

Entrust Governor Information Pack National Edition - Primary Schools Autumn Term 2022

GOVERNOR SERVICES



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0.0 Introduction

Welcome to the Autumn 2022 Governor Information Pack. We hope that you will find this document useful as you begin the new term and prepare for the year ahead. As ever schools face numerous challenges over the next twelve months, not least of which will be the budgetary strains caused by rising costs, particularly energy bills. More than ever effective governance and financial oversight will be key to supporting schools through these issues.

The recent Schools White Paper proposes significant changes to the ways education is organised and schools are governed. Over the next year governors will need to reflect on the proposals and their implications for their school, academy or Trust. We also await to see what implications the impending change of Prime Minister may have on education policy.

So, all in all it is going to be another challenging year. In facing these challenges remember that Entrust Governor Services is here to support you in your vital work as a governor/trustee and please contact us if we you require any assistance.

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Graham Tague
Head of Governor Services

SECTION 1 All SCHOOLS

1.1 Strategic

1.1a Governance Update

School Governance update July 1st, 2022

This update includes the following which might be of interest to you..

1. [Schools white paper – Opportunity for all: strong schools with great teachers for your child](#)
2. [Local authority-established multi-academy trusts \(MAT\)](#)
3. [SEND Review: Right support, right place, right time](#)
4. [Recovery guidance](#)
5. [Keeping children safe in education guidance](#)
6. [Webinars for schools on attendance best practice](#)
7. [Flexible working training for school leaders](#)
8. [External reviews of governance guidance](#)
9. [Early years foundation stage profile assessment](#)
10. [Improving your computer science teaching: computing hubs](#)

Schools white paper – Opportunity for all: strong schools with great teachers for your child

The schools white paper, [Opportunity for all: strong schools with great teachers for your child](#) was published 18th May 2022



This sets out the DfE long-term vision for a school system that helps every child to fulfil their potential by ensuring that they receive the right support, in the right place, at the right time – founded on achieving world-class literacy and numeracy. Strong leadership and governance are critical in advancing educational outcomes for children. The new schools bill, announced on 10 May in the queen’s speech, will provide the legislation required to make this vision a reality.

Also published is [Implementing school system reform in 2022 to 2023](#). This outlines how schools, trusts, local authorities, and where applicable, faith bodies and leaders can take the next steps in the journey towards a stronger and fairer system to support them in engaging constructively with the department over the coming year.

(Please note.... **The Government has removed key elements of the schools bill** – In a letter to peers, academies minister Baroness Barran said that the government would “remove clauses 1 to 4 and schedule one from the bill”)

These clauses relate to academy regulation and a proposed power for the government to set wide-ranging new standards for academies. The removal of clauses 5 to 18, which relate to how academy funding agreements are terminated, is also being supported by the government. A DfE spokesperson said that the department is “supporting the temporary removal of clauses 1 to 18 from the bill, in advance of bringing back revised clauses later in the bill’s passage through parliament”.

Local Authority-Established Multi-Academy Trusts (MAT)

As announced in [Opportunity for all: strong schools with great teachers for your child](#), the DfE have published a [Registration of interest \(ROI\) document](#) for local authorities who are interested in setting up a MAT.

Initially there will be support for a small number of projects as part of a test-and-learn exercise in 2022 to 2023.

Further information about test-and-learn and the application process is available in the ROI document.

SEND Review: Right Support, Right Place, Right Time

The SEND and alternative provision (AP) green paper has been published. This sets out proposals for a system that offers children and young people access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives.

Further information is available at [SEND Review: Right support, right place, right time](#).

Recovery Guidance

The DfE have published an update to the [Education recovery support guidance](#). This includes guidance specifically for governors and trustees. It provides information about the programmes and activities they are funding to support education recovery and children and young people’s wellbeing.



There are programmes and activities for children and young people of all ages, prioritising those that need help most, including disadvantaged pupils and students, and those with special educational needs and disabilities (SEND).

Keeping Children Safe in Education Guidance

The statutory safeguarding guidance, [Keeping Children Safe in Education](#) (KCSIE), has been published. This comes into effect on 1 September 2022. Schools and colleges must have regard to this when carrying out their duties to safeguard and promote the welfare of children. Some of this year's changes include:

- Making clear the reasons why children may not feel ready or know how to tell someone that they are being abused
- Adding more detail about governor and trustee training
- Clarifying the process of sharing low-level concerns
- Highlighting the importance of explaining to children and young people that the law is in place to protect them rather than criminalise them
- Absorbing the standalone sexual violence and sexual harassment advice

Webinars for Schools on Attendance Best Practice

In line with the publication of [Working together to improve school attendance](#) guidance, The DfE are running a series of effective practice training webinars to support schools and trusts to meet the new expectations.

This is applicable to both school staff and governors.

The webinar will be recorded and shared as part of [improving attendance: good practice for schools and multi-academy trusts](#).

Flexible Working Training for School Leaders

The DfE have funded online training, offered by Timewise Flexible Working Consultancy, on implementing flexible working practices, tailored to the needs of governors and trustees.

To register and access a recording of the governor and trustee Webinar, visit [Supporting DfE's recruitment and retention strategy by training school leaders in flexible working](#).

External Reviews of Governance Guidance

The ESFA has recently updated its [external reviews of governance guidance \(ERGs\)](#). The DfE encourages boards to undertake ERGs regularly as part of a positive, proactive approach to improving governance.

The guidance is to support boards when undertaking a review to understand:

- How to get the best out of a review, with a focus on understanding the purpose of ERGs
- How they can be beneficial
- What to consider when commissioning a review to ensure best value for money

The DfE have recently emphasised their position on ERGs in the [Academy Trust Handbook](#)



Early Years Foundation Stage Profile Assessment

As this is the first statutory assessment following the reforms to the early years foundation stage profile (EYFSP), you may find the following resources helpful:

- A [vodcast](#) explaining the changes to the EYFSP and what is different this year
- [early years curriculum](#) guidance and publications
- [EYFSP handbook](#) which sets out the statutory requirements for this academic year

Improving Your Computer Science Teaching: Computing Hubs

The network of 34 computing hubs is improving the quality of computer science teaching by increasing subject knowledge of computing teachers across all key stages.

With CPD and training delivered in person or remotely, each hub offers tailored support to all schools and colleges in England, to improve the teaching of, and increase participation in, computer science. Find out more about [computing hubs](#) or how to [get support from your local computing hub](#).

Academy Trust Handbook yet to be published

Originally, the ESFA had stated that the '[Academy Trust Handbook](#)' for the 2022/2023 academic year would be published in June; however, it is yet to be made available.

Further information can be found at:

[Schools Bill \[HL\] - Parliamentary Bills - UK Parliament](#)

<https://www.gov.uk/government/publications/school-governance-update/school-governance-update-july-2022>

Recommendations for Governors

- Reflect on the update and note the information and act on those aspects that are applicable to your school.

1.1b

Governor Services Strategic Tasks

Strategic Tasks

- Elect Chair and Vice Chair for GB and for committees if relevant.
- Decide and agree model of governance, membership of committees and/or delegated governors, terms of office coming to an end, Terms of Reference including Headteacher Performance Management and Pay Committee.
- Ensure Governance information on the school website matches Get Information About Schools website (GIAS)
- Agree Monitoring Visits Policy
- Agree Visit schedule
- Review Policy review schedule/cycle- check safeguarding is top of the list
- Set timely dates for meetings for the year (taking into account financial timelines and school's data collection points) Decide which are virtual and which are face to face.



	<ul style="list-style-type: none"> • Approve and sign Code of Conduct • Sign annual Register of Business Interests/Personal Interests and upload to the website. • Update annual governance publication requirements, including attendance on school website. • Check scheme of delegation is fit for purpose. • Set GB objectives for the year with measurable outcomes (dovetail into School Development Plan {SDP}) • Approve SDP linking to the budget • Review SEF and cross reference with the SDP • Evaluate pupil outcomes using relevant performance data. • Review the school's charging policy and remissions policy- always an annual review • Headteacher Performance Management- arrange date- Maintained schools need to appoint an External Adviser (EA). This must be completed by December 31st. • Approve annual salaries following Teaching Staff and Headteacher Performance Management • Review HR policies eg pay, appraisal, staff code of conduct • Publish Pupil Premium impact report for previous year and spending for current year if not already published. • Publish Sports Premium impact for previous year and spending for current year • Approve Budgets if not already completed • Review Admissions and update website with this information. VA and foundation schools: consult on any changes to the admissions arrangements or consult if it has not been changed for seven years. <p>Specific for Academies</p> <ul style="list-style-type: none"> • Reflect on current Articles of Association, seek advice if changes needed. • Ensure management accounts are shared with the chair of trustees every month and with the board six times a year • Ensure Get Information About Schools (GIAS) and academy/trust websites are up to date with required information relating to governance and trust staff. • Ensure Companies House is updated with trust board membership • Review and update the trust's risk register <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>For more information contact:</p> <p>governors@entrust-ed.co.uk</p> </div> <div style="background-color: #00a0a0; color: white; padding: 5px; margin-top: 10px;"> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • Reflect on the above list and act where required </div>
1.1c	<div style="background-color: #f4a460; padding: 5px; margin-bottom: 10px;"> <p>Next Steps Towards a Stronger School System – Follow Up on the Parliament Schools Bill</p> </div> <p>Next Steps Towards a Stronger School System</p>



This document outlines immediate next steps towards the ambition for all schools to be in a strong multi-academy trust, or with plans to join or form one, by 2030. It focuses primarily on the academic year 2022 to 2023 and is designed to help schools, trusts, local authorities, and where applicable dioceses or other faith bodies, think about what they should do next.

Detailed plans for moving all schools into strong academy trusts were published in May 2022, kickstarting work towards the goal set out in the Schools White Paper for every school to be in, or in the process of joining, a trust by 2030. The focus on strong trusts is intended to help every child fulfil their potential, by making sure teachers and schools have the trust's support in everything from teacher training to the curriculum.

The implementation plan for the coming academic year commits to working with local partners within each of the Department's 55 Education Investment Areas (EIAs), and publishing priorities by the autumn. The Department will lead strategic planning to address local challenges in EIAs, such as how to best:

- Strengthen existing local trusts;
- Attract strong trusts to operate locally;
- Support small, rural schools; and
- Manage the transition of all schools in an area to a fully trust led system.

The Department has also published details of how local authorities can apply to establish a multi-academy trust.

You can read the [Local authority established MATs: registration of interest](#) document here. This 'test and learn' activity will take place with a view to applying identified best practice nationwide following the conclusion of the planned academy trust regulatory review and once the Schools Bill has become law. If passed, the bill will implement many of the policies set out in the government's recent schools white paper.

The draft legislation was introduced in the House of Lords in June and will begin its journey through Parliament.

Caveat: *The bill can be amended in Parliament, so what is set out below is the government's intentions, not necessarily what will end up being signed into law.*

The 22/23 implementation plan outlines how schools, trusts, local authorities and, where applicable, dioceses or other faith bodies, can take the next steps in the journey towards a stronger and fairer system. It also encourages organisations to pose themselves a series of challenging questions – about the growth rate they could sustain as a trust, or capacity of the school or local authority to establish a new trust – to support them in engaging constructively with the Department over the coming year. The Department will, over the course of the year, build on its best practice approach to strategic planning with local areas – known as area-based commissioning – with the intention of expanding the approach nationwide from 23/24.

Here is a summary of the draft legislation.

1. Trust Standards Replace 'Inconsistent' Regulation

Most trust regulation will move from current funding agreements, legislation, and guidance to a new statutory "academy trust standards" regime. This will create a consistent, "simplified legal



framework”, as funding agreements currently differ depending on when they were signed. The DfE said this would “mostly” replicate existing rules, with new requirements on attendance, local governance, and complaints. There will also be new collaborative standard requiring trusts to work “constructively” with partners.

2. Government Can Terminate Academy Trusts

The DfE will have new powers to intervene at academy trust level from September 2023. At present, most of its intervention happens at school-level.

There will be new powers to:

- Issue a ‘notice to improve’, where the education secretary believes a trust has “significant weaknesses in management or governance”
- Issue a direction to an academy trust that has “failed to discharge a duty imposed on it” (including, but not limited to, the academy trust standards)
- Replace an academy trusts’ board of trustees with an interim board if weaknesses are not addressed
- Appoint additional trustees if no progress after a ‘notice to improve’
- Terminate academy trusts, rather than the current school termination powers

3. Tackling ‘Unequal’ Church Land Issues

Many Church of England and Roman Catholic schools operate on sites owned by special charitable trusts.

When they academise and move site, councils currently only have to give these trusts a 125-year lease – whereas non-academy peers are handed land freehold.

The DfE will end this “unequal” setup by mandating that councils hand over sites freehold.

4. Academy Faith Rights Protected...

The DfE will remove a “disincentive” to Christian school academisation by enshrining in statute that they will have the same protections over delivering religious education and collective worship as maintained schools.

It will also ensure the same statutory protection for academies’ religious character as for maintained schools. The laws will provide “reassurance” for faith groups, guarding against trusts amending their rules to “weaken the religious nature” of particular academies.

5. Only Parent Ballot Can Remove Selection

The ability of trusts or governing bodies to propose to remove selection from a grammar school will be removed, with a public ballot of parents the only mechanism to make them comprehensive.

No parental ballot has been held since 2011.

6. Councils Able to Force Through Academy Conversions

Councils will be able to apply for an academy order for their schools – this could be for just one, some or all of their schools.

LAs will only have to consult with the schools’ governing boards and obtain consent from the trustees if they are applying for foundation and voluntary schools.

When an academy order is issued, the governors and local authority will have to take “all reasonable steps to facilitate the conversion of the school”.



If agreement can't be reached with schools, the DfE said whether the LA includes those schools in its plans "will depend upon whether the local authority is prepared to continue to maintain individual schools".

The change is "expected" to begin in September 2023.

The DfE said this would "support" councils to establish new MATs.

There is little in the bill about the white paper pledge, because it is currently DfE policy not to allow council trusts, rather than the law.

7. The New Attendance Rules

The government plans to change the law to require councils to use their powers to promote regular attendance and reduce absences.

Schools will also be required to publish attendance policies and implement efforts to promote regular attendance.

The education secretary will be allowed to decide what will warrant an absence fine, which is currently set at council level.

Current laws on granting absence will be extended to academies.

The government wants these changes to come into effect in September 2023.

8. Another Consultation on Fair Funding

There will be legislation for "direct" school funding, rather than cash going to local authorities to allocate based on their own funding plans.

DfE will consult on the plans "before summer 2022" detailing how it will be implemented. The laws could allow special and alternative provision schools to be funded that way in future.

9. A Register of Children Not in School

The government will legislate to create a duty on councils to keep a register of children not in school.

There will also be a duty on parents to provide information to councils for the register.

Out-of-school education providers will be required to provide information to LAs on request.

Councils will also have to provide support to registered home-educating families where it's required.

10. Powers to Speed Up Truancy Crackdown

The government will also legislate to speed up the issuing of school attendance orders, which are issued by councils on behalf of heads to parents or carers of absent pupils. School attendance orders are a precursor to absence fines.

It is not currently against the law for parents who have been issued with an order to withdraw their child from school. This will become a crime under the proposed legislation.

The maximum penalty for breaching an attendance order will increase to a £2,500 fine or up to 3 months' imprisonment.

11. More Teachers Fall Under Banning Rules

Powers to ban teachers will be widened to cover misconduct by teachers working in online, post-16 and FE settings or not currently teaching, and allow DfE staff to refer teachers.



12. Ofsted Inspectors Able to Seize Illegal School Evidence

The Department will strengthen the powers available for Ofsted to identify and investigate illegal schools and allow inspectors to “act in a more intrusive fashion”. It will be a criminal offence to obstruct or not provide information and assistance to inspectors during visits over suspected lawbreaking. Ofsted can request a warrant where inspectors are denied entry, including for a police constable to attend where “reasonable force is needed”. Inspectors will also be able to search for and seize evidence.

13. Private School Suspension Powers

The government will be able to suspend registration of an independent school for a set period, with the ability to extend that period, where there is a risk of harm to pupils attending or breaches to the independent school standards or the early years framework. It would be an offence for the school to operate during the suspension, punishable by up to six months in prison and/or an unlimited fine.

14. And New Registration Rules

Settings will have to be registered as a school if they provide full-time education to five or more children, or one or more child who has either an education health and care plan or is looked after. Under another change to the law, independent schools will need to apply for government approval if they change proprietor, address, the age range of pupils, the maximum number of pupils, whether the school is for boys or girls and whether it provides accommodation.

15. Speed Up Private School Closure Appeals

Deregistration – which means closure – is the “ultimate sanction” for independent schools, and is often appealed, meaning that institutions can stay open until the action is resolved.

The DfE wants to change the law so that appeals from institutions that have failed for a long time can be heard and resolved more quickly.

Further information can be found at:

https://www.gov.uk/government/news/next-steps-towards-a-stronger-school-system-with-all-schools-in-strong-trusts?fbclid=IwAR2qcRXwHILGM_fLvNdZF3lvPQXjFtnSBEPP14WFiq6saQp7Lswjlg_6ZQ

<https://www.gov.uk/government/publications/local-authority-established-mats-registration-of-interest>

[Schools Bill \[HL\] \(parliament.uk\)](#)

Recommendations for Governors

- Reflect on the information provided
- Consider through a long-term strategic plan what steps the school will take in the future to comply with the proposed Schools Bill
- Consider policy changes e.g., the need for a school to have an attendance policy. Over time undertake research and carry out due diligence so that an informed decision can be made about Academisation



1.2	Finance
1.2a	<p>Easing Budget Pressure with Effective ICFP</p> <p>At Entrust, we know how hard it is to deliver the very best education for your pupils within budget, no matter how much funding you receive. Costs are rising, we're still playing catch-up after the pandemic, and budget-driven cuts are playing havoc with staffing and curriculums.</p> <p>Integrated curriculum financial planning (ICFP) is one answer to this, and together with effective school resource management, will help you to achieve both educational success and financial sustainability.</p> <p>Entrust has been delivering ICFP training on behalf of the Department for Education (DfE) for the past two years, so we're here to help you every step of the way. Take a look at our latest article, where we give you some handy information, tools, and resources, as well as practical tips to help you save money on your day-to-day costs.</p> <p>Read our latest article here</p> <p>And don't forget to contact us for any of your ICFP requirements – we have a solution to meet your needs.</p>
1.2b	<p>Forward Notice About Implications for Holiday Pay</p> <p>Supreme Court Makes Decision on Holiday Pay for Term Time Teachers</p> <p>The Harpur v Brazel case involved Ms Brazel, a term-time music teacher, who believed her holiday pay should be calculated using her average earnings over a 12-week period and not pro-rated.</p> <p>In July the Supreme Court ruled that employees that only work for part of the year, such as term-time staff, are entitled to the same holiday pay as employees working all year.</p> <p>This decision will impact how employers in the Education sector calculate holiday pay for part-year workers.</p>
1.2c	<p>Teaching Staff Pay Increase</p> <p>The Government fully accepted the pay recommendations from the School Teachers' Review Body (STRB) in July.</p> <p>The STRB published its recommendations for teachers' pay in the 2022/2023 academic year. The government then accepted the recommendations in full, meaning teachers across England will receive pay increases of between 5 and 8.9 percent from September.</p> <p>Starting salaries will rise by 8.9 per cent as planned, as part of the pledge to raise future starting pay to £30,000.</p> <p>This means teachers early in their career will receive rises of between 5 and 8.9 per cent.</p>



	<p>More experienced teachers and leaders will receive rises of 5 per cent, which the DfE said was equivalent to an increase of almost £2,100 on the average salary of £42,400 this year.</p> <p>However, the improved rise is still far below the current rate of inflation, which stands at 9.1 per cent, and unions have said they will consult their members on possible industrial</p> <p>Schools are also not expected to receive extra cash to cover the increased rises, with the government pointing to its existing funding settlement, which will see per-pupil funding rise by just 1.9 per cent next year.</p>
1.2d	<p>Details of the National Funding Formula (NFF) for 2023/2024</p> <p>In guidance on the NFF for 2023/2024 published by the DfE in July, the government announced that funding through the schools NFF is increasing by 1.9 percent overall in 2023/2024. According to the documents, the funding floor will mean all schools attract at least 0.5 percent more pupil-led funding per pupil compared to 2022/2023.</p> <p>Some education unions have criticised the government's plans – for example, Kevin Courtney from the NEU warned a 0.5 percent increase for many schools will be '<i>as much as 9 percent behind inflation</i>'.</p> <div> <p>Further information can be found at:</p> <p>https://www.theguardian.com/law/2022/jul/20/uk-part-year-workers-entitled-to-full-paid-annual-leave-court-rules</p> <p>https://www.gov.uk/government/publications/school-teachers-review-body-strb-remit-letter-for-2022</p> <p>https://www.gov.uk/government/publications/national-funding-formula-for-schools-and-high-needs</p> </div> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • Reflect on the implications for budgets and how you will address the increase in teachers pay.
1.3	Teaching and Learning
1.3a	<p>Assessment Update</p> <p>Scaled Scores for Key Stage 1</p> <p>At the end of key stage 1 (KS1), pupils take national curriculum tests in mathematics and English reading. They may also take an optional English grammar, punctuation and spelling test. The government uses scaled scores to report the outcomes of these tests to ensure accurate comparisons of pupil performance over time are made.</p>



Teachers will take a pupil's performance in the tests into account when making their teacher assessment judgements. These judgements are used to report on the progress of pupils at the end of the key stage. This was reported to parents at the end of the summer term.

The number of marks pupils needed in their key stage 1 tests to achieve the government's "expected" score was announced in early June 2022

To meet government expectations, pupils must achieve 100 in their scaled scores. But this equates to different marks for each paper (maths; reading; grammar, punctuation, and spelling) and can change each year.

Converting a pupil's raw score to a scaled score simply requires looking up the raw score on the tables which can be found in the document referenced below on the government's website. (See link) and reading across to the appropriate scaled score.

The range of scaled scores available for each test is the same as set in 2016 and is intended to stay the same in future years. The lowest scaled score that can be awarded on a KS1 test is 85. The highest scaled score is 115.

Pupils scoring at least 100 will have met the expected standard in the test.

A pupil awarded a score of 99 or less has not met the expected standard in the test.

A scaled score between 100 and 115 shows the pupil has met the expected standard in the test.

Pupils need to have a raw score of at least 3 marks to be awarded the minimum scaled score Test

Calculating Raw Scores

The KS1 tests are marked locally in schools to calculate the total number of marks a pupil receives. Each of the KS1 tests has 2 papers. You add the scores from both papers to calculate the raw score for the test in each subject.

Number of Marks Available in the Paper

	Total Number of Marks Available for the Test	Highest Raw Score
English Reading: Paper 1	20 marks	40 marks
English Reading: Paper: 2	20 marks	
Mathematics: Paper: 1	25 marks	60 marks
Mathematics: Paper: 2	35 marks	
English Grammar, Punctuation and Spelling: Paper 1	20 marks	40 marks
English Grammar, Punctuation and Spelling: Paper 2	20 marks	



The marks required for 2022 on each of the key stage 1 SATs tests are:

- Maths: 35 out of 60 (up from 34 in 2019)
- Reading: 26 out of 40 (up from 25 in 2019)
- Grammar, punctuation, and spelling: 24 out of 40 (same as 2019)

It is possible for a pupil to have met the expected standard in the test, but not for teacher assessment, because of gaps in their knowledge or understanding. It is also possible for pupils to have demonstrated their attainment of the 'pupil can' statements through their classwork, but not to have achieved the mark for a related question on the test. If a pupil gets a question wrong in the test on an area of the curriculum that they have demonstrated in their classwork, the teacher will want to take this into consideration when making their teacher assessment judgement.

Together, the tests and teacher assessment provide a broader picture of pupil attainment.

Key Stage 2

The key stage 2 SATs results 2022 were released on Tuesday 5th July 2022.

Key Stage 4: 'Progress 8'

In previous years, establishing students' prior attainment involved taking their raw scores in KS2 tests and converting these into a 'fine level', e.g., 4.75 would indicate a student whose test score was exactly three quarters of the way along the range of marks allocated to Level 4.

However, since 2016, the system for reporting KS2 SATs results has involved converting the raw test scores into a continuous scale of 'scaled scores'.

These scaled scores are not as precise as fine levels were – each score represents a range of raw test marks rather than just a single mark (e.g., in the 2016 KS2 maths test, a scaled score of 101 was allocated to the mark range 65-69 out of 110). The raw scores for individual pupils can be downloaded from the DfE's (soon to be decommissioned/replaced) [key to success](#) website.

Update (April 2022) – at KS4, the [DfE have confirmed](#) that, for the calculation of a pupil's prior attainment, they plan to use the average of their scaled score in KS2 reading and scaled score in KS2 maths. However, the precise nature of the Progress 8 model, such as how the pupils are split into different prior attainment groups, will be released in the autumn.

NB the recent guidance does confirm how pupils will be split into the 3 broad prior attainment (PA) categories of 'High', 'Middle' and 'Low', although it should be noted that these broad categories do not form the basis of how Progress 8 is calculated. They are merely about slicing the cohort into 3 broad groups for data analysis purposes.

The guidance confirms that the Low PA group will be pupils whose average scaled score is below 100, and High PA group will be those whose average scaled score is 110 or higher. (The Middle PA group are those in between – scores from 100 upwards but less than 110.)



	<p>Further information can be found at:</p> <p>https://www.gov.uk/government/publications/2022-scaled-scores-at-key-stage-1#:~:text=A%20scaled%20score%20between%20100,awarded%20the%20minimum%20scaled%20score.</p> <p>https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-1</p> <p>Secondary accountability measures 2021 to 2022 (publishing.service.gov.uk)</p> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> Governors need to discuss examination results with leaders using the information provided. Challenge and support as appropriate.
1.3b	<p>SATS Key Stage 1 Update</p> <p>SATS Update</p> <p>Key Stage (KS) 1 SATs to Be Scrapped From 2023/2024</p> <p>The Standards and Teaching Agency (STA) has emailed school leaders to confirm that KS1 SATs will become non-statutory from September 2023, meaning primary schools will not need to run them in 2024.</p> <p>KS1 SATs were supposed to be scrapped last year following the introduction of the Reception Baseline Assessment (RBA), but this was pushed back due to the coronavirus (COVID-19) pandemic.</p> <p>The STA's emails states that a full programme of primary assessments will be run in the 2022/2023 academic year, including: -</p> <ul style="list-style-type: none"> Reception Baseline Assessment Phonics screening scheme Multiplication check KS1 and KS2 assessments <p>Further Information can be found at:</p> <p>https://www.gov.uk/government/organisations/standards-and-testing-agency</p> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> Reflect on the future implications for your school.



1.3c

Assessment results update

SATS results update Key Stage 2

These are the first key stage 2 attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic

These statistics cover the attainment of year 6 pupils who took assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.

Attainment in all of reading, writing and maths has decreased compared to 2019

59% of pupils met the expected standard in all of reading, writing and maths, down from 65% in 2019. This is called the combined score.

In individual subjects, attainment increased slightly in reading and fell in all other subjects compared to 2019

74% of pupils met the expected standard in reading, up from 73% in 2019.

71% of pupils met the expected standard in maths, down from 79% in 2019.

69% of pupils met the expected standard in writing, down from 78% in 2019.

72% of pupils met the expected standard in grammar, punctuation, and spelling, down from 78% in 2019.

79% of pupils met the expected standard in science, down from 83% in 2019

It was reported in the Times Education Supplement that key stage 2 SATS results show a “*disappointing*” fall in attainment compared with before Covid, with the biggest drop being seen in writing.

The NAHT school leaders’ union has also called for a “thorough review” of how SATS have operated this year.

There were issues concerning: -

- Accessing the help line
- Missing papers which have resulted in some schools not receiving their results
- The quality and accuracy of marking

School-level data will not be published in public performance tables this year.

A Department for Education spokesperson said the department recognised that pupils had missed a “*critical period of their education due to the pandemic*” and said the government was now “*driving forward work to get children back on track*”, including through the National Tutoring Programme.



Key Stage 1 Results (Year 2 Pupils)

The percentage achieving the expected standard or above is as follows: -

In writing fell from 70% in 2019 to 59% in 2022.

In reading, the percentage of pupils achieving this standard fell from 76% to 68%

In maths from 77% to 70%.

Scaled Scores for 2022 KS1 SATs Released

In July, the DfE announced the number of raw marks pupils need in their KS1 SATs to achieve the government's 'expected' score. To meet this score, pupils must achieve a scaled score of at least 100. A different raw mark applies for each paper and the figure can change each year.

Converting a pupil's raw mark to a scaled score requires looking up the raw mark in the DfE's '[2022 KS1 raw score to scaled score conversion](#)' chart and reading across to the appropriate scaled score.

The marks required for 2021/2022 on each of the KS1 SATs tests are:

- Maths – 35 out of 60 (up from 34 in 2019)
- Reading – 26 out of 40 (up from 25 in 2019)
- Grammar, punctuation, and spelling – 24 out of 40 (same as 2019)

In summary, both the maths and reading tests have seen a one-point increase in the 'expected' standard threshold for this academic year. The DfE's information on understanding the scaled score can be read by following the link below. In summary it states

A scaled score between 100 and 115 shows the pupil has met the expected standard in the test.

The lowest scaled score that can be awarded on a key stage 1 test is 85.

The highest score is 115.

Pupils need to have a raw score of at least 3 marks to be awarded the minimum scaled score.

For further information, please also refer to the guidance on [understanding scaled scores at key stage 1](#).

Year 1 Phonics

The 2022 phonics screening check threshold mark was announced in late June as 32. Teachers were asked to check each pupil's marks against the threshold to establish whether they have achieved the expected standard. First results release= National result 75.70%.

Early Years Foundation Stage/ Reception Baseline Assessment

The Early years foundation stage profile results for 2022 will be confirmed in the autumn term.

First results release= National result 65%. (To be confirmed)



	<p>Looking to next year, here are the proposed dates for assessments for the 2022/23 academic year</p> <p>Reception Baseline Assessment</p> <p>Schools must complete the reception baseline assessment for each child in the first 6 weeks after they enter reception.</p> <p>Key Stage 1</p> <p>The key stage 1 tests should be administered during May 2023.</p> <p>Phonics Screening check during the week commencing Monday 12th June 2023.</p> <p>Key Stage 2</p> <p>The key stage 2 tests are timetabled from Monday 8 May to Thursday 11 May 2023.</p> <p>Multiplication Tables Check</p> <p>Schools should administer the multiplication tables check within the 3-week period from Monday 5 June 2023.</p> <div data-bbox="223 1108 1476 1400"> <p>Further Information can be found at:</p> <p>https://www.gov.uk/government/statistics/key-stage-2-attainment-2022-national-headlines</p> <p>https://www.gov.uk/government/publications/2022-scaled-scores-at-key-stage-1</p> <p>https://www.gov.uk/government/publications/phonics-screening-check-2022-materials</p> </div> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • Reflect on the information provided with leaders and scrutinise your school data and make comparisons to the national results. • Consider what your school must do next to improve on current results if appropriate.
1.3d	<p>Ofsted Update</p> <p>Ofsted General Information</p> <p>Ofsted's education director and deputy director have started providing free webinars for schools, to bust some of the myths that abound about school inspections.</p> <p>These free webinars cover clarification on deep dives, subject leadership in primary schools, and early reading.</p> <p>The recording is on YouTube:</p>



<https://youtu.be/EoTkG5vdYJA>

There are more to follow on safeguarding and governance. Watch this space!!

Ofsted Releases New School Inspection Handbooks

In mid-July Ofsted released a set of new school inspection handbooks that will come into effect on 1 September 2022.

The current Section 8 and Section 5 handbooks have now been merged into the [schools inspection handbook for September 2022](#) and the [school monitoring handbook](#).

Ofsted also released updates to the following

[Education Inspection Framework \(EIF\)](#)

[early career framework and national professional qualification inspection framework and handbook](#)

[early years inspection handbook](#)

[initial teacher education \(ITE\) inspection framework and handbook](#)

**Here is a table to support your with understanding the timetable for inspections.
Which can be found by following this link**

https://www.gov.uk/government/publications/school-inspection-handbook-eif?utm_campaign=2458363_NAHT%20News%20-%2013%20July%202022&utm_medium=email&utm_source=National%20Association%20of%20Head%20Teachers&dm_i=3OT7,1GOVV,1MNNRI,5D5LM,1



Summary table of Ofsted state-funded school inspections

Type of inspection	Graded	Ungraded	Urgent	Monitoring
Legal powers for inspection	Section 5 of the Education Act 2005	Section 8 of the Education Act 2005	Section 8 of the Education Act 2005	Section 8 of the Education Act 2005
Schools eligible for this inspection	All schools – but most schools with an outstanding/good judgement get an ungraded inspection instead	Schools with an outstanding/good judgement	All schools – but only triggered by a specific concern in a specific school	Schools with an inadequate judgement or 2 consecutive requires improvement judgements
Outcome	A grade (outstanding/good /requires improvement/ inadequate) for the 4 key judgements (quality of education/behaviour and attitudes/personal development/leadership and management) and for overall effectiveness	(1) The school remains good/outstanding (2) The school remains good, but with evidence it may be judged outstanding on a graded inspection (3) The school remains good/outstanding, but with evidence it may receive a lower grade on a graded inspection (4) The inspection was deemed a graded inspection	If inspectors have sufficient concerns about the school, they will deem the inspection a graded inspection and the outcomes will be as for graded inspections. If inspectors do not have serious concerns, they will produce a report setting out their findings in relation to the concerns that triggered the inspection	That the school is, or is not, making progress to improve
Likely timing of inspection after the previous graded or ungraded inspection (not including any COVID-19 delay)	Around 4 years for schools with an outstanding or good judgement and around 30 months for schools with a requires improvement or inadequate judgement	Around 4 years	N/A	Around 12 months for schools with a requires improvement judgement and 3 to 30 months (up to 5 inspections in that period) for schools with an inadequate judgement
Resets the statutory clock?*	Yes	Yes – except in outcome 3 (see above)	No	No

* The law usually requires the maximum interval for inspections to be within 5 school years from the end of the school year in which the last relevant inspection took place. However, for schools last inspected before 4 May 2021, the legal maximum will, instead, be up to 7 years.

Summary of Changes – Six Main Changes to Note

1. Transition Period on Curriculum Will Come to an End

The transition period was initially created to acknowledge that schools might need time to adjust to the new curriculum with focus on Ofsted inspections when the Education Inspection Framework launched in 2019. It was originally intended to last for a year but was extended by two more years because of the Covid pandemic.

Ofsted put in place temporary arrangements that applied to how it assessed the curriculum intent of a school. These arrangements applied where inspectors were considering whether to award a “good” judgement for a school’s quality of education.

The 2019 framework introduced the quality of education grade and Ofsted assesses this, in part, through looking at the intent, implementation and impact of the curriculum.

Ofsted criteria for being good on curriculum intent include:

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND (special educational needs and disabilities), the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.



During the extended transition period, Ofsted inspectors have been able to rate a school as “good” for curriculum intent if, on the above points, “this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about and are making any necessary amendments in response to the pandemic”.

This transition period will come to an end in September.

2. New Grade Descriptors

Ofsted has said that the transitional arrangements will be replaced with a new grade descriptor that has been added to the quality of education judgement from September.

It says this acknowledges that settings are no longer facing emergency measures connected with Covid and are taking longer-term approaches to return pupils and learners to the curriculum.

The wording of this grade descriptor for “good” in the school inspection handbook from this September is as follows:

“The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of Covid-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils’ interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.”

3. School Inspections Renamed

Another key change to the inspection handbook is the renaming of two of the main types of school inspection.

From the start of the new academic year, the updated [school inspection handbook](#) will see Section 5 inspections now referred to as “**graded inspections**” and Section 8 inspections of good and outstanding schools called “**ungraded inspections**”.

Ofsted has said the purpose of each inspection type and how they are carried out remains unchanged. The inspectorate said the change in name is “simply aimed at promoting a better understanding of the types of inspection Ofsted conducts and why, especially among parents”.

4. Moving Beyond an Emergency Response to COVID

The inspectorate has said that it is aware that Covid continues to have an “impact on early years settings, schools and further education providers, and is likely to affect how they make decisions for some time”.

However, it said that education providers are moving on from an emergency response to the pandemic and returning to more usual ways of working.



To reflect this, Ofsted has said that paragraphs regarding temporary Covid-19 measures have now been incorporated into the main sections of each of its handbooks. This is to make it clear that inspectors will continue to take account of issues that providers may be facing.

In a recent Ofsted blog, it states.....: “For example, we have placed a clear expectation that conversations between leaders and the lead inspector will continue to include a discussion on the impact of Covid-19.”

5. Predecessor Schools’ Inspection Judgements

Ofsted’s updated schools inspection handbook has been amended to include a section on “*new schools*”, which clarifies that if a school changes its unique reference number (URN), which can happen if a maintained school becomes an academy, it “*legally becomes a new school and judgements of the predecessor school are not those of the new school*”.

The new handbook goes on to say that academy schools account for most new schools. It says these include “free schools, former maintained schools that have voluntarily converted to become academies (academy converters), and former maintained schools that were judged as “inadequate” by Ofsted and were directed by the secretary of state to become academies”.

The handbook adds: “Judgements made about a predecessor school with a different URN are not judgements about the new school, even if the new school is, or seems to be, substantially the same provision. Inspectors may look at the performance of any predecessor school as part of pre-inspection planning.

“They can look at this data to consider whether the new academy has improved on, or declined from, its predecessor’s performance and whether it has tackled any areas of weakness or built on strengths from the predecessor school. However, inspectors will take care not to give undue weight to any progress or attainment compared with those of the predecessor.”

This clarification is particularly significant as the Department for Education is pushing ahead with plans to be able to academise schools on the basis of two consecutive “requires improvement” judgements – even in cases where one of the judgements relates to a predecessor school.

6. Switching Inspection Types

The inspection handbook has been updated to show how Ofsted’s regional directors can change the type of inspection a “good” school can receive if it no longer believes it is likely to improve to achieve an “outstanding” grade.

It says that where a “good and improving” school no longer believes that they are “*outstanding*”, a regional director may decide to cancel a graded inspection of the school (previously known as section 5) – which would have allowed it to become “*outstanding*” – and hold an ungraded inspection instead, meaning it would remain graded as “*good*”

Ofsted Research Review Series – Computing

Over the past year Ofsted has published a number of reviews of the curriculum. The most recent subject area to be reviewed is **Computing**.



This review explores the literature relating to the field of computing education. Its purpose is to identify factors that can contribute to high-quality school computing curriculums, assessment, pedagogy, and systems.

Ofsted use this understanding of subject quality to examine how computing is taught in England's schools. They will then publish a subject report to share what we have learned.

The purpose of this research review is set out more fully in the 'Principles behind Ofsted's research reviews and subject reports'

Since there are a variety of ways that schools can construct and teach a high-quality computing curriculum, it is important to recognise that there is no single way of achieving high-quality computing education.

Ofsted states that digital technology is driving extraordinary global changes that some are calling the Fourth Industrial Revolution. Navigating these changes effectively and safely requires a significant understanding of digital literacy, information technology and computer science. This knowledge is also crucial if business, industry, and individuals are to exploit the opportunities offered by this revolution. The national curriculum makes it clear that computing is mandatory at key stages 1 to 4 and that '*a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world*'

Further information can be found at:

[School inspection handbook – GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-inspection-handbook)

https://www.gov.uk/government/publications/research-review-series-computing/research-review-series-computing?fbclid=IwAR12d-M_9rqvOLSGCWP9j9KSftZvMzLNi-K3KZaaUruyJnK

Recommendations for Governors

- Reflect on the information provided with leaders and be prepared for the changes as indicated above.
- Link governors to utilise the information to support a link governor monitoring visit and support a conversation with school leaders about computing in schools.

1.3e

Tutoring League Tables

New tutoring "league tables" will be published this autumn, it has been confirmed, as ministers seek to name schools that have not yet used the catch-up programme.

The government will publish school-level data on take-up, alongside the funding allocations and numbers of pupils eligible for the pupil premium to improve transparency and support uptake of the scheme.

The [Department for Education figures](#) suggest two in five schools have not used government-funded tutoring yet.



Schools that have not signed up to the National Tutoring Programme will also be contacted directly by government to “discuss their plans”, while data on take-up will also be passed to Ofsted.

Some unions have accused the government of “political grandstanding” to distract from the “mess” made of the tutoring scheme.

Former Education Secretary Nadhim Zahawi has written to schools to confirm his intention to publish the data this autumn to help parents “understand how their school is taking up the offer of government-funded support to help pupils catch up on lost learning”.

Data Will Be Shared with Ofsted

The data “will also be shared with Ofsted, with the department working with Ofsted over the coming months on the best use of that data”.

Zahawi said he wanted to appeal “in particular to those schools that have not yet started to offer tutoring, to make sure that you do so as soon as possible— do not miss out on an opportunity to help pupils who could benefit now”.

From June onwards the DfE contacted schools yet to offer tutoring to “discuss their plans and offer further support to ensure they can offer tutoring to their pupils.

The DfE said it intended to publish school-level take-up data for the 2021-22 academic year this autumn. This would be on top of existing government data on national take-up, and school-level funding allocations.

Union representatives from ASCL have commented that: -

“This is effectively a new accountability measure which has been introduced at the eleventh hour in a rather underhand manner.”

The scheme was “*not straightforward*” and pointed out the funding was “*only a partial subsidy with schools expected to meet the rest of the cost of tuition through other budgets*”.

“The decision to publish data feels very much like an attempt to shift the focus away from its manifest failings and on to schools.”

The NAHT, also warned that delays, conflicting guidance, and a shortage of tutors in some areas “*has meant many schools have simply not been able to use the national tutoring programme*”.

*“It is completely wrong for the government to seek to hold schools to account for delivering tutoring, when it has yet to create a programme that properly delivers for schools and pupils.”*untability

For more information or to discuss any requirements:

[National Tutoring Programme, March 2022 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)



	<p>Recommendations for Governors</p> <ul style="list-style-type: none"> Consider the impact this will have (if any) on your school. Discuss with school leaders how tutoring has been managed in school and its impact.
1.3f	<p>Behaviour in Schools Including Searching, Screening and Confiscation</p> <p>Advice for Schools on Behaviour</p> <p>This advice document was updated in July 2022</p> <p>This guidance is for:</p> <ul style="list-style-type: none"> School Leaders School Staff Governing Bodies Trust Boards and Proprietors in all Maintained Schools Academies and Free Schools and Independent Schools in England <p>This advice has many statutory elements attached to it. It includes advice for school leaders and emphasises the need for a whole school approach to managing behaviour</p> <p>Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe, and supportive environments which children and young people want to attend and where they can learn and thrive.</p> <p>Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. Many schools successfully create environments in which behaviour is good and pupils can learn and feel safe. Some schools need to improve their approach to behaviour and even successful schools need to be continually working to maintain high standards of behaviour.</p> <p>Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.</p> <p>Well-managed schools create cultures where pupils and staff flourish in safety and dignity. It is particularly important that headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff should be trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.</p> <p>Searching, Screening and Confiscation at School</p> <p>The DfE have also updated their guidance document on Searching, screening and confiscation at school</p> <p>This guidance explains the powers schools have to screen and search pupils, and to confiscate items they find. It applies to:</p> <ul style="list-style-type: none"> Local-Authority-Maintained Schools



- Academies and Free Schools
- Pupil Referral Units (these provide education for children who can't go to a mainstream school)
- Non-Maintained Special Schools (for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)

The guidance covers:

- How to safely search or screen children in schools
- Prohibited items schools can search for such as ill-legal substances, weapons, alcohol, cigarettes, fireworks pornographic images or any other item banned under school rules
- Powers to confiscate items found during searches

For more information or to discuss any requirements:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089690/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Recommendations for Governors

- Reflect on the information provided with leaders and be prepared for the changes as indicated above
- Review policies as appropriate
- Be aware of this guidance and the impact it might have on associated school policies

1.3g

PE and Sports Premium Update

The Department for Education (DfE) confirmed on the 25th of June 2022 that the Primary PE and sport premium funding will continue for the academic year 2022-23. The funding is a ring-fenced grant for English primary schools to provide additional and sustainable improvements to the quality of PE, sport, and physical activity.

Opportunities for pupils to get active and stay healthy continue to become available through the PE and Sport Premium.

£320 million will be delivered to schools in 2022 and 2023 to give more children access to high quality PE lessons and sporting opportunities, supporting both their physical and mental wellbeing. £11 million will also support the continuation of the School Games programme to give particularly passionate and talented young people the opportunity to participate in competitive sport.

The PE and Sport Premium and School Games programme support the government's commitment to ensuring children and young people have access to at least 60 minutes, or 20 minutes for children with a disability, of physical activity a day. Building on this commitment, £10 million is



supporting schools to open up sport and swimming facilities. The DfE has already provided funding from phase 1 and 2 of this initiative to schools and is currently procuring a national delivery partner to allocate further funding and advice to schools over the next phase of the programme.

This part of the *levelling up* agenda regarding the nation's health, tackling disparities and giving every child the healthiest start in life – no matter where they're from – is a top priority. Being physically active in childhood is vital to long-term health and wellbeing, and this funding will help children enjoy leading more physical lives.

The PE and Sport Premium is funded by both the Department for Education and the Department for Health and Social Care.

The government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day is set out in the [school sport and activity action plan](#).

The primary PE and sport premium ("the premium") will be paid by the Secretary of State for Education ("Secretary of State") to the local authority ("authority"), as a grant under section 14 of the Education Act 2002. In accordance with section 16 of that Act. The authority is required to distribute the premium to maintained schools only (including pupil referral units and hospital schools but excluding maintained nursery schools)

Schools with 17 or more pupils receive £16,000 plus £10 per pupil

Schools with 16 or fewer pupils receive £1,000 per pupil

All schools must publish information about their previous use of the premium on their website by the end of the **summer term or 31 July at the latest**.

Schools must publish:

- The amount of premium received
- A full breakdown of how it has been spent
- What impact the school has seen on pupils' PE and sport participation and attainment
- How the improvements will be sustainable in the future
- The percentage of pupils within their year 6 cohort for academic year 2021 to 2022 that can do each of the following:
 - o Swim competently, confidently, and proficiently over a distance of at least 25 metres
 - o Use a range of strokes effectively (for example front crawl, backstroke, and breast-stroke)
 - o Perform safe self-rescue in different water-based situations

If selected, schools must also take part in a sampling review to scrutinise their compliance with these terms.

Further Information can be found at:



	<p>https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2021-to-2022</p> <p>PE and sport premium for primary schools - GOV.UK (www.gov.uk)</p> <p>School sport and activity action plan - GOV.UK (www.gov.uk)</p> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • Check that leaders have published the above information by the 31st of July 2022, deadline on the school website. • Ensure governors have reviewed the information on the school website
1.3h	<p>Music Service – Support Programme</p> <p>In late June 2022 the DfE and Department for Digital, Culture, Media and Sport published a national plan for music education</p> <p>This policy paper sets out the DfE’s vision for music education and how this can be achieved through partnerships with schools, music hubs and others.</p> <p>The DfE would like every school to have a “music development plan” by September 2023 at the latest, setting out their curricular and co-curricular offer, staffing arrangements and funding.</p> <p>The Newly Published Policy Paper Entitled</p> <p><i>The power of music to change lives: a national plan for music education</i> can be found by following the link below.</p> <p>Further information can be found at:</p> <p>The power of music to change lives: a national plan for music education - GOV.UK (www.gov.uk)</p> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • Does the school know which children are electing to take part in additional music provision, beyond the curriculum? • Is there support in place for children from low-income families or children with SEND? • Does the music lead know about the support provided by the music service to enable all children to have the same opportunities in Music? <p>Page 12 from this report by the Child Poverty Action Group highlights the challenges facing many young people:</p>



	<p>https://cpag.org.uk/sites/default/files/files/policypost/The_Cost_of_the_School_Day_in_England_Pupils_Perspectives_0.pdf</p> <p>Consider how link governors could support the formulating of a music development plan by September 2023 at the latest.</p>
1.3i	<p>School Suspensions and Permanent Exclusions</p> <p>Statutory Guidance on School Suspensions and Permanent Exclusions</p> <p>The Statutory guidance on School suspensions and permanent exclusions was updated for September 2022.</p> <p>This applies to the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies, and pupil referral units.</p> <p>This guidance details the legal responsibilities for those who suspend (fixed period exclusion) and permanently exclude pupils from educational settings, including:</p> <ul style="list-style-type: none"> • Headteachers • Local Authorities • Governing Bodies • Academy Trusts • Independent review panel members • Independent review panel clerks • Special educational needs experts <p>It governs the exclusion of pupils from:</p> <ul style="list-style-type: none"> • Local-Authority-Maintained Schools • Academies and Free Schools • Pupil Referral Units <p>Statutory guidance sets out what schools and local authorities must do to comply with the law.</p> <p>What has changed in this edition?</p> <p>This guidance has been updated to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment. This guidance provides schools and other bodies involved in this process with information so that they can continue to use suspensions and permanent exclusions appropriately.</p> <p>In addition, specific changes to the legislation governing the disciplinary school suspension and permanent exclusion process have been made and so changes have been made to the guidance to reflect this. Permanent exclusions will sometimes be necessary as a last resort to maintain this environment.</p> <p>The following is a list of updates:</p>



- Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH. Further information of other actions that should take place after an exclusion is cancelled is set out in paragraph 13.
- When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.
- When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.
- Guidance on the role of a social worker and VSH, during governing board meetings and IRP meetings.
- Guidance on managed moves, what they are and how they should be used.
- Clarified guidance on the use of off-site direction 5 as a short-term measure that can be used as part of a school's behaviour management strategy.
- Further guidance on the practice of involving pupils so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or permanent exclusion process, considering their age and ability to understand.
- Guidance for governing boards to ensure that they review data to consider the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used, when necessary, as a last resort.

Further information can be found at:

<https://www.gov.uk/government/publications/school-exclusion>

Recommendations for Governors

- Reflect on the information provided with leaders and be prepared for the changes as indicated above.
- Link governors to utilise the information to support a link governor monitoring visit and support a conversation with school leaders.
- Be aware of this guidance and the impact it might have on associated school policies.

1.4 Safeguarding

1.4a Safeguarding Update

a) 'Keeping Children Safe in Education' (KCSIE) 2022

An updated version of '*Keeping children safe in education*' (KCSIE) 2022 is now statutory.



The changes to safeguarding guidance include an extra 13 pages of guidance compared with the previous document,

Here are the key changes you need to know about:

1. Time Constraints Added to Pupil Data Transfer

On page 32, paragraph 121, new text has been added to include a definitive timeframe for the transfer of files for when children leave the school.

Specifically, the new guidance states:

*"Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and **within 5 days** for an in-year transfer or within the **first 5 days** of the start of a new term to allow the new school or college to have support in place for when the child arrives."* [Our emphasis]

The update is intended to make it clear that the **five-day rule** is in place and ensure schools are aware of the need to carry out prompt data transfers. As this is now live from September, it means previous Year 11 pupils awaiting confirmed destinations based on their GCSE grades will be covered by the new guidance.

2. The Need for Pupils to Have an 'Appropriate Adult' During Police Investigations

In the annexed information at the end of KCSIE, on page 162, under the subheading "working with others", a small but crucial change has been made to one of the bullet points. *'[DSLs should]...liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. **This should include being aware of the requirement for children to have an Appropriate Adult***

Further information can be found in the Statutory guidance - PACE Code C 2019.

[PACE Code C 2019](#) details the role a person undertakes when acting as the "appropriate adult" (usually a parent, guardian or social worker) while a student is being questioned or detained by the police. It includes an expectation that the appropriate adult will "support, advise and assist" the young person, and also "observe whether the police are acting properly and fairly to respect [the young person's] rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not".

3. Online Checks for New Staff

As expected from the consultation, the new KCSIE includes [recommendations for potential new staff to be subject to a "digital screening"](#) process prior to interview. On page 53, paragraph 220, the instruction reads:

"As part of the shortlisting process, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview."



These checks should only be for checking suitability for working with children and not other areas of a person's life, if the checks uncover that a candidate is a parent or reveal their sexual orientation, ethnicity, or another protected characteristic, that cannot be used as a basis for the decision whether or not to call them for an interview.

To understand what we need to do and why, here is an explanation of that paragraph.

- “Should consider” — this is statutory guidance so we know ‘should’ really means must, so unless you have a very good reason to depart from the guidance, you need to follow it
- “As part of the shortlisting process” — we only need to take this step on those we shortlist, not all applicants. This means amending our process to add in this step
- “Help identify any incidents or issues” — this is the crux of the ‘why’ and helps us focus on what we are looking for: things said or done that would either harm the reputation of your school or trust or make the candidate unsuitable to work with children.
- “Publicly available online” — this is important: we do not need to delve into the private/locked down content of social media accounts, all we are looking for is information that is available to anyone through the usual search engines and websites. We should not be asking candidates to provide us with log in details for social media accounts so we can trawl through that content.
- “Might want to explore with the applicant at interview” — note the ‘might’: we can determine that the content is so serious that we opt to bring the recruitment process to an end. If we continue, we put the content to them at interview in the same way we would any issues in a reference or adverse information on a DBS check

Schools will need to add to their application form that they will be checking their online presence.

4. All Governors to Receive Safeguarding Training

On page 23, in the section titled: "Part two: The management of safeguarding", a new paragraph appears on the responsibility for governors to receive safeguarding training.

"Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction.

This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated."

This is an expected addition, which appeared in the version put out to consultation. This emphasises the key role governors play in ensuring that schools and colleges are safe places for young people to learn and the important role governors play in holding school leaders accountable. This should not mean governors simply attend whole-staff safeguarding training and nothing else because, as a governor, they are in a strategic, not an operational, role and so would need training specific to their role.

"[The addition] makes clear the importance of boards having a sound understanding of safeguarding so that they can support and challenge their school leaders effectively and with confidence,"



This follows on from an update to KCSIE that came into effect in September 2021, in which [guidance regarding allegations against governors](#) was added - showing that the focus on governors remains a priority.

5. More Detail on the Effects of Domestic Abuse

On page 14, under "safeguarding issues", a new paragraph appears titled "domestic abuse", where more information has been included on what kind of impact victims of domestic abuse might experience:

"Domestic abuse...can [be] psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn."

On page 10, another addition has been made to "indicators of abuse and neglect" where more text has been included. It now says:

"Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others."

These changes reflect the general increased awareness of the wider impact of domestic abuse, and come at a time following the pandemic when, according to the [Office for National Statistics](#), domestic abuse victim services saw "an increase in demand", particularly as lockdown measures eased.

6. 'Peer-On-Peer' Wording Changed to 'Child-On-Child'

As expected, throughout the guidance, changes have been made so that references to "peer-on-peer" abuse are replaced with "child-on-child" abuse. Previously, where both terms were used, it caused confusion. Could 'peer-on-peer' refer to two adults, for example?

This makes it explicitly clear that it refers to children. This may seem a small change but the change to 'child-on-child' is an improvement on the language and perhaps allows for more clarity. Furthermore, content from the Department for Education document [Sexual violence and sexual harassment between children in schools and colleges](#), last updated in September 2021, has also been moved across into **part five, page 103** of the KCSIE document: "Child-on-child sexual violence and sexual harassment".

Previously this section was an advice document for governors, senior leaders and designated safeguarding leads (DSL), but by moving it into KCSIE it now means it is part of the **statutory** guidance. In the proposal, it says they have moved this content to give it the 'additional prominence'

Schools should ensure that any policies they have that refer to "peer-on-peer" abuse are updated to "child-on-child" to reflect the new KCSIE guidance.

7. New Focus On 'Early Intervention'



What was previously referred to as "early help" in the 2021 KCSIE guidance has now been re-named "early help assessment".

In addition to this, there has also been a restructuring of section two "Concerns and/or allegations that do not meet the harm threshold", on page 98.

In this new structure, a paragraph (422) has been added that includes the instruction for schools to have policies and processes to deal with "[A]ny concerns (including allegations) which do not meet the harm threshold, referred to in this guidance as 'low-level' concerns".

These additions and changes indicate a closer focus on record keeping around low-level concerns, and schools should ensure that this closer focus on early intervention is included in their safeguarding training for all staff.

8. Prevent Update

Under the "opportunities to teach safeguarding" section on page 33, a paragraph has been included describing how the new Relationship and Sexual Health Education (RSHE) curriculum will help schools prepare students for life in modern Britain.

Specifically, the new text explains why the RSHE curriculum will help with the school's "crucial" role in preventative education, on a raft of issues covered under the following text:

"Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum."

As well as this extra information, there is also a new link to [Educate Against Hate](#), where signs of radicalisation are shared, which are intended to help teachers inform themselves how to spot a pupil who may be becoming radicalised. This is a Department for Education (DfE) website that, in its own words, provides "advice and trusted resources for schools to safeguard students from radicalisation".

The link takes you to a specific web page where there is a list of behaviours to use as a guide to identify possible radicalisation, including:

- Becoming increasingly argumentative;
- Unwilling to engage with students who are different;
- Becoming abusive to students who are different;
- Embracing conspiracy theories.

As you can see there is more space given to Prevent in KCSIE because Prevent information is relatively new to KCSIE, and so understandably, there are gaps in the knowledge of staff.

9. Human Rights and Equality Act Reminders

Another notable change to the KCSIE is found in sections 82-93, in which it states: "Govern-ing bodies and proprietors should be aware of their obligations under the Human Rights Act



1998 21, the Equality Act 2010²², (including the Public Sector Equality Duty²³), and their local multi-agency safeguarding arrangements."

The following paragraphs then detail the specific elements of these laws that schools should be mindful of, underlining just how far-reaching safeguarding is within a school.

10. New Resources Added

Finally, as well as providing guidance on safeguarding, KCSIE contains a number of links to resources for schools to use when training their staff, along with teaching resources for use with pupils.

This year, several new resources have been added to the document, including:

- A [video on supporting children](#) who are victims of sexual abuse.
- A link to [South West Grid for Learning](#), a charity that provides support regarding abuse and technology, and [The Marie Collins Foundation](#), a harmful-sexual-behaviour support service.
- A [county lines toolkit for professionals](#).
- Government guidance on [forced marriage](#).
- LGFL "[Undressed](#)" - a website that features a video and song that schools can use to teach young children about the risk of being tricked into getting undressed online.

Additional Information About Prevent

By following the link below, you will be able to access free training on PREVENT to support your board.

https://www.elearning.prevent.homeoffice.gov.uk/la2/screen3.html?subsector=Governor&fbclid=IwAR2MEIAkIWLZEB50pkYv4fZiqJ_oKD153UbTboKrKvW76C-UGdtRkl96zes

Reflection on Safeguarding Actions as Governors

It is good to reflect on Part 2 of the current KCSIE.

This section is all about the management of safeguarding and explains the responsibilities of Governing Boards.

Having read this, here are some questions to consider:

- What actions were identified from your school's most recent safeguarding audit?
- What progress has been made towards these actions?
- How were Governors engaged in this?
- How are new staff, volunteers and governors inducted?
- Do you use an induction checklist?
- Is your online safety policy up to date and reflective of modern life & smart technology?
- How are you assured your IT filtering is effective and appropriately monitored by the DSL? Has your school tried this <http://testfiltering.com/schools/> ?
- Has your school completed the recommended 360 Safe Self Review? If so, what was the outcome? <https://360safe.org.uk/>



- Has your school recorded any incidents of peer on peer abuse this year? What action was taken? What was the impact of these actions?
- Do you use Alternative Provision? How is this quality assured, including Safer Recruitment practices and staff training?

b) Working Together to Safeguard Children 2018- Updated July 2022

This is a factual update to Working Together to Safeguard Children 2018 to reflect recent changes to legislation, including:

- Integrated Care Boards: from 1 July 2022, integrated care boards have replaced clinical commissioning groups as a result of the Health and Care Act 2022
- Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. The Chief Public Health Nurse role has transferred to OHID
- Domestic Abuse Act 2021: references to the Domestic Abuse Bill should be read as the Domestic Abuse Act 2021
- UK GDPR: references to the GDPR should be read as the UK GDPR. The UK GDPR is the retained EU law version of the GDPR. The UK GDPR sits alongside the Data Protection Act 2018

It applies to:

- Local Authorities
- All Schools

A [version of the guidance for young people](#) and a separate [version suitable for younger children](#) are also available for practitioners to share. These have not been updated since 2014/2014.

Statutory guidance is issued by law - you must follow it unless there's a good reason not to.

Further information can be found at:

Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

Sexual violence and sexual harassment between children in schools and colleges

<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

Working Together to Safeguard Children



<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Recommendations for Governors

Governors need to check

To ensure compliance, you will need to look at your policies and procedures, and see how they match with the above information, making the appropriate changes where required.

- All have read the detail, particularly Part 4 (low-level concerns) and Part 5 (Sexual Violence and Sexual Harassment)
- Review the staff CPD programme to ensure that the new information and topics will be covered appropriately from September 2022
- Ensure especially that child-on-child abuse, sexual violence and sexual harassment and harmful sexual behaviour is understood and acted up by all staff.
- Check that the following policies are updated:
 - o Safeguarding and child protection
 - o Staff code of conduct
 - o Online safety
 - o Behaviour/anti-bullying policy
 - o Safeguarding arrangements for the hire of school premises are set out in the hire agreement (see paragraphs 165/166)
- Check that your safer recruitment processes are compliant (see Part Four)
- Check that child protection records include all the statutory requirements (see paragraph 68)
- Consider when to implement an annual review of online safety
- Consider how barriers to reporting could be overcome for children with SEND or physical health issues
- Implement a 'zero-tolerance' approach to sexual violence and sexual harassment.
- Link governors to check what impact taking part in Safer Internet day has on the pupils.
- Undertake statutory training

1.4b

Emergency Planning and Response

Emergency Planning and Response Published April 2022

How educational and childcare settings should plan for and deal with emergencies, including significant public health incidents and severe weather.

This publication provides non-statutory guidance. It has been produced to help all education, childcare, and children's social care settings respond to emergencies.

This guidance does not cover every aspect of what settings should do in relation to emergency planning. Settings must comply with their legal responsibilities, including under health and safety law and should seek legal advice as needed.

Overview

Every emergency is different but, in all cases, educational and wellbeing impacts should be considered when taking any emergency and risk management actions.



You should do your best to minimise the amount and length of any disruption to education or childcare, including maximising the number of children, pupils and students who are in face-to-face provision. Safeguarding and promoting the welfare of children remains of paramount importance. You must continue to have regard to any statutory safeguarding guidance that applies to you and your setting.

Making an Emergency Plan

All education, childcare, and children's social care settings should have emergency plans in place detailing what you would do and how you would respond if you needed to take any temporary actions in the event of an emergency.

The aim of an emergency plan is to help you and your staff respond effectively to an emergency at the setting or on an educational visit or outing while, where possible, continuing to prioritise and maximise face-to-face learning.

Your emergency plan should be generic enough to cover a range of potential incidents occurring during, and outside, normal working hours including weekends and holidays.

These incidents include:

- Public health incidents (e.g., a significant infectious disease incident)
- Severe weather (e.g., flooding)
- Serious injury to a child, pupil, student, or member of staff (e.g., transport accident)
- Significant damage to property (e.g., fire)
- Criminal activity (e.g., bomb threat)
- The effects of a disaster in the local community

You should also include emergency procedures for:

- Extended services, for example for school breakfast clubs, after-school clubs and
- Holiday activities
- Open days, transition or taster days
- Live performances with an audience

Further information can be found at:

Emergency planning and response for education

<https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf



	<p>Governors need to check</p> <ul style="list-style-type: none">• To ensure compliance, you will need to look at your policies and procedures and see how they match with the revised non-statutory guidance, making the appropriate changes where required.• Update Health and Safety policies• Formulate a generic Emergency Plan		
1.5	Staffing and HR		
1.5a	<p>Capita HR Solutions for Education</p> <p>We offer a range of HR training for Governors and Trustees, these include accredited courses on Safer Recruitment, as well as an overview of managing HR matters from a Governor/Trustee perspective.</p> <table><tr><td>For more information contact:</td></tr><tr><td>training-education@capita.co.uk</td></tr></table>	For more information contact:	training-education@capita.co.uk
For more information contact:			
training-education@capita.co.uk			
1.6	Other Information		
1.6a	<p>Health and Safety</p> <p>The Health and Safety Executive (HSE) To Begin School Inspections from September 2022</p> <p>The inspections will assess how primary and secondary schools are meeting their legal duty to manage risks from asbestos.</p> <p>HSE inspectors will contact the school to arrange a suitable date and time for the inspection and may request certain documents in advance of the visit, e.g., the school's asbestos register and management plan.</p> <table><tr><td>Further information can be found at:</td></tr><tr><td>HSE inspectors to assess the management of asbestos in schools (govdelivery.com)</td></tr></table> <p>Recommendations for Governors</p> <ul style="list-style-type: none">• Review on the implications for Health and Safety- how will the school achieve compliance?• Link governors to check and be reassured that the school is following the legislation with regard to Asbestos Management.	Further information can be found at:	HSE inspectors to assess the management of asbestos in schools (govdelivery.com)
Further information can be found at:			
HSE inspectors to assess the management of asbestos in schools (govdelivery.com)			
1.6b	<p>GDPR Biometric Update</p> <p>Guidance for Schools on Using Biometric Data Updated</p>		



	<p>The DfE in July 2022 published a long-awaited update to its 'Protection of biometric data of children in schools and colleges' guidance. The guidance has been updated to reflect changes under the Data Protection Act 2018 and the UK GDPR.</p> <p>Biometric Data</p> <p>What is Biometric Data?</p> <p>Biometric data means personal information resulting from specific technical processing relating to the individual's physical, psychological or behavioural characteristics which allow or confirm the unique identification of that person, such as facial images, voice recognition or fingerprints</p> <div> <p>Further information can be found at:</p> <p>Protection of children's biometric information in schools - GOV.UK (www.gov.uk)</p> </div> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> Review any policies which relate to Biometric information
1.6c	<p>School Admissions Arrangements 2024/2025</p> <p>School Admission Individual admission authorities have a statutory duty to consult on their proposed admission arrangements at least every seven years and in between this period whenever there are proposed change to their current admission arrangements.</p> <p>Check whether your county council is proposing to make any major changes to the school admission arrangements that were determined for 2023/24 and 2024/25. If there are changes then they will be....</p> <ol style="list-style-type: none"> Consulting with community and voluntary controlled schools on the proposed school admission arrangements for 2024/25 including your proposed admission number. Reminding governing bodies of academies, foundation and voluntary aided schools of their duty to consult on their proposed admission arrangements for 2024/25 if they are proposing changes to those determined for 2023/24 or if they have not consulted in the past 7 years. (Schools that have changed status from a community/voluntary controlled school (and will be proposing a change) will be required to consult concerning their proposed admission arrangements.
1.6d	<p>Defibrillators in School</p> <p>All schools to have a defibrillator by the end of 2022/2023 academic year</p> <p>The DfE has committed to providing funding to ensure that every school has at least one defibrillator on-site, or more for schools with larger sites. A survey is being sent to schools to confirm how many are needed. Further details of the initiative will be announced in the Autumn. Health and Safety checks will need to include checks on defibrillators in future.</p>



1.6e	<p>Support Staff Pay Award</p> <p>Watch this space.</p>
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SECTION 2 - Additional Information for Academy Governors/Trustees

2.1	Academy Specific Information
2.1a	<p>Academies Planning Calendar for September</p> <p>Academies Planning Calendar</p> <p>This planning calendar supports the Academies Handbook and provides information to support strategic planning.</p> <p>Please follow the link below for the comprehensive calendar, published in July 2022</p> <div data-bbox="223 1137 1476 1328"> <p>Further information can be found at:</p> <p>https://www.gov.uk/government/publications/academies-planning-calendar</p> </div> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • Reflect on the above calendar and note important dates to support financial planning.



SECTION 3 Training

3.1 Governor Briefing and Training Calendar

Date/Time	Title	Course Code	Delivery	Cost +VAT
21/09/2022 18:00-20:00	Chairs and Vice Chairs Briefing Autumn Term 2022 for Schools Outside Staffordshire	GS-OM-0922-T003	Webinar	£0.00
15/09/2022 18:00-20:00	Maximising the Effectiveness of your Board Meeting	GS-OM-0922-T002	Webinar	£99.00 + VAT* * No charge for schools in Halton as included in SLA
22/09/2022 10:00-12:00	Is your Board ready for Of- sted?	GS-0922-T005	Face to face at Halton Stadium	£99.00 + VAT* * No charge for schools in Halton as included in SLA
22/09/2022 13:00-15:00	Introduction to the Role of Link Governor	GS-0922-T004	Face to face at Halton Stadium	£99.00 + VAT* * No charge for schools in Halton as included in SLA
17/10/2022 18:00-20:00	Training for the Role of Link Governor	GS-OM-1022-T002	Webinar	£99.00 + VAT* * No charge for schools in Halton as included in SLA
20/10/2022 10:00-12:00	Welcome to Being a Governor Part 1	GS-1022-T002	Face to face at Halton Stadium	£99.00 + VAT* * No charge for schools in Halton as included in SLA
09/11/2022 18:00-20:00	Complaints: The Governors' Role	GS-OM-1122-T002	Webinar	£99.00 + VAT* * No charge for schools in Halton as included in SLA
14/11/2022 18:00-20:00	How Well is your Board Performing?	GS-OM-1122-T003	Webinar	£99.00 + VAT* * No charge for schools in Halton as included in SLA
02/12/2022 13:00-15:00	Welcome to Being a Governor Part 2	GS-1222-T002	Face to face at Halton Stadium	£99.00 + VAT* * No charge for schools in Halton as included in SLA
06/12/2022 18:00-20:00	Is Your Board Ready for Ofsted?	GS-OM-1222-T001	Webinar	£99.00 + VAT* * No charge for schools in Halton as included in SLA



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