | Rachel | Clayton |
| Wildmoor Heath School | | | 01344 772034 | Mrs | Rachel | Dunnage |
| 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 | Mr | Andrew | Gorham |
| Corvus Learning Trust | | | 01344 772658 | Mrs | Sarah | Bamford |

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| **CLERKS’ BRIEFING**  **SPPRING 2022** | **APPENDIX B** | **Maintained Schools & Academy** |
| **TITLE** | **Governors: Ten Steps to Prepare for an Ofsted Inspection**  *Source – Twinkl – November 2021* | |
| When a school receives its inspection notification phone call from Ofsted, it is not only the staff that need to be prepared, governors play an important role in the inspection process too.  **The role of the governing body is to set the strategic direction of the school, to hold the headteacher to account and to ensure that school finances are spent effectively. The effectiveness of the governing body will come under scrutiny during an Ofsted inspection, as governors have a crucial part to play in the leadership of the school.**  But governors should not worry too much. If a governing body is doing its job effectively, the school will be on track for inspection success, without the need for too much additional preparation. Governing bodies should focus on fulfilling their roles effectively, rather than simply preparing for inspection.  Despite this, it is completely natural that governing bodies will want to ensure that they are fully prepared for their next inspection. Here are **ten steps**that governors can take to ensure that they feel calm, confident and focused when the Ofsted call inevitably comes **1. Be aware of the roles, responsibilities and requirements of governors** In an effective school, governors are clear about their roles and responsibilities and know exactly what is expected of them. Governors should always remember that they have a strategic role in the school and should avoid getting involved in operational aspects of school life.  The Department for Education has produced useful documents to help governors to understand their role and to reflect on the competencies required to fulfil this effectively.  [Governance Handbook](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf)  [A Competency Framework for Governance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf)  Increasingly, there are different models of school governance. It is likely that the specific responsibilities of governors will differ depending on the size and type of school. For academies, the powers that have been delegated to the governing body will be specified in the scheme of delegation.  In addition to these key documents, there is also a wealth of information available through the [National Governance Association](https://www.nga.org.uk/Home.aspx) and local governance support networks **2. Have a good working knowledge of the school** Governors should have a good knowledge of their school, irrespective of whether or not they are expecting an Ofsted inspection. The more they understand about the school and its context, the more effective the governance is likely to be.  Learning about the school should be an ongoing process and should not just be done in advance of an inspection. Useful information for governors to be aware of includes the school’s context, how its performance compares to other schools of a similar profile, key policies and procedures, priorities for improvement and the performance of specified groups of students.  This information can be gathered by governors, establishing a positive working relationship with the school and asking effective questions of school leaders. **3. Ensure that you can evidence governor challenge** During an inspection, Ofsted inspectors will be looking for evidence that governors are holding the headteacher to account. An obvious place to demonstrate this is through governing body minutes. Whenever governors are asking probing questions, or simply seeking clarification, this should be recorded.  In addition, governor challenges can be evidenced through records of governor visits to the school, conversations with pupils and other members of the school community (where appropriate), and any analyses of data or other sources of information that governors have conducted.  It is important that governors do not simply ask leaders questions and then unquestioningly accept the responses that are given. Governors and leaders should work together to provide evidence that governors have questioned the validity of any evidence that they use to form an opinion about the effectiveness of the school.  Every effort should be taken to ensure that this is done in a sensitive and non-confrontational manner. Governors should also be careful not to cause unnecessary workload. **4. Ensure that measures are taken to keep pupils and other members of the school community safe** The governing body has a duty to ensure that members of the school community are kept safe from harm. This includes overseeing the school’s safeguarding policies and procedures and ensuring that relevant health and safety measures are taken.  The governing body should have a nominated governor for safeguarding (including PREVENT) and, ideally, this person should not be a member of staff. This person will need to have a detailed knowledge of the school’s safeguarding practices. However, it is essential that all governors have an overview of the school’s policies and procedures on safeguarding. In addition, they should be familiar with the most recent update of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (KCSIE). This document is updated on a regular basis and all governors are expected to have read Part 1 of this document.  Governors should also be aware of the advice and guidance issued by their Local Safeguarding Children Board. This will vary from area to area. **5. Ensure that you are familiar with the contents of the self-evaluation form (SEF) and school improvement plan (SIP)** The school’s self-evaluation form and school improvement plan (sometimes referred to as a school development plan) are important documents that can help leaders demonstrate to Ofsted that the school is aware of its areas for improvement.  Although there are no set requirements for these two documents, having an accurate SEF and a focused SIP can demonstrate that leadership is effective, self-reflective and working to continuously improve.  The governing body should be involved throughout the process of creating these important documents and involved in monitoring the progress with them.  Governors should be able to discuss the following with confidence:   * Why each priority has been identified * The progress that has been made so far * What further plans are in place to address these priorities in the future   If governors can speak confidently about these points, it demonstrates that they know their school well and are fully involved in the school improvement process. **6. Familiarise yourself with the Education Inspection Framework (EIF) and the relevant inspection handbook** It is helpful for governors to know what to expect during the inspection process. A useful point of reference for governors is the Education Inspection Framework (EIF). This sets out how Ofsted inspects schools and the judgements that inspectors will be making during the inspection.  The most recent version of the EIF can be found [here](https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework). The EIF is also accompanied by an inspection handbook. There are different versions of the handbook for different types of setting - it can be found here:  [School Inspection Handbook](https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook) **7. Identify the progress that you have made since the last inspection** One of the first things that an inspection team will look for is how the school has progressed since the last inspection.  If the school has been inspected previously, any areas for improvement will be set out quite clearly in the previous report. Ideally, these areas will be incorporated into the school improvement plan and discussed as agenda items in governing body meetings.  It is a requirement that schools publish a copy of their most recent Ofsted report on the school website. These can also be found on the [Ofsted](https://reports.ofsted.gov.uk/) website.  Governors should be able to articulate the progress they have made since the last inspection and, where possible, should have collected evidence to demonstrate this. Where progress has not been sufficient, it is important that governors can reflect on this honestly and discuss the school’s plans for addressing this urgently in the future. **8. Ensure that all policies are up to date** School policies set out the established expectations in managing certain aspects of the school’s provision.  There are some statutory policies that every school must have in place - an up-to-date list of required policies for schools and academy trusts can be found [here](https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts). In addition, there are a wide range of other policies that can be useful in helping members of the school community to understand how the school approaches certain issues and to outline the protocols that the school community are expected to follow.  Efforts should be made to ensure that all policies are up to date, not only the non-statutory ones. This demonstrates that the school is on top of its policy review cycle and that governors and staff are reviewing their practices and protocols frequently.  There may well be a school policy tracker to enable governors and school leaders to ensure that the school has all required and recommended policies and that these are up to date. Some policies will need to be updated every year. **9. Ensure that the school website is compliant** Schools that have a website are required to publish key information online. Again, this differs slightly depending on the type of school. Required information for maintained schools includes important contact information, copies of specified school policies and procedures, information about school performance, curriculum information, financial reports and governance arrangements.  Further details about what must be published can be found here for [maintained schools](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online) and here for [academies, free schools and colleges](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online).  Ofsted inspectors will often look at the school website prior to the inspection commencing and so it should be kept up to date at all times. It is helpful for governors to do a regular audit of the school website to ensure that the website is compliant. **10. Have your evidence ready** Inspectors have a lot to get through in a relatively short amount of time and so they will not have the time to trawl through large folders of evidence. However, governors should have this at their fingertips so that they can highlight relevant evidence when an inspector enquires about a specific issue.  Having a comprehensive portfolio of evidence is one way of ensuring that governors feel ready and prepared for inspection. It can also be a handy point of reference for new governors who are joining the school and can be used as part of their induction process. | | |

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| **CLERKS’ BRIEFING**  **SPPRING 2022** | **APPENDIX C** | **Maintained Schools & Academy** |
| **TITLE** | **Access to School Pro TLC – Data Protection for Schools Module** | |
| [UK GDPR in Schools | Data Protection Services For Schools (schoolpro.uk)](https://schoolpro.uk/service/data-protection/)  Login into My Training Account    Once logged into go to the bottom of the page to Group Management    On this page you should be able to see all the users you have set up to access the Data Protection module. It will indicate if they have started the course, completed the course or are yet to start.    You can also remove users, set new passwords etc.    You can also add one or more new users.  If you find you do not have enough seats / places for users you can email School Pro TLC to increase the number.    Access to the module ends on 31/3/22. | | |