

Entrust Governor Information Pack for Primary Schools - National Edition Spring Term 2023

GOVERNOR SERVICES



Call **0333 300 1900** Email **enquiries@entrust-ed.co.uk**
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0.0	Introduction
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Welcome to the Spring 2023 Governor Information Pack. All at Entrust Governor Services wish you all the best for the New Year and remember, we are here to support you in your vital work as a governor/trustee and please contact us if we you require any assistance.

Email: governors@entrust-ed.co.uk
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Graham Tague
 Head of Governor Services

SECTION 1 ALL SCHOOLS

1.1	Strategic
1.1a	General Advice Spring Term 2023 <p>All boards must continue to secure school improvement and to ensure statutory compliance. Governors must create robust accountabilities for all leaders and be well equipped to ask the right questions.</p> <p>Governors need to have a clear understanding of the strengths and weaknesses of the school; they need to be influential in determining priorities for school improvement and have a clear role in monitoring progress and evaluating impact. They need to add value to the school.</p> <p>List of Suggested General Tasks / Activities This spring schedule is intended to give an overview of the responsibilities of the Trust Board / Local Governing Board / Governing Board (GB).</p> <p>Maintained Schools: GBs of maintained schools may delegate some of their decision-making powers either to committees or individuals.</p> <p>Academies: Trustees of academies should refer to their Articles of Association and Schemes of Delegation when deciding which of the items listed in this schedule relate to their work and those delegated to Local Governing Boards. Items specific to academies are included and have been identified. Ofsted refer to the Scheme of Delegation, so they know who carries the main responsibility for governance.</p> <ul style="list-style-type: none"> • Carry out a SWOT (strengths, weaknesses, opportunities and threats) analysis as governors (Academies and Maintained (A&M)) • Draft the budget for new school year. (Maintained) • Agree budget for new financial year and ensure this is minuted in the FGB meeting (Maintained) • Minute School Financial Value Standard (SFVS) submission to LA. (Maintained) • Monitor budgets (A&M) • Review purchase of external services and decide on Service Level Agreements (SLAs) (A&M) • Review Local Authority (LA) November 2022 pay policy and update your policy if you have not already done so (A&M) • Ensure governing board and committee meetings are scheduled for the rest of the academic year (A&M.)



- Conduct self-review of governing board effectiveness and arrange training to fill any identified knowledge/ skills gaps (A&M)
- Ensure there is a record of governor training e.g. on GovernorHub (A&M)
- Evaluate current governance action plan, particularly impact (A&M)
- Review the governing board succession plan and check membership is updated to facilitate this (A&M)
- Review progress of the School Development Plan (SDP) or School Improvement Plan SIP (A&M)
- Review the Special Education and Disabilities (SEND) Information Report (A&M)
- Review Equalities / Accessibility policies and plans if appropriate - Ofsted are looking at these in detail (A&M)
- Review and minute comments on pupil progress and attainment as appropriate (A&M)
- Review and monitor specified focus areas based on Link Governor reports - share the reports with the board as a priority (A&M)
- Review quality of teaching using headteacher's report and compare with external reports (A&M)
- Review effectiveness of Pupil Premium funding and check correct DfE template is being used referencing research papers to show impact (A&M)
- Pupil Premium strategy template to include impact to date of Recovery Premium grants with references to research to support (A&M)
- Check safeguarding/ child protection policy and procedures are up to date (A&M)
- Check preparations are underway for the annual report from the designated teacher for looked-after children and the designated safeguarding leads (DSL) (A&M)
- Review behaviour principles written statement/behaviour policy, inform parents of review even if there are no changes (A&M)
- Review attendance of pupils from the previous term, compare in % terms (A&M)
- Review pupil exclusions from the previous term, compare in % terms (A&M)
- Undertake a website check in line with wording advice changes from December 2022. These changes refer to advice on wording to be used regarding the test, exam and assessment results information. (Maintained)
Please use this link to check
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
- Prepare Admissions information for the next academic year (Academies).

In relation to Admissions, please be aware of the following information from the DfE:-

New School Admissions Appeals Code and updated guidance

A new [School Admissions Appeals Code](#) has been published by the DfE and came into force on 1 October 2022. Limited changes include a permanent provision for admission appeals to be heard remotely, in hybrid format or via telephone, subject to certain conditions and with an overriding emphasis on fairness and transparency. Additional guidance for admission authorities, for clerks and appeal panels, and for parents and guardians has been updated accordingly.

Any appeals lodged from 1 October 2022 must be held in accordance with the new Appeals Code.

Managing appeals is part of the important role admission authorities have in relation to their admission arrangements.



	<p>Reminders</p> <p>The following Items MUST only be carried out by the Full Governing Board or Trustee Board - refer to Scheme of Delegation in an Academy</p> <ul style="list-style-type: none"> • Reconstitution of the governing board - Instrument of Government (IOG) amendments. (Maintained) • Election of the chair and vice chair • Removal of the chair or vice chair • Co-option of governors • Appointment of associate members (note, associate members are not governors) • Choice and terms of reference, including quorum, for committees • Length of terms of office (within prescribed limits) • Appointment of the clerk • Appointment of the headteacher or deputy headteacher <p>Items that may NOT be delegated to an individual</p> <ul style="list-style-type: none"> • Discontinuance of the school • A change to the category, name of the school or becoming an academy or joining a federation • A change to the school hours • Approval of the first formal budget plan of the financial year • The determination of admission arrangements or the admission of a particular child • The decision to appoint a new headteacher or deputy headteacher (although the appointment process must be delegated) • The suspension of a governor <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Further information can be found at:</p> <p>Governor Services governors@entrust-ed.co.uk</p> <p>https://www.gov.uk/government/publications/school-admissions-appeals-code</p> </div> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • Reflect on the above list and take action where appropriate • Ask for guidance and support if unsure
1.1b	<p>Strategic Leadership with Reference to the School Vision</p> <p>Ensuring clarity of vision, ethos and strategic direction is the number one core function of governance, but what does this involve and how have you as governors and trustees been involved in developing these?</p> <p>In a MAT, setting the strategic direction of the trust is a function for the Trust Board, but representatives on a local governing board / committee / advisory board should be checking that</p>



their individual school's plans support the aims of the trust and should be consulted by the Trust Board over the development of the trust strategic plan.

In a maintained school, setting the strategic direction of the organisation is a function for the Governing Board (GB) supported by senior leaders.

Check that you are clear about the following: -

- Does your vision describe your ambitions for the school in a short paragraph not just in a three-word motto?
- Does it look forward specifically 3-5 years?
- Have you checked that the word vision is explicit on your website?
- Does your motto mirror the vision?
- Do you have a mission statement which is separate from the vision statement? (Reminder, the mission statement is the job description of the vision)
- What is the ethos and culture of your school or trust?
- Is it clear and explicit especially on the school website?
- Can everyone on the governing board articulate the vision, motto, values, culture, and ethos of the school?
- Are stakeholders aware of the vision, motto, values, culture, and ethos of the school?
- Does your detailed plan for the next 12 months (often called either the School Improvement Plan or School Development Plan) identify what the school is going to do to address achievement of the vision?
- Do you know how the impact of these actions will be determined?
- Will you have a range of evidence to review this?
- Has the vision and the detailed costed plan to realise the vision been discussed and formally agreed in a governing board meeting over the previous year or two years?
- Has this approval been minuted?

Further information can be found at:

Entrust Governor Services
governors@entrust-ed.co.uk

Recommendations for Governors

- Pause and reflect on the above questions

1.1c

Understanding Your Data: A Guide for School Governors and Academy Trustees Update

The DfE updated [Understanding your data: a guide for school governors and academy trustees](#) in the autumn. This resource brings together a range of data to help boards analyse, discuss, and challenge the educational and financial performance of their school or academy trust.

It includes

- Subsections on cyber security,
- Additional support for pupils with special educational needs or disabilities
- GB composition



All GBs, no matter what type of school or how many schools they govern, have 3 core functions:

1. Ensuring clarity of vision, ethos, and strategic direction
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
3. Overseeing the financial performance of the organisation and making sure its money is well spent

You should already be challenging and evaluating what your data is telling you about your school or academy trust. You should know who is responsible for providing this data (for example, Chief Executive Officer (CEO) or headteacher and / or school business professional (SBP)). Having sight of your data will enable you to establish the “root causes” behind problems and the reasons for success.

To facilitate further improvement in your school or academy trust’s performance 7 themes have been developed for you to use as an evidence base when discussing the performance of your school or trust, and the academies within it, with your board. These themes provide the information for your evidence base.

The 7 themes include:

- Pupil numbers including attendance and exclusions
- Attainment and progress
- Curriculum planning
- Financial management and governance
- Quality assurance- e.g. external reviews of governance
- Safeguarding and wellbeing
- The school community including staff, pupils, parents/carers, and the governing board.

These themes bring together a broader range of information to help guide board discussions and provide a basis for challenge to ensure value for money is achieved, whilst focusing on educational outcomes. They should be used in **conjunction with each other, and in the context of your organisation** and its wider operational strategy. It is important that you take into consideration the:

- Size of your organisation
- Type of school(s) within your organisation (for example, primary / secondary / alternative provision / special school) and whether a school has a specialist Special Educational Needs and Disability (SEND) unit or resourced provision
- Key stage
- Curriculum offer- very important and must include Religious Education/Studies
- Pupil wellbeing and resilience
- Pupil behaviour
- Quality of career guidance
- Implications of the [Public Sector Equality Duty under the Equality Act 2010](#)

Your evidence base will support you to develop, monitor and deliver your organisation’s strategy for robust decisions about teaching, curriculum, improvement, and the deployment of resources in your school or academy trust.



It should be used to identify underlying reasons where you might expect performance to be better, and challenge any mitigating actions, analysing the risks and benefits of each, clearly documenting the changes and progress made since the last discussion

The View My Financial Insights (VMFI) tool has been updated with your latest data (academy trusts only).

The VMFI tool has now been updated with the latest 2022 Budget Forecast Return (BFR) data. You will need a login to access this information.

It provides a forward look of the trust's position for the next 3 years. The metrics in VMFI use the trust's BFR data to provide valuable contextual information and, where relevant, suggest actions to help with forward planning.

Visit [View your education data](#) to access the refreshed metrics and download the updated Summary of Finances. You will need a school log in for this

Find out more about VMFI on our [User guide: view my financial insights](#) guidance page

Further information can be found at:

[Understanding your data: a guide for school governors and academy trustees - GOV.UK \(www.gov.uk\)](#)

[School cyber security questions for governors - NCSC.GOV.UK](#)

[View your education data](#)

Recommendations for Governors

In all cases, you should consider what ...

- What works well?
- What learning can you apply from one area to another?
- What are the concerns?
- Are any areas at risk of becoming a concern?
- What changes need to be made?
- What can be done about it?
- How will this affect productivity for your school or academy trust?
- What is the impact on educational and financial outcomes?

1.1d

Schools Bill

Gillian Keegan, Secretary of State for Education, reported in December 2022 that the Schools Bill had been dropped as parliamentary time has to be prioritised, but certain elements still need due consideration despite this.

She did however insist that the government “remains committed to the objectives” of the Bill and will prioritise elements of the Bill when formulating the legislative agenda going forward. This will include:

- removing barriers for faith school joining trusts and



	<ul style="list-style-type: none"> • creating a register of children not in school. <p>For the other propositions, she commented that these are already being implemented as they do not require formal legal changes. These elements currently include:-</p> <ul style="list-style-type: none"> • Minimum length of the school day - check your school is open for 32.5 hours per week and if not prepare stakeholders for the changes to start from September 2023. • School opening hours need adding to your school website.
1.1e	<p>Support for Academy Conversion</p> <p>Whether you are interested in setting up your own trust or looking to join an already established multi-academy trust; Entrust can support you with managing the whole process.</p> <p>You make the key decisions with advice from our team who process and action the paperwork, carry out due diligence on your behalf and support you to make the transition as efficient as possible.</p> <p>We can offer advice and support on the key issues and requirements for academy conversion, including:</p> <ul style="list-style-type: none"> • Company registration and appointment of officers • Articles of Association • VAT registration • Finance system selection • External auditor selection • Banking arrangements • Registration with Charity Commission • Registration for corporation tax exemption • Authorisation processes and limits • Governance • Risk register licenses • Pensions • Customer/supplier notification of conversion • Start-up/support grants and insurance • ESFA document exchange <div> <p>Further information can be found at:</p> <p>financeservices@entrust-ed.co.uk</p> </div>
1.2	Finance
1.2a	<p>Updated Information on Funding Strategies</p> <p>i) Pupil Premium</p> <p>Your board is responsible for making sure the Pupil Premium funding is spent on improving the attainment of eligible pupils. This doesn't mean the money can only be spent on things which solely benefit eligible pupils, as some uses may benefit all pupils.</p>



Pupil Premium allocations and the conditions of the use of the grant were updated in October 2022 for 2022-2023.

Eligibility and amount per pupil for 2022-23

The [funding rates for the financial year 2022-23](#) are:

- Primary-aged pupils who are eligible for free school meals, or have been in the past 6 years (Ever 6 pupils): **£1,385**
- Secondary-aged pupils who are eligible for free school meals, or have been in the past 6 years: **£985**
- Pupils who have been adopted from care or have left care: **£2,410**
- Pupils with a parent who is serving in HM Forces or who has retired on a pension from the Ministry of Defence: **£320**

Information on Pupil Premium funding, how school leaders can use it effectively and Pupil Premium strategy statements can be found by following this link:-

[Using Pupil Premium: guidance for school leaders.](#)

Advice and support

To support school leaders in developing, implementing and monitoring an evidence-informed approach to their Pupil Premium strategy, the Education Endowment Foundation (EEF) have published guidance: [Using your Pupil Premium funding effectively.](#)

Do not forget that this grant also includes coronavirus (COVID-19) recovery premium funding. The 'coronavirus recovery premium 2022/2023 September allocations' spreadsheet has been replaced with the 'coronavirus recovery premium 2022/2023 December allocations' spreadsheet. View the allocations here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations-and-conditions-of-grant-2022-to-2023>

ii) Sports Premium- Primary, Infant, First and Middle schools

You **should not use** your funding to:

- Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - this should be funded from your core staffing budgets
- Teach the minimum requirements of the national curriculum – apart from top-up swimming lessons after pupils' completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum)
- Fund capital expenditure – DfE does not set the capitalisation policy for schools, if you are in any doubt as to whether your proposed spending is deemed as capital expenditure, you should first speak with your school business manager or school accountant and their auditors

Accountability - School Compliance

You are accountable for how you use the PE and sport premium funding allocated to you. You must spend the grant for the purpose it was provided – to make additional and sustainable



improvements to the PE, sport and physical activity offered. Schools and local authorities must follow the terms and conditions in the [conditions of grant](#).

Online Reporting - Governors should check that this is updated on a regular basis and that the current provision for swimming for KS2-Y6 pupils is planned to meet the requirements, as by the end of the school year you will need to report on the following:-

You must publish the percentage of pupils within your year 6 cohort in the 2022-2023 academic year who met the national curriculum requirement to:

- Swim competently, confidently, and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively, for example, front crawl, backstroke, and breaststroke
- Perform safe self-rescue in different water-based situations

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

Future online reporting must clearly show:

- The amount of PE and sport premium received
- A full breakdown of how it has been spent
- The impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- How the improvements will be sustainable in the future

To help you plan, monitor and report on the impact of your spending, partners in the physical education and school sport sector have developed a template. The template is due to be updated soon and can be accessed through the [Association for PE Trust](#) websites. It is recommended that the template is used to record your activity throughout the year, as well as for publication at the end of the school year.

Further information can be found at:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>

[Pupil premium: overview - GOV.UK \(www.gov.uk\)](#)

[Pupil premium - GOV.UK \(www.gov.uk\)](#)

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2022-to-2023>

Recommendations for Governors

- Check that your school will be able to demonstrate how your spending decisions for both grants are in line with the conditions of the grant

Your board or the link governors should monitor:



	<ul style="list-style-type: none"> • How the Pupil Premium is spent and make sure spending decisions are in line with the menu of approaches and informed by research evidence • The impact of the spending on targeted groups – this report should be available on your school website; • The attainment and progress of eligible pupils compared with others
1.2b	<p>DfE-Funded Training Available Now: Integrated Curriculum and Financial Benchmarking (ICFP)</p> <p>Effective school resource management will help you to deliver the best learning outcomes. As a school governor, it is your responsibility to lead the strategic direction of your school. Doing this effectively requires a competent understanding of what you can spend and how best to allocate the resources available to you, so that your pupils can thrive.</p> <p>Entrust will once again be delivering a series of Department for Education (DfE) funded webinars to help in the achievement of this goal. The sessions are entirely free of charge and cover a variety of school business management and planning functions, whether you need a refresher or are new to your role.</p> <p>Entrust will deliver the following webinars:</p> <ul style="list-style-type: none"> • How to integrate curriculum and financial planning: Integrated Curriculum and Financial Planning (ICFP) has become a key tool in ensuring an enriched curriculum that is financially sustainable. This webinar will enable you to understand and use the available ICFP tools in an effective manner. • Benchmarking financial metrics: Showing you how to interpret and evaluate benchmarking information to manage resources more effectively. Bespoke sessions will be offered for primary and secondary schools and SEN and alternative provision settings. • Securing best value from your procurement: This session will help to develop your understanding of compliance within procurement law and financial regulations. We will provide the guidance and tools to support you to procure your goods and services effectively. • Strategic estate management: Delegates will learn the benefits of good strategic estate management as our experts provide practicable examples, which ultimately will help you drive financial savings and improve sites and buildings compliance and sustainability. • HR planning: In this webinar you will get an overview of how to manage change within your school with specific reference to workforce planning and managing restructures as well as how you can support your staff through change. • Budgeting and annual cycles for school business professionals: This webinar for school business professionals will increase understanding of the key budgeting methods used throughout the education sector. • Budgeting and annual cycles for senior leadership team (SLT) and governors: This session will explain the key financial information that trustees, governors and leadership should receive and give them the ability to scrutinise it, and challenge financial decisions where necessary. • Strategic financial planning: This webinar will enhance your understanding of the fundamental principles and processes involved in strategic financial planning, enabling you to focus on key strategic priorities and to identify best practice within your school. <p>For more details or to book your place please visit www.schoolresourcemanagement.co.uk</p>



1.2c	<p>Payroll Bureau Service Support</p> <p>Entrust's payroll service is specifically designed for the education sector and meets the complex challenges of HR administration in schools and MATs. Our integrated HR software links with our managed payroll service to ensure that staff are paid accurately, on time, every time - with no additional input from you. This is a Payroll Bureau designed for schools and able to meet your unique requirements with flexible set-up and reporting allowing you to manage at a school, group or trust level, multiple employments and term-time-only working.</p> <p>Benefits include:</p> <ul style="list-style-type: none"> • statutory returns and records facility • cloud-based flexibility • complete compliance • staffing reports built for schools • school specific knowledge from Entrust experts • simple people management • document library • centralised employee records • employee self service • recruitment module <p>Further information can be found at:</p> <p>Payroll Bureau Service on 0333 300 1900 or email information@entrust-ed.co.uk</p> <p>https://www.entrust-ed.co.uk/services/payroll-bureau</p>
1.2d	<p>Support Staff Pay Award</p> <p>Governing Boards should now be fully aware that the Unions have accepted the local government pay offer. Unison, the GMB and Unite, unions which represent local government workers including school support staff, have accepted the 2022/2023 pay deal, following consultations with union members. The pay award applies to maintained schools and academy trusts which follow the terms and conditions of the NJC's 'Green book'.</p> <p>Under the deal, a flat rate payment of £1,925 was added to each pay scale with effect from 1 April 2022. Unions have called on schools to implement the pay rises as soon as possible – they should be backdated to April 2022. Specific funding has not been allocated to support schools to deliver on this pay award.</p>
1.2e	<p>Additional Funding/Efficiency Savings for 2023-2024</p> <p>i. Additional funding for schools announced in the autumn 2022 statement</p> <p>The Chancellor has announced an additional £2.3 billion of funding in 2023-24 and £2.3 billion in 2024-25 for school budgets in England as part of his autumn statement this week, a rise from £53.8 billion this year to £58.8 billion by 2025.</p> <p>The increase means that the amount of funding schools receive per pupil will rise on average by over £1000 by 2024-25, compared to 2021-22, restoring per-pupil funding to the level it was in 2010.</p>



Capital funding, which goes towards improving school building and infrastructure, will increase from £6.3 billion this year to £7 billion in 2023-24, before reducing to £6.1 billion in 2024-25.

ii. Helping schools with energy efficiency

In December the Department for Education published new guidance for schools and colleges to help settings reduce energy usage and maximise energy efficiency this winter and beyond. The guidance focuses on measures that can help reduce energy use for heating, hot water, lighting, technology and equipment alongside further advice on developing plans to manage energy usage. They acknowledge that each organisation's individual circumstances will be different, and each setting may have already implemented some of the measures.

The DfE also confirmed a £500 million investment to help schools and colleges with energy efficiency upgrades, helping to manage energy consumption and save on bills. See link for more details.

iii. Efficiency savings

The DfE says it wants "to help schools unlock a further £1 billion of efficiencies". The strategy features new plans to save money, including support to help reduce energy and water usage, cyber-attack insurance, and investing in financial training for board.

There are tools and checklists to support in the [Good Estate Management for Schools](#) advice document.

You can request a free confidential visit from a school adviser for tailored support and advice and gain support for managing your workforce including how to save money on recruitment and advertising.

Further information can be found at:

[School resource management: building a stronger system - GOV.UK \(www.gov.uk\)](#)

<https://www.gov.uk/government/publications/energy-efficiency-guidance-for-the-school-and-fe-college-estate?>

<https://www.gov.uk/guidance/good-estate-management-for-schools?>

<https://www.gov.uk/government/collections/schools-financial-health-and-efficiency>

Recommendations for Governors

- Reflect on whether any of this information will support future budget setting.

1.2f

National Tutoring Funding for 2023-24

The National Tutoring Programme (NTP) provides primary and secondary schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors. This is in accordance with section 14 of the Education Act 2002, in the form of the school-led tutoring grant for the 2021 to 2022 academic year.



	<p>In spring 2022, the Department for Education (DfE) announced plans to simplify the programme for the 2022 to 2023 academic year. These plans involve providing £349 million of core tutoring funding directly to schools and giving them the freedom to decide how best to provide tutoring for their pupils.</p> <p>As a result, in academic year 2022 to 2023, schools will receive the NTP grant funding for all 3 routes of tuition: tuition partners, academic mentors and school-led tutoring via this grant.</p> <p>Funding allocation</p> <p>For the 2022 to 2023 academic year, funding allocations are calculated based on the number of Pupil Premium eligible pupils each school has. Mainstream schools receive a minimum of £162 per Pupil Premium pupil and non-mainstream schools receive a minimum of £423.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Further information can be found at: https://www.gov.uk/government/publications/national-tutoring-programme-ntp-allocations-for-2022-to-2023-academic-year</p> </div> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • Check your funding allocation and the route the school has chosen. • Ensure funding is recorded ready to report to the DfE in autumn 2023.
1.3	Teaching and Learning
1.3a	<p>Assessment updated November 2022</p> <p>i) Updated accountability measures guidance published</p> <p>Updated guidance on primary school accountability has been published as the Department for Education (DfE) stressed the need to move back to publicly available data about exam results.</p> <p>The updates explain how measures are calculated and provide information about policies that have been announced for the 2022-23 academic year.</p> <p>Key stage (KS) 1 and key stage (KS) 2 attainment data has also been published.</p> <p>This data report shows that attainment at KS1 has fallen across the board in the first set of tests since 2019, with poorer pupils falling further behind than their better off peers.</p> <p>KS2 data also shows that the proportion of pupils meeting expected reading standards at the end of KS2 has fallen among those with low prior attainment since COVID-19 but held up among higher attaining pupils.</p> <p>ii) Changes to the KS2 test schedule</p> <p>A change was announced in later November to the KS2 SATS test schedule 2023 will be necessary due to the additional bank holiday in honour of the Coronation of His Majesty King Charles III taking place on Monday 8 May 2023.</p> <p>As this date had previously been announced as the first day of the 2023 key stage 2 (KS2) test week in England, a change to the KS2 test schedule next year will be necessary.</p>



Ministers have considered the situation carefully and have decided that KS2 tests will take place in the same week with tests following the usual order but each taking place one day later than originally planned. As such, the new schedule will be:

- Tuesday 9 May: English grammar, punctuation and spelling (GPS) papers 1 (questions) and 2 (spelling)
- Wednesday 10 May: English reading paper
- Thursday 11 May: Mathematics papers 1 (arithmetic) and 2 (reasoning)
- Friday 12 May: Mathematics paper 3 (reasoning)

The KS2 timetable variation (TTV) window for each assessment will also move back one day, in accordance with this change.

There will be no changes to arrangements for our other assessments, including:-

KS2 teacher assessments, KS1 tests and teacher assessments, the phonics screening check and the multiplication tables check.

Dates and deadlines for these assessments remain as previously announced.

Future assessment dates for 2023/24 academic year

Reception baseline assessment: Schools must complete the reception baseline assessment for each child in the first 6 weeks after they enter reception.

Key stage 1:	It is recommended that the KS1 tests (optional) are administered during May 2024.
Year 1 phonics:	To take place week commencing 10th June 2024.
Key stage 2:	The KS2 tests are timetabled from Monday 13 May to Thursday 16 May 2024.
Multiplication tables check:	Schools must administer the multiplication tables check within the two-week period from Monday 3 June 2024.

Further information can be found at:

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment>

<https://www.gov.uk/government/collections/statistics-key-stage-1>

<https://www.gov.uk/government/news/changes-to-key-stage-2-assessment-dates-in-2023>

<https://www.gov.uk/guidance/primary-assessments-future-dates>

Recommendations for Governors

- Ensure the results are used to inform the school's Self Evaluation
- Ensure moderation is carried out in house and the school is ready to take part in LA moderation if chosen
- Parents are kept up to date with the assessment processes



1.3b	<div data-bbox="220 286 1484 324" data-label="Section-Header"> <h2>Ofsted Update</h2> </div> <div data-bbox="220 353 1053 392" data-label="Section-Header"> <h3>i) Inspection Data Summary Report (IDSR) publication</h3> </div> <div data-bbox="220 421 1436 488" data-label="Text"> <p>In the autumn term 2022 Ofsted published its ‘School inspection data summary report (IDSR) guide’ with new data for November 2023.</p> </div> <div data-bbox="220 517 1412 586" data-label="Text"> <p>You can access your school’s IDSR directly following the instructions in the ‘Download your school’s Ofsted IDSR’ section of the guide.</p> </div> <div data-bbox="220 616 568 654" data-label="Text"> <p>A school log in is required.</p> </div> <div data-bbox="220 683 579 719" data-label="Section-Header"> <h3>ii) Inspection Update</h3> </div> <div data-bbox="220 748 1474 985" data-label="Text"> <p>Ofsted will inspect all schools and further education providers by summer 2025 after receiving a £24 million boost to speed up visits. The watchdog was asked by the government to hasten inspections in order to give a quicker assessment of how well education is recovering from the pandemic. Ofsted say the extra £24 million in funding over the next three financial years, as part of the recent spending review, will reduce the time taken to reach every school by a year. Without this acceleration, it would have taken a further year for all schools and college inspections to be completed.</p> </div> <div data-bbox="220 1014 1469 1120" data-label="Text"> <p>This will mean parents and learners will get up-to-date assurance about the quality of education that their children they are receiving. Schools will receive timely information to inform their improvement plans.</p> </div> <div data-bbox="220 1146 1461 1249" data-label="Text"> <p>Schools will continue to receive either graded or ungraded inspections depending on their circumstances. Outstanding schools will now also be inspected having previously been exempt since 2010.</p> </div> <div data-bbox="220 1279 1479 1382" data-label="Text"> <p>The government originally said a “longer window” to complete the inspections would be provided due to the pandemic. All providers would have been inspected within six years, rather than the usual five.</p> </div> <div data-bbox="220 1411 1420 1482" data-label="Text"> <p>However, the announcement in November 2022 now means all these schools will be visited within the original five-year window.</p> </div> <div data-bbox="220 1512 1476 1583" data-label="Text"> <p>Chief inspector Amanda Spielman said: “Schools and colleges have worked tirelessly to teach and support children and learners, at a time when their education has been seriously disrupted”.</p> </div> <div data-bbox="220 1610 1482 1682" data-label="Text"> <p>“Children only get one chance at school. Everyone working in education must do everything they can to give this generation the best possible chance to fulfil its potential.</p> </div> <div data-bbox="220 1711 1425 1780" data-label="Section-Header"> <h3>iii) National education director reports “outstanding is a challenging and exacting judgement to achieve”</h3> </div> <div data-bbox="220 1809 1398 1912" data-label="Text"> <p>Ofsted’s national education director, Christopher Russell has spoken about inspections on schools rated outstanding under the previous common inspection framework in a video published in November.</p> </div> <div data-bbox="220 1942 1465 2045" data-label="Text"> <p>Stating that outstanding is a “challenging and exacting judgement to achieve” under the current framework, he also points out that the changes that schools can face over a number of years and could mean that grade changes do not necessarily mean a school has declined.</p> </div>
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Schools that were previously graded as outstanding, were exempt from further inspections meaning many schools have not been inspected for several years. In October 2020, the exemption was removed and all providers, regardless of rating, are subject to inspection.

If you have not had chance to look at the research papers referenced in the last GIP, then please re-visit these as a link governor this term. See below. The latest review looks at the Early Years Foundation Stage which reports on how to raise standards in the EYFS.

Latest Ofsted findings show over 80% of outstanding schools downgraded

Ofsted have reported that 308 schools that were previously graded as outstanding and exempt from inspection have been downgraded. A fifth of the schools were reinspected and graded as requiring improvement and 4% were found to be inadequate. The **report** published this week also states that around 370 schools (previously graded as outstanding) had been inspected in 2021/22 and found that on average, their last inspection was over 13 years earlier.

iv) Ofsted Research Papers and recent reports

Raising early years education standards

Ofsted has stressed the value of play and teaching, and the importance of developing communication skills in a new report published this week. The latest review joins the series of subject based curriculum research reviews which examines the factors that contribute to a high quality early education. Making sure children catch up after the pandemic is still a key challenge in the early years to which the report recommends that practitioners think carefully about what content to prioritise.

As a result of the review, a high-quality early years curriculum and pedagogy have features that include prioritising communication and offering opportunity for disadvantaged children and valuing play to teach aspects of the curriculum.

Ofsted will be adding to this report with other reviews exploring the early years foundation stage's seven areas of learning.

<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene>

Previous research papers included:-

Report into Remote Education and SEND

A video with Ofsted's research findings on remote learning and what has worked well for some children and young people with special educational needs and/or disabilities (SEND)

https://www.gov.uk/government/publications/remote-education-and-send?fbclid=IwAR1EiOaW2i7W23u2QnLAqHjNcUWqf03KjlfRE2o1L_8QhcVrnXMJS6JbfWY

Geography: Learning to Make a World of Difference

<https://www.gov.uk/government/publications/geography-learning-to-make-a-world-of-difference>



Science Research Review

<https://www.gov.uk/government/news/ofsted-publishes-science-research-review-the-first-in-a-series-of-subject-reviews>

Religious Education Research Review

<https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

Maths Research Review

<https://www.gov.uk/government/news/ofsted-publishes-research-review-on-mathematics-education>

Modern Foreign Languages

<https://www.gov.uk/government/publications/curriculum-research-review-series-languages>
<https://www.gov.uk/government/publications/curriculum-research-review-series-languages>

History

<https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>

Computing

<https://www.gov.uk/government/publications/research-review-series-computing/research-review-series-computing>

v) Ofsted Crib Sheets

The Ofsted crib sheets might be useful for link governors in their discussions with schools. These are the aide memoires currently used by Inspectors when visiting schools. There might be some useful information in these documents.

Follow the files in this document

<https://www.quality-schools.com/ofsted-inspector-subject-crib-sheets-what-ofsted-didnt-want-you-to-know/>

vi) Ofsted Annual Report

[Ofsted's annual report](#) shows an "improving picture" in schools but has warned the lasting impact of lost education on both achievement and mental or physical health will take time to reveal itself fully. HMCI, Amanda Spielman said "the attainment gaps in this summer's exam results show us the scale of the task that lies ahead".

In addition to insight into inspections that have taken place, the report provides an overview on key concerns affecting the sector including support for pupils with SEND, teacher development and retention and pupil attendance and behaviour, all of which have been negatively affected by the pandemic.

Disadvantage gap

The disadvantage gap for key stage 4 children in England increased by the largest annual amount in 2021 for a decade. This is according to a report by the Education Policy Institute (EPI)



which highlighted the pandemic as a contributing factor. It also revealed no progress on closing the GCSE gap for persistently poor children with levels still the same as in 2011.

SEND children with an EHCP continue to have the largest gap of all the characteristics studied.

There has been a marked increase in persistent poverty among disadvantaged pupils by the end of key stage 4 with those eligible for free school meals increasing by 9,000 in two years. EPI recommend higher levels of funding for disadvantage weighted more heavily towards persistently disadvantaged pupils as they receive no extra support beyond the pupil premium

Further Information can be found at: the above links and at...

[School inspection data summary report \(IDSR\) guide - GOV.UK \(www.gov.uk\)](#)

[Education inspection framework - GOV.UK \(www.gov.uk\)](#)

<https://www.quality-schools.com/ofsted-inspector-subject-crib-sheets-what-ofsted-didnt-want-you-to-know/>

<https://www.gov.uk/government/news/hundreds-of-formerly-outstanding-schools-reinspected?>

<https://www.gov.uk/government/news/ofsted-annual-report-pandemic-recovery-slowed-by-workforce-crisis-in-childrens-education-and-care>

<https://epi.org.uk/publications-and-research/covid-19-and-disadvantage-gaps-in-england-2021>

Recommendations for Governors

- Take note of the changes and update yourselves on your previous Ofsted report
- Follow the above links for the research papers
- Reflect on the research papers in your link governor role and discuss with school leaders
- Report back to the board
- Consider the questions provided here.

Possible Ofsted questions for governors under the new inspection framework

- What is your vision for the school?
- What decisions have you made to ensure the school's curriculum fulfils your vision?
- Can you tell me about your strategic leadership of the school?
- How have you prioritised your recent actions?
- Can you give me two or three examples of how you have created robust accountability, oversight and assurance for educational performance?
- In relation of the quality of education at the school, what are the three main strengths and the three main priorities for development?
- How is the additional funding for disadvantaged pupils spent? Tell me about the impact of this funding.
- How is the additional funding for pupils with SEND spent? Tell me about the impact of this funding.



	<ul style="list-style-type: none"> How do you ensure that safeguarding practice meets statutory requirements? How do you feel you need to improve as a body of governors/trustees? What have you done to tackle your responsibilities in relation to the prevention of discrimination in relation to the Equalities Act 2010, the Prevent duty, safeguarding, child criminal exploitation (county lines)
1.4	Safeguarding
1.4a	Safeguarding update Spring 2023 <p>i) Safer Internet Day</p> <p>Safer Internet Day 2023 will be celebrated on 7th February 2023 with the theme ‘Want to talk about it? Making space for conversations about life online’.</p> <p>The UK will be celebrating by putting children and young people’s voices at the heart of the day and encouraging them to shape the online safety support that they receive. From gaming and chat, to streaming and video, young people are shaping the interactive entertainment spaces they are a part of. Safer Internet Day 2023 celebrates young people’s role in creating a safer internet, whether that is whilst gaming and creating content, or interacting with their friends and peers.</p> <p>To find out more and register your support, go to: https://saferinternet.org.uk/blog/theme-announced-for-safer-internet-day-2023</p> <p>ii) Senior mental health lead training grants</p> <p>The DfE is offering eligible schools a grant of £1200 to pay for senior mental health leads "senior lead" training. The grant must be used to pay for DfE quality assured training that provides a senior lead in your setting with the knowledge and skills to implement and sustain a <u>whole-school or college approach to mental health and wellbeing</u>.</p> <p>Grants are available for around a third of all state schools and colleges in the 2022 to 2023 financial year, with the aim of offering grants to all settings by 2025. If your setting is ready to develop or implement a whole school or college approach to mental health and wellbeing and has a senior lead available to commence training by 31st March 2023, you can apply now.</p> <p>The application form can only be submitted by individual settings, this includes distinct institutions that have a campus ID but are part of a larger further education college. Settings within a single or multi-academy trust must apply individually.</p> <p><u>Further information on types of eligible settings can be found here in the conditions of grant.</u></p> <p>Please see the link at the end of this section for further information.</p> <p>Before you start, you will need</p> <ul style="list-style-type: none"> commitment from your school or college senior leadership team to develop a whole school or college approach to mental health and wellbeing to have identified a senior lead, who will receive the training in the 2022 to 2023 financial year, and oversee your settings whole school or college approach to have <u>read the accompanying published guidance</u> and reflected on the <u>learning outcomes</u>.



You'll also need to have a DfE sign in account.

iii) Find out more about the report of the independent inquiry into child sexual abuse (IICSA)

In late autumn IICSA's final report was published into child sexual abuse. The IICSA was set up in 2015 following serious concerns that multiple organisations had failed, and were continuing to fail, to protect children in their care from sexual abuse. It states that **institutional and personal reputations were valued above child protection**.

The protection of personal and institutional reputations above the protection of children was a frequent finding of the investigation and the view expressed by a number of victims and survivors. The report says: "Statutory agencies were not informed, perpetrators were 'moved on' and there were failures by those in authority to thoroughly investigate allegations. Records about child sexual abuse allegations were not kept." The result of prioritising reputation, personal or institutional, above all meant allegations of CSA were often marginalised.

The DfE's statutory guidance 'Keeping children safe in education' (KCSIE) says safeguarding and child protection needs to be at the forefront and underpin all relevant aspects of school process and policy development – this means the best interests of pupils should be at the heart of all systems, processes and policies.

iv) New information and resources for the Prevent Duty (DfE)

The government has updated and redeveloped its resources for schools around the Prevent Duty.

The Prevent duty: safeguarding learners vulnerable to radicalisation (DfE)

This updated guidance reflects learning since the implementation of the Prevent Duty in 2015 under section 26 of the Counter Terrorism and Security Act 2015. The materials have been developed by frontline practitioners in local authorities, with support from the Department for Education. This guidance is for designated safeguarding leads (DSLs) and those who working in education settings who have safeguarding responsibilities for keeping children, young people and adult learners safe in schools, colleges and further education independent training providers.

The guidance is designed to explain the Prevent referral process and the statutory responsibilities to keep children, young people and adult learners safe from the risk of extremist ideology or radicalisation; and will prepare DSLs to respond effectively and get support for people who may be being exploited by radicalising influences. Sections in the guidance include:

- The Prevent duty: an introduction for those with safeguarding responsibilities
- Understanding and identifying radicalisation risk in your education setting
- Managing risk of radicalisation in your education setting
- Case studies

Find out more here: <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

Prevent duty self-assessment tool for schools (DfE)

This guidance applies to schools in England identified in Ofsted's education inspection framework, including:



- local-authority-maintained schools
- academies
- non-association independent schools
- registered early years settings

This self-assessment tool has been designed to assist schools in England to review their Prevent related responsibilities in line with:

- Section 26 of the Counter Terrorism and Security Act 2015 (CTSA)
- Ofsted's Education Inspection Framework (EIF) 2022

The tool helps schools to understand how well embedded their existing policies and practices are, and to encourage a cycle of continuous review and improvement.

Use of the tool is not mandatory but contains both requirements and recommended good practice activities to meet those requirements. The tool should be read in conjunction with the Prevent duty guidance and the Education Inspection Framework (EIF).

Find the self-assessment tool here: <https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools>

Making a referral to Prevent (DfE)

Safeguarding children, young people and adult learners from extremism or radicalisation is no different to other types of safeguarding harms, many of which are interconnected.

A Prevent referral is not an accusation of criminality and will not affect a person's education or career prospects. Instead, it allows for their circumstances to be assessed and any relevant safeguarding support to be provided.

DSLs should exercise their professional judgment about whether a referral is appropriate, as they do for all other safeguarding risks.

This guidance from the DfE also suggests whole school individual intervention.

Prevent Duty: Act Early Stories (LGfL/Counter Terrorism Policing)

LGfL and Counter Terrorism Policing have developed a new educational resource, 'Act Early Stories'. The toolkit is aimed at DSLs, PSHE/RSHE leads and youth leaders in secondary schools and out of school settings.

The activities and lessons aim to raise awareness of exploitation, spark discussion with young people around extremist narratives and promote critical thinking. This new resource hopes to help build staff confidence to promote dialogue to address this difficult subject with young people.

Based on real-life stories around radicalisation, the resource includes videos, ready to use session slides with activities and guidance notes so they can be used by experienced practitioners as well as those who may not have much knowledge of the issues raised.

Find the resources here: actearlystories.lgfl.net



v) Fetal Alcohol Spectrum Disorder (Sheffield Children Safeguarding Children Partnership and others)

Fetal Alcohol Spectrum Disorder (FASD) refers to the range of neurodevelopmental problems caused by pre-natal exposure to alcohol. The effects are diverse and impact on the individual throughout their life course.

Government guidance document 'Fetal alcohol spectrum disorder: health needs assessment', says that FASD requires alcohol exposure during pregnancy to occur. As the fetus develops in the womb, it is particularly vulnerable when exposed to substances that can affect its development.

Alcohol can pass through the placenta and spread rapidly to the amniotic fluid surrounding the fetus. The alcohol is removed from the fluid far more slowly than the mother eliminates it from her own system, meaning that it accumulates. This creates a 'reservoir' of alcohol around the fetus, which will be swallowed and circulated in the fetus' system. The fetus only has a limited ability to process, or metabolise, the alcohol compared to the mother, and so the effect is prolonged.

As example of the impact, the University of Salford's UK prevalence study [of FASD] found that between two and five percent of babies in Greater Manchester may have FASD meaning between 619 and 1,238 children start life impacted by the disorder.

Alcohol can have characteristic impacts on development that persist after birth and throughout life. These may include pervasive and long-standing central nervous system dysfunction in the following areas:

- motor skills
- neuroanatomy or neurophysiology
- cognition
- language
- academic achievement
- memory
- attention
- executive function, including impulse control and hyperactivity
- affect regulation
- adaptive behaviours, social skills or social communication

This government document should be seen as a starting point for those wishing to learn more about the issue, and the reference list should be a useful tool for further reading. (See here: <https://www.gov.uk/government/publications/fetal-alcohol-spectrum-disorder-health-needs-assessment/fetal-alcohol-spectrum-disorder-health-needs-assessment>).

In September 2021, Sheffield Children Safeguarding Children Partnership hosted a FASD conference. This is a neurological condition that affects people throughout their life. The condition is entirely preventable. A clear message throughout the conference was that 'the safest approach is not to drink alcohol at all to keep risks to the baby to a minimum'.

The conference took attendees on the 'FASD journey, prevention, diagnosis, and support for those affected by FASD'.

Resources from the conference can be found here: <https://www.safeguardingsheffieldchildren.org/scsp/campaigns/fasd-fetal-alcohol-spectrum-disorder-awareness>



Further resources

The National Organisation for FASD

<https://nationalfasd.org.uk/>

Drymester (helping parents-to-be go alcohol free) <https://www.drymester.org.uk/>

vi) **Challenging victim blaming language and behaviours when dealing with the online experiences of children and young people (DfE)**

Victim blaming is any language or action that implies (whether intentionally or unintentionally) that a person is partially or wholly responsible for abuse that has happened to them. It is harmful and can wrongfully place responsibility, shame or blame onto a victim, making them feel that they are complicit or responsible for the harm they have experienced.

This newly launched guidance helps professionals to understand that children can never be expected to predict, pre-empt or protect themselves from abuse, and irrespective of the content or circumstance, the responsibility always lies with the person who abused the child or young person. The guidance also offers practical steps to help professionals practice and advocate for an anti-victim blaming approach, in a constructive and supportive way.

Download the guidance here: <https://www.gov.uk/government/publications/challenging-victim-blaming-language-and-behaviours-when-dealing-with-the-online-experiences-of-children-and-young-people>

vii) **Addressing emotionally based school avoidance (EBSA) (Anna Freud Centre)**

The 2022 Attendance Audit from the Children's Commissioner found that in Autumn 2021, 1 in 4 children were persistently absent. In 2018/2019, this figure was 1 in 9 – meaning that persistent absence has more than doubled in this time period.

Emotionally based school avoidance is a term referring to reduced or nonattendance at school by a child or young person. Rather than the term 'school refusal', the term EBSA recognises that this avoidance has its root in emotional, mental health or wellbeing issues.

This resource from the Anna Freud Centre looks at emotionally based school avoidance (EBSA) and shares ideas to help education staff address the issue, including:

- an introduction to the topic of EBSA
- explores some of the potential risk factors
- provides strategies and tips to help education staff tackle the issue

To access the EBSA Resource, go to: <https://www.annafreud.org/schools-and-colleges/resources/addressing-emotionally-based-school-avoidance/>

Further information can be found at:/ for more information contact

<https://saferinternet.org.uk/blog/theme-announced-for-safer-internet-day-2023>

<https://www.gov.uk/government/publications/senior-mental-health-lead-training-grant-funding>

<https://www.iicsa.org.uk/>

<https://www.gov.uk/guidance/making-a-referral-to-prevent>



[Keeping Children Safe in Education](#)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.annafreud.org/schools-and-colleges/resources/addressing-emotionally-based-school-avoidance/>

Recommendations for Governors

- Check all have read the detail in KCSIE, 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.
- Ensure especially that peer-on-peer abuse, sexual violence and sexual harassment and harmful sexual behaviour is understood and acted upon by all staff.
- Check that the following policies are updated:
 - **Safeguarding and child protection**
 - **Staff code of conduct**
 - **Online safety**
 - **Behaviour/anti bullying policy**
 - **Safeguarding arrangements for the hire of school premises are set out in the hire agreement (see paragraphs 155/156)**
- Check that your safer recruitment processes are compliant (see Part Four)
- Check that child protection records include all the statutory requirements (see paragraph 71)
- 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. This could be a great day to visit school in this all important role.

1.4b

Virtual Headteacher School Advice and Guidance

Please note updated DfE guidance on suspensions and permanent exclusions in relation to children with a social care involvement.

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.

For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect.

For children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm.

In the case of a looked-after child or child with a social worker, the school and the local authority should work together to arrange alternative provision from the first day following the suspension or permanent exclusion.



A panel considering exclusions or suspensions must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by them of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion or relevant to the pupil's permanent exclusion.

Additional information is available in the DfE Guidance.

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Schools should adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities

For children who have a social care involvement the impact of attachment and trauma needs to be considered in behaviour and relationship policies.

Further information can be found at:/ for more information contact

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Recommendations for Governors

Ensure that your lead governor for safeguarding and for children in care have had training on the impact of attachment and trauma in education.

Ensure any relationship or behaviour policy takes into account the statutory guidance and enables the specific circumstances for children with a social care involvement to be taken into account in behaviour and relationship policies.

1.5 Staffing and Human Resources (HR) / Health & Safety (H&S)

1.5a Extra Bank Holiday

In light of the announcement of His Majesty's coronation on Saturday 6 May 2023, an additional bank holiday has been announced on Monday 8 May. Settings that are normally closed on a bank holiday should close on this day. This will include schools and colleges. The Standards and Testing Agency have updated schools and stakeholders as to what this means for the key stage 2 test week. See 1.3a above.

Further information can be found at:/ for more information contact

<https://www.gov.uk/government/news/bank-holiday-proclaimed-in-honour-of-the-coronation-of-his-majesty-king-charles-iii>

Recommendations for Governors

Check that leaders have communicated with carers and parents about the change to the holiday schedule.



1.5b

Strep A Awareness Advice

Schools have been advised to follow government guidance on scarlet fever outbreaks following the deaths of seven UK children from strep A infections. The children died from complications after contracting the infection. Gov.uk has updated its health guidance from the UK Health Security Agency (UKHSA) to encompass all settings for children and young people.

Group A streptococcus (GAS) is a common bacterium that can cause infections such as scarlet fever and impetigo. The most serious infections linked to GAS come from Invasive Group A Strep (iGAS).

While iGAS is still uncommon, there has also been an increase in children developing this infection this year.

ASCL's general secretary, Geoff Barton, said: '*There is bound to be concern among families about strep A after the tragic deaths of children from this infection, and it is now important to ensure that communities are provided with public health advice through any means necessary*'.

Two or more scarlet fever cases within 10 days constitutes an outbreak

N.B. this is a changing picture, and this definition may be subject to change- see <https://www.gov.uk/government/news/ukhsa-update-on-scarlet-fever-and-invasive-group-a-strep-1>

According to the UKHSA guidance, an outbreak of scarlet fever is defined as a credible report of two or more probable or confirmed cases attending the same school, notified within 10 days of each other.

There should also be an epidemiological link between cases, for example, they are in the same class or year group. Where they suspect an outbreak, schools are advised to notify their local Health Protection Team (HPT). The HPT will then investigate to establish whether there is an outbreak.

Hand washing is key to preventing spread. In its outbreak control guidance, UKHSA notes that infections can be spread through close contact between children and staff, as well as surfaces such as tabletops, taps and handles. Staff and parents at the school should be reminded that children and adults with scarlet fever should not return to school until at least 24 hours after starting treatment with an appropriate antibiotic.

Further information can be found at:

[Management of scarlet fever outbreaks in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
[Health protection in children and young people settings, including education - GOV.UK \(www.gov.uk\)](https://www.gov.uk) section on scarlet fever
<https://www.gov.uk/government/publications/invasive-group-a-streptococcal-disease-managing-community-contacts>
[Guidelines for the public health management of scarlet fever outbreaks in schools, nurseries and other childcare settings](#)
[Group A Strep - What you need to know: Blog](#)
[UKHSA iGAS stakeholder communications support pack](#)

Recommendations for Governors

- Be aware of the impact an outbreak can have on your school community
- Review and update your policy for critical incidence and your business continuity plan



1.6	Further Information
1.6a	<p data-bbox="220 331 778 365">School Governance Update – Spring 2023</p> <p data-bbox="220 398 655 432">i) Support for Federations</p> <p data-bbox="220 465 1342 533">All categories of maintained school, including voluntary-aided, foundation schools and maintained school nurseries can federate together under one governing body.</p> <p data-bbox="220 566 927 600">Academy schools cannot federate or join a federation.</p> <p data-bbox="220 633 1481 734">The establishment and membership of a federation means that the governors and school leaders commit to improving the outcomes and life chances for all children across the federation, as opposed to just a single school.</p> <p data-bbox="220 768 1453 869">The Department for Education (DfE) wants all schools to benefit from the support and opportunity to collaborate that comes from being in a strong multi-academy trust. In addition to the benefits that can arise from being in a federation, a strong academy trust can provide:</p> <ul data-bbox="308 902 1485 1104" style="list-style-type: none"> • financial resilience • the opportunity for a central approach to curriculum design and expertise • economies of scale in the procurement of key services • the best structure for effective teacher recruitment, training and deployment across the trust <p data-bbox="220 1149 724 1182">ii) Looking for New Governors?</p> <p data-bbox="220 1216 1458 1328">Free services for finding skilled volunteers to become school governors and academy trustees. Inspiring Governance online service provided by Employers and Education is available for maintained school governing bodies and local governing bodies of academy trusts to:</p> <ul data-bbox="268 1350 1114 1462" style="list-style-type: none"> • Search for skilled volunteers by skills, experience, or location • Contact potential candidates directly • Advertise vacancies to registered volunteers in the local area <p data-bbox="220 1485 1461 1597">Academy Ambassadors provided by New Schools Network is a free, bespoke service matching business people and professionals with academy trusts looking to strengthen their boards through the addition of the particular skills such individuals can bring to bear.</p> <p data-bbox="220 1653 1174 1686">iii) Risk Protection Arrangement members - cyber cover and security</p> <p data-bbox="220 1731 1469 1798">In the Autumn Term, the DfE reminded all Risk Protection Arrangement (RPA) members that, to ensure your school is covered for cyber incidents, the school/trust must:</p> <ul data-bbox="308 1843 831 1966" style="list-style-type: none"> • have offline backups • register with Police CyberAlarm • have a cyber response plan in place <p data-bbox="220 2000 1433 2033">This should be actioned by the person who is responsible for the RPA in their school or trust.</p>



	<p>All employees or governors who have access to the member's information technology system must also undertake NCSC cyber security training. For more information, see the cyber guidance note.</p> <div> <p>Further information can be found at:</p> <p>https://www.gov.uk/government/publications/school-governance-update</p> <p>https://www.gov.uk/government/publications/governance-in-federations/federations-guidance-on-the-governance-processes</p> <p>https://www.inspiringgovernance.org/</p> <p>https://governorsforschools.org.uk/</p> <p>https://www.ncsc.gov.uk/information/cyber-security-training-schools</p> </div> <div> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • Note the information for future reference • If you are having trouble appointing new governors take a look at the free services available to support you in your search. • If your establishment insurance is through the RPA scheme, then take note of the cyber security guidance. </div>
1.6b	<p>Improving Attendance: Good Practice for Schools and Multi-Academy Trusts (DfE)</p> <p>Attendance is an important aspect of safeguarding, and the academic progress of children and young people. The DfE has released a set of webinars to help schools and Multi-Academy Trusts to improve attendance and how to create an effective school-level attendance policy.</p> <p>The DfE has published some videos – see the link below.</p> <div> <p>Further information can be found at:</p> <p>https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts</p> </div> <div> <p>Recommendations for Governors</p> <ul style="list-style-type: none"> • Link Governors to start the conversation with schools about how to use this resource to improve attendance in your school. </div>
1.6c	<p>Information on Cost-of-Living Challenges</p> <p>i. Breakfast Club Support</p> <p>The National School Breakfast Programme offers children in disadvantaged areas a nutritious breakfast to kick start their day, helping them with their concentration, wellbeing and readiness to learn, at no cost to them or their parents.</p>



Family Action lead the delivery of the programme and the DfE encourage eligible schools to consider signing up if your school has not done so already.

Schools in disadvantaged areas will be eligible for the programme if they have 40% or more pupils in bands A-F of the income deprivation affecting children index (IDACI). This will include state-funded primary, secondary, special schools and alternative provision

The programme has been extended until July 2024. All participating schools receive a 75% subsidy for the food and delivery costs of breakfast club provision and schools contribute 25% of costs.

You can sign up by following the link shown below.

ii. Sutton Trust report of impact of cost-of-living challenges

New data shows that more than half of senior school leaders are observing growing numbers of pupils being unable to afford to eat in school.

In a survey commissioned by The Sutton Trust across England, 52% of the 6,200 respondents said they had seen a rise in non-FSM pupils being unable to afford lunch in school. This figure rises to 59% in more deprived areas.

38% of senior leaders also observed more pupils coming to school hungry, and the same proportion said that the cost-of-living crisis is affecting the attainment of at least one third of their pupils – in more deprived areas, this figure was 72%.

Further information can be found at:

https://www.gov.uk/guidance/national-school-breakfast-club-programme?utm_medium=email&utm_source=govdelivery

<https://www.suttontrust.com/our-research/cost-of-living-and-education/>

Recommendations for Governors

- Discuss these aspects with leaders.
- Does this apply to your school?
- If yes how is your school managing this



SECTION 2 - Additional Information for Academy Governors/Trustees

2.1	Academy Specific Information
2.1a	<div>Finance Accountability</div> <p>See sections 3.5 and 3.6 of the Governance Handbook – (Accountability for Financial Performance)</p> <p>The third core function of governance is ‘overseeing the financial performance of the organisation and making sure its money is well spent.’</p> <p>The Governance Handbook (2020) and the Academy Trust Handbook (September 2022) makes it clear that boards should have a basic understanding of the financial cycle and the legal requirements of the school on accountability and spend. Benchmarking is also part of this process. The guidance called excellent resource management will also support financial scrutiny (see below for all links).</p> <p>School Resource Management Self-Assessment Checklist Updated Autumn 2022</p> <p>This self-assessment checklist helps academy trusts check they are managing resources effectively and identify any adjustments they need to make.</p> <p>All academy trusts which have an open academy have to complete the self-assessment checklist each year. The checklist helps governing boards and trust boards to:</p> <ul style="list-style-type: none">• Check they have appropriate financial management and governance arrangements• Check they are meeting the right standards to achieve a good level of financial health and resource management• Identify areas for change to make sure resources are used to support high-quality teaching and the best education outcomes for pupils. (Check this through the Teaching and Learning Toolkit- see link below) <p>This is an update to the school resource management self-assessment tool (SRMSAT), which previously consisted of the self-assessment checklist and dashboard.</p> <p>The self-assessment dashboard has been moved to the benchmarking website.</p> <p>Who Needs to Complete the Self-Assessment Checklist?</p> <p>All academy trusts which have an open academy on 31 December 2022 will have to complete and submit the self-assessment checklist.</p> <p>Submit Your Checklist</p> <p>The deadline for academy trusts to submit their online form for 2022-2023 is 15th March 2023</p> <p>A 2022 to 2023 version of the form will be available from January 2023.</p> <div><div>Further information can be found at:/ for more information contact</div><div>https://www.gov.uk/guidance/school-resource-management-self-assessment-checklist</div></div>



<https://www.gov.uk/government/publications/supporting-excellent-school-resource-management/supporting-excellent-school-resource-management>

[Schools Financial Benchmarking - GOV.UK \(schools-financial-benchmarking.service.gov.uk\)](https://schools-financial-benchmarking.service.gov.uk)

Recommendations for Governors

- Pause and reflect on the check list
- Check your scheme of delegation to reflect on which aspects of this checklist you are responsible for
- Visit the benchmarking site to reflect on spending



SECTION 3 Additional Information for Maintained School Governors

3.1	Information for Maintained School Governors
3.1a	<p data-bbox="220 405 544 443">Finance Accountability</p> <p data-bbox="220 472 1495 712">The third core function of governance is ‘overseeing the financial performance of the organization and making sure its money is well spent.’ The Governance Handbook (2020) makes it clear that governing boards should have at least one individual with specific relevant financial skills and experience. However, it also states that everyone on the board should have a basic understanding of the financial cycle and the legal requirements of the school on accountability and spend. This includes financial benchmarking. (See below for benchmarking links).</p> <p data-bbox="220 741 1495 813">Governors are also responsible for setting a balanced budget (this will be checked by auditors) and monitoring the budget and receiving six budget updates over the financial year.</p> <p data-bbox="220 842 1007 880">Schools Financial Value Standard updated autumn 2022</p> <p data-bbox="220 909 1495 981">Governors are reminded that maintained schools will need to sign off the financial value standard (SFVS) by the end of March 2023.</p> <p data-bbox="220 1010 1495 1111">The Schools Financial Value Standard is a self-assessment of each school’s financial management. The DfE requires that this is completed by Governors on an annual basis and submitted to the Local Authority. Schools can submit at any time throughout the year.</p> <p data-bbox="220 1140 1495 1279">Governors should arrange that the Schools Financial Value Standard self-assessment is completed in the spring term meetings to ensure that online submission by the deadline is achieved. The Chair of Governors is required sign a paper copy of this document (not the chair of finance) and a reference copy kept in school.</p> <p data-bbox="220 1308 1414 1346">The aspects that governors need to discuss in addition to general budget questions involve:</p> <ul data-bbox="268 1375 1495 2098" style="list-style-type: none"> • Financial risk issues • Effective benchmarking. • Procedures for purchasing asset management, collaboration, and resources all recorded in your financial scheme of delegation. (SOD) • All aware of the financial Scheme of Delegation to define the delegation of financial powers within school. This must be reviewed annually. • Your staffing structure and pay policy. • The measures you have in place to prevent conflicts of interest. • Whether your governing board is kept well informed about budgeting during the course of the year. • How your processes facilitate effective financial management- roles and responsibilities of key staff. • Whether your governing board and senior staff have appropriate financial skills- financial skills audit. • How to protect public money and guard against fraud. • Budget planning, including the connection with improving educational attainment, as well as projections and good practice procedures and benchmarking • Adequate accounting systems and arrangements for audits of voluntary funds. • Check for up to date disaster recovery plans/business continuity plans • Compare spend to the Teaching and Learning Toolkit. (See below for links)



Further information can be found at:

<https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs>

[Schools Financial Benchmarking - GOV.UK \(schools-financial-benchmarking.service.gov.uk\)](https://schools-financial-benchmarking.service.gov.uk)

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

Recommendations for Governors

- Pause and reflect on the above questions
- Ensure SFVS is of high priority for the spring term
- Ensure that governors sign off the SFVS and not the school bursar or headteacher
- Divide the SFVS questions into sections and address one or two sections per finance and risk meeting
- Identify a governor to visit the benchmarking service and create a summary report for the FGB



SECTION FOUR Training

4.1a Chair and Vice Chair Briefings

Code	Name	Delivery	Date	Time	Cost + VAT
GS-OM-0123-T002	School Clerks Briefing (for schools with a Bronze SLA)	Webinar	11/01/2023	10:00-12:00	£0.00
GS-OM-0123-T005	Chairs and Vice Chairs Briefing Spring Term 2023 (National)	Webinar	18/01/2023	18:00-20:00	£0.00

4.1b Governor Services Training Calendar

Code	Name	Delivery	Date	Time	Cost + VAT
GS-OM-0123-T004	The Role of Chair for those New or Aspiring to the Role	Webinar	17/01/2023	10:00-12:00	Borough of Halton Schools - £0.00 Schools outside Halton: £99.00
GS-OM-0123-T007	Strategic Leadership for Governors	Webinar	18/01/2023	18:00-20:00	£99.00 + VAT
GS-OM-0223-T001	Welcome to Being a Governor Part 1	Webinar	08/02/2023	18:00-20:00	Borough of Halton Schools - £0.00 Schools outside Halton: £99.00
GS-OM-0223-T003	Welcome to Being a Governor Part 2	Webinar	16/02/2023	18:00-20:00	Borough of Halton Schools - £0.00 Schools outside Halton: £99.00
GS-OM-0323-T002	Introduction to the Role of Link Governor	Webinar	21/03/2023	18:00-20:00	Borough of Halton Schools - £0.00 Schools outside Halton: £99.00
GS-OM-0323-T003	Welcome to Being a Governor Part 2	Webinar	21/03/2023	18:00-20:00	Borough of Halton Schools - £0.00 Schools outside Halton: £99.00

4.1c Education HR Training Calendar

Courses are delivered virtually by HR professionals experienced in supporting schools and academies. A number of the courses are delivered by accredited trainers ensuring subject matter knowledge and expertise is shared with delegates.

For more information on these courses and to book a place please email us at:

training-education@capita.co.uk

If you have specific training requirements for your school, please email training-education@capita.co.uk



For further information on the wider scope of services which Capita HR Solutions HR and Payroll Services for Education offer please email education.hrservices@Capita.com

Training Event	Suitable For	Date	Charges excl. VAT
Safer Recruitment Training	Accredited course for Managers, Governors, Trustees and those Involved in the recruitment and selection of staff. Delivered by an accredited trainer	Delivered over 2 sessions: 25th January & 1st February 2023 9.30am — 12.30pm	Clients £150 Non- clients £175
Safer Recruitment Training	Accredited course for Managers, Governors, Trustees and those involved in the recruitment and selection of staff Delivered by an accredited trainer	Delivered over 2 sessions: 1st & 8th March 2023 9.30am — 12.30pm	Clients £150 Non- clients £175
Safer Recruitment Refresher Training	For those who have completed the Safer Recruitment Training and need to refresh/update their knowledge. Delivered by an accredited trainer	24th January 2023 9.30am — 12 noon	Clients £75 Non- clients £95
Managing Absence	An overview of the absence management process to enable managers to confidently deal with issues in school.	2nd February 2023 1.30pm - 3.30pm	Clients £75 Non- clients £95
Managing Absence	An overview of the absence management process to enable managers to confidently deal with issues in school.	2nd March 2023 9.30am – 11.30am	Clients £75 Non- clients £95
Handling Difficult Conversations	The course covers the importance of addressing staffing matters in a timely manner. We will also discuss tools and techniques to use to encourage positive conversations, and outcomes.	9th February 2023 9.30am – 12 noon	Clients £75 Non- clients £95

Entrust

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