Welcome Back Governors to a Bright Summer Term

Welcome back for the summer term to all governors. I know how hard you all work to support and challenge our schools and to ensure our children get the best possible education, and I want to thank you for that.

I was personally delighted to see that the Chair of Governors from my former school, Mike Rymer, was one of the governors recognised for their outstanding contribution to education locally.

Governors play such a vital role, both in terms of challenge and support, to school leaders. It is essential that this is recognised, because it can often feel like such a thankless task.

The challenges faced by schools and their governors have probably never been greater than they are at the moment. The years of austerity, followed by a new funding formula at a time when the curriculum has had to change so much to address the new Progress 8 measures, means that both schools and the Local Authority are under enormous pressure to meet all of the demands.

One of the positives of the new funding formula is that Hull will benefit financially, but unfortunately this is being offset by the increasing school population in the city. The success of the local council’s regeneration across the city has increased the number of new houses and therefore new families coming into the city. The increasing numbers of children in our city is a credit to the improving profile that Hull has, but as with all silver linings, the cloud is that funding never keeps up with numbers!

Schools will be running ‘bacon buttie’ breakfast revision sessions, ‘free lunch’ lunchtime revision sessions, ‘pizza’ revision evenings, (you see a theme developing here!) Saturday schools, and full activity weekend immersive sessions, so during this term, it would be really nice if the staff that are running all of these sessions, in their own time, get a pat on the back and a word of thanks for pulling out all of the stops to get the best for our children.

In recent years we have seen progress in the city improving, so I know that all school leaders, teachers, parents and governors will be wishing the best for our students, and will be looking forward to achieving positive outcomes this summer.

Karen Keaney, Assistant City Manager (Education)
Moving Forward on the Primary Assessment

It is a year on from the Education Select Committee report on primary assessment, which urged the Government to provide an overview of the roadmap for reform and consider challenges and opportunities for implementation.

Governors will need to be aware of the key priorities for primary assessment before its implementation. Your schools may already have developed a high quality internal assessment system that is is a reliable system hopefully senior leadership may only need to “tweak” the system. As long as governors can be reassured in their meetings that the changes introduced are effective in assessing and meeting the needs of all children, things should go smoothly.

Recommendations from the Rochford Review includes the removal of the statutory requirement to assess pupils with SEND who are working below the standard using performance scales.

For SEN governors the recommendations are worth looking at and you can find these under the:
Rochford Review: final report - GOV.UK
Governors Consider Whether Fining Parents for Truancy is Working

Governors expect their schools to match the national attendance figure and frequently ask for a summary of the impact of attendance initiatives, fines being often the final resort due to the complex reasons behind truancy levels. Governors are very much aware of the significant negative link between overall absence and attainment, with every day missed associated with lower attainment outcomes. In particular, pupils at KS2 and KS4 with no absence were believed to be 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20% of all sessions (DfE, 2015).

Sanctions for periods of unauthorised absence are for use only where parental co-operation in securing good attendance is either absent or deemed insufficient to resolve the presenting problem; however, many governors with responsibility for attendance consider how each individual child has its own individual story. Regular and punctual attendance at school is a legal requirement and essential if pupils are to maximise their educational opportunities. More importantly safeguarding and welfare concerns for unauthorised absence are an ever increasing concern for staff and governors. A FOI request by BBC found that 33,262 children recorded as missing education in 2014/15; however, research by the National Children’s Bureau (March 2017) suggests that the narrow statutory definition of children missing school (Education Act 1996) may be resulting in a significant underestimation of these figures.

Successive governments have introduced a number of measures to tackle unauthorised absences and disruptive behaviour, including parenting contracts and penalty notices. In March 2017 the Government responded to Tom Bennett’s independent review on pupil behaviour, by setting out a number of new measures. These included reforming the National Professional Qualifications from September 2017, and encouraging providers to bid for funding and develop programmes tackling challenging behaviour.

However, the number of parents prosecuted for term-time absence remains on the rise. In 2015 19,920 parents were prosecuted in England, the equivalent of roughly 105 cases for each day of the school year. Academies and maintained schools adhere to the code of practice and the LA can impose fines of £60 on parents who fail to ensure their children’s attendance at school, rising to £120 if not paid within 21 days. The National Association of Head Teachers said the “system of fines is clearly too blunt an instrument and in many cases it drives a wedge between schools and families”.

A recent article in the Yorkshire Post highlighted the significantly high rate of truancy in Yorkshire. The Hull West and Hessle constituency is one of the worst-performing areas for school attendance. The article surmises that there may be a number of reasons that contribute to the issue namely, ‘off-rolling’, where a pupil is told not to come into school but no formal exclusion has taken place. It is a known fact that high rates of persistent absence was often in areas with lower social mobility. This was supported by the Children’s Commissioner for England, Anne Longfield, in her report which stated that school children in the north were behind their southern counterparts and they face a “double whammy of entrenched deprivation and poor schools”. These comments have subsequently been followed by a raft of political statements and arguments.

Around one in nine primary school pupils and one in five secondary school pupils missed at least a tenth of lessons in the 2016/17 school year. At a local authority level, Doncaster had England’s third highest rate of persistent absences. A spokesman for Doncaster Council said this was “disappointing” and a new attendance strategy would be launched shortly. Hull City Council, ninth on the list, made a statement of how hard it was working with schools in the city to promote good attendance. Many Hull schools and academies have responded to the concerning figures and increased their capacity to tackle poor attendance. It may not be by chance that with an increase in unauthorised absence has seen an increase this year in the number of Hull schools buying into the Education Welfare Service.
Governors Awareness of Accountability and Inspections at Secondary Level

Governors and trustees will be aware of further developments at secondary school level for accountability and school inspections. Ofsted are developing a new Common Inspection Framework for 2019 whilst discussions on the issues surrounding Progress and Attainment 8 continue.

A brief summary of developments for secondary governors to be aware of are:

- **Common Inspection Framework 2019** - Ofsted are beginning to develop the next framework for introduction in September 2019 which means there will be challenges for balancing Ofsted’s call for a broad, rich curriculum with pressures to improve attainment in ‘core’ subjects. For school ratings alternative options for Ofsted would have to be considered with questions surrounding the ‘outstanding’ judgement and the single grading of all four categories of inspection. For the inspection process, Ofsted intend to improve clarity around formative assessment and the language used by teachers and inspectors during and following inspection.

- **Progress 8** - The Association of Colleges are questioning the inclusion of colleges in the progress data and new research has highlighted the possibility of systemic bias occurring in the measurement. The initial impact of Progress 8 on school standings and competition between schools at a regional level has been evident. The Government are considering further steps to take to reduce confusion surrounding Progress 8 amongst schools/academies and parents views are being considered.

- **EBacc** - Government consultation response aiming for 75% of year 10 pupils be starting EBacc subjects by 2022; and

- **GCSE league tables** - the latest league tables are showing free schools as the best performing in the Progress 8 measure and a fall in the percentage of pupils entering the EBacc.

Further updates will follow on accountability and inspections in the autumn term.

Outstanding School Governors at GAtHER Annual Conference.

Saturday 17th March marked the 10th conference of the Governors’ Association throughout Hull and East Riding (GAtHER) and Bishop Burton College was once again the venue for this annual event. School and academy governors from across the region came together to hear about new developments and to exchange ideas about promoting best practice in school governance for all our children.

Following an inspirational and challenging keynote speech by Dr. Tony Breslin R.S.A, GAtHER celebrated its remarkable record of supporting the governor voice in our area with the introduction of the **Outstanding Governor Awards** to acknowledge the contribution made to the education of our children by these volunteers. The Awards were presented by Kevin Hall, ERYC Director of Children, Families and Schools, who read the citations submitted by headteachers and fellow governors.

The winners were:

- Best New Governor - Mike Smith, Frederick Holmes School (collected by Emma Walker)
- Outstanding Primary School Governor East Riding - Dr Jennifer Mabbott, Snaith Primary School
- Outstanding Primary School Governor Hull - Andrea Medlicott-Revell, Endike Academy
- Outstanding Secondary School Governor East Riding - David Baldock, Bridlington School
- Outstanding Secondary School Governor Hull - Mike Rymer, Hull Trinity House Academy
- Outstanding Special School Governor - Lee Morfitt, Oakfield School

Prizewinners (L to R) David Baldock, Jennifer Mabbott, Kevin Hall, Emma Walker, Lee Morfitt, Mike Rymer, Andrea Medlicott-Revell
Tasks Local Governing Bodies and Trust Boards - Summer Term

May
- ESFA issues the 2017/18 academies accounts direction
- ESFA issues guidance on the 2018/19 budget forecast return (BFR)
- A-level and GCSE exams
- 14-17 May – Key Stage 2 National Curriculum tests (SATs) week
- 17 May - complete summer school census
- 18 May – submit your 2017/18 budget forecast return: outturn (BFRO)
- 31 May - deadline for most trusts to fill your audited financial statements to Companies House (9 months from the end of the accounting period)
- 31 May – deadline for resignations of deputy headteachers and permanent teaching staff who wish to leave at the end of the summer term

June
- ESFA issues guidance on the 2018/19 academies budget forecast return (BFR)
- ESFA issues the 2018 Academies Financial Handbook payment
- ESFA makes final payment for universal infant free school meals (UIFSM) for 2017/18 academic year
- 11-15 June – phonics screening check week

July
- 27 July – deadline for submitting your 2018/19 budget forecast return (BRF) to the ESFA
- ESFA refreshes the 16 to 19 interactive census tool on GOV.UK
- ESFA publishes the 16 to 19 sub-contracting controls guidance for 2018/19 Payment
- ESFA makes the first quarterly pupil premium payment for the 2018-19 financial year

August
- 16 August – A-level results released to candidates
- 23 August – GCSE results released to candidates

Key tasks for the board of trustees to complete by the end of the summer term (or the LGB if delegated)
- Complete the financial management and governance self-assessment
- Register new trustees (directors) with Companies House
- Notify the DfE via Get Information About Schools (GIAS) within 14 days of the appointment or vacating of the positions of member, trustee, local governor, chair of trustees, chairs of local governing bodies, accounting officer and chief financial officer
- Ensure governor details are updated on the national database of governors on GIAS
- Review governing board performance and procedures
- Review attendance of pupils, staff, trustees and governors
- Review pupil exclusions for the year
- Review trustees and governors’ visits
- Receive headteachers’ reports on performance management
- Review the pay of teachers and staff
GDPR - Data Protection Officer - Have you appointed one?

A gentle reminder to governors that the General Data Protection Regulation (GDPR) comes into force on 25 May 2018 to support the current Data Protection Act 1998. Public authorities, including all state schools, have to appoint a designated Data Protection Officer (DPO).

The Department for Education has released a 6 minute video emphasising the main points schools need to consider to appoint a DPO.

There is more information and video available on the GOV.uk website and the National Governors Association website, visit: www.nga.org.uk

Here is a summary:

- The DPO needs to be “highly knowledgeable about data protection and GDPR”, understanding the schools operations and policies.

- Their job includes promoting a “strong culture about protection of data and they need to be aware of compliance, obligations, promote the training, and processing and conducting of internal audits”.

- In order to do this the DPO must be able to “report directly to the board and conduct data protection impact assessments”.

- The DPO should be separate to those responsible for data processing decisions or the technology which protects it; the head of IT or the headteacher “probably has a slight conflict of interests”.

If you have yet to appoint the NGA has 5 practical suggestions that a school could do:

1. Realign responsibilities within your current team, appoint someone “sufficiently removed from those making technology or processing decisions”.

2. Collaborate, share the DPO function between a group of schools.

3. Share expertise, have someone from your schools as the DPO for another school, with someone from that school appointed as your DPO.

4. You can buy in a DPO.

5. Possibility to seek volunteers from “experts that may exist in wider school community”; however, they will have the same statutory responsibilities as a paid DPO.

A huge responsibility if asking a governor or clerk.

In conclusion, the role of the governing board is strategic, whereas the role of the DPO is operational; even if a member of the board possessed the necessary skills, knowledge and expertise required, this would need to be seen as being an entirely separate role, conducted not as a governor but on a pro bono basis (no pay).

Anyone appointed as DPO must ensure that they fulfil the role requirements detailed above.

There is more information and video available on the GOV.uk website and the National Governors Association website, visit: www.nga.org.uk
Spring 2018 Governor Training - Core Course Evaluation

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| %                                 | 91%       | 8%   | 1%           | 0%   |

Some very successful training courses have taken place during the spring term as well as the tenth annual GATHER conference. New courses on Looked After Children, Virtual School/Attachment and Dealing With Complaints have all been added for the summer term in response to your feedback and requests.

Thank you to all governors and trainers who have contributed and provided feedback. Further feedback on the training programme is always welcome and we aim to continue to expand the training available to governors over the course of the new academic year 2018/19.
Update for Governors - Safeguarding Responsibilities

Safeguarding takes precedence for all schools and governing boards and following on from the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education, which came into force from 5 September 2016, as well as inter-agency safeguarding guidance from Working Together to Safeguard Children.

In the light of this and new guidance on the inspection of safeguarding from Ofsted the next steps for safeguarding children in England continue to develop in areas of:

The Children and Social Work Act: To improve multi-agency collaborative partnerships and possible next steps in improving collaboration between safeguarding partners and engaging in joint targeted area inspections involving schools. The implementation of the Act, including the strengthening of local multi-agency coordination in safeguarding cases and creating a new regulator for social work.

‘Working Together to Safeguard Children’: Government has responded to its consultation on changes to the statutory guidance for safeguarding agencies, including its commitment to giving a greater emphasis to schools in the drafted guidance and multi-agency working.

Local Safeguarding Children Boards: The announcement from the DfE that, as part of the Act, they will begin a transition period for the replacement of these organizations.

Social Work: Key priorities are ongoing for social work as the Government consults on creating a new regulator and what makes the difference in improving the outcomes of children subject to Child Protection Plans. There are additional concerns for child protection investigations from the LGA over the ever increasing number of these investigations across the country. All child protection coordinators in schools are well aware of the pressures.

The Centre of Expertise on Child Sexual Exploitation: There are challenges ahead for this new organization in tackling child sexual abuse, and further steps that might be taken using the funding provided by the Home Office.

Safeguarding vulnerable children: Sharing best practice in tackling both online danger and the exploitation of children more widely, including from extremism.

Governing bodies will decide for themselves how they organise their strategic and monitoring functions. Although they may decide to allocate individual governors to be responsible for specific areas, e.g. Safeguarding or Child Protection, it is not statutory that they do so. It is helpful for all Governors with Responsibility for Safeguarding/Child Protection to keep abreast of such wider developments and to develop a close working relationship with the schools SENCo in order to report back to the GB. This applies equally to all school settings, including maintained schools, academies and free schools.
Governors may not have questioned whether their schools do all they can to ensure that their young carers are safe, healthy, aspiring and achieving. The Children’s Society estimates there are close to 700,000 The Support Provided to Young Carers in England, Dec, 2016). The latest census identified 166,000 young carers in the UK (ONS,2011) but it is estimated that 80% of young carers are not in receipt of any support.

Caring is seen as rewarding by the most young carers. The associated responsibilities can have multiple and significant adverse effects, including; under-engagement in education, and the restriction of relationships (DFE, 2017). On average, two young carers in every secondary school miss out on up to ten weeks of school each year, with 60% struggling to meet deadlines (Carers Trust, 2017). According to research by the Children and Young People’s Commissioner Scotland, young carers are also more likely to suffer mental health problems, stress and sleep disorders than their peers. More and more schools are having a heavier input into supporting their young carers and working closely with children’s services, local authorities, healthcare professionals and social services, to identify priorities for action, and develop strategies for effective partnership working.

The Department for Education has commissioned and published a study on The Life of Young Carers in England, culminating in the Omnibus Survey Report in January 2017. This was in addition to considering the Care Act which places a duty on NHS bodies to co-operate with local authorities in delivering duties including the identification of unmet needs although it is questioned how local authorities are identifying, assessing and supporting young carers. The Children’s Commissioner for England has criticised councils for narrowly pursuing the statutory obligation to assess referrals at the detriment of delivering substantive support. There is also the added concern for the Government’s National Carers Strategy, in consultation in 2016, which remains unpublished, placing a renewed onus on councils to formulate a long-term local strategic approach.

In all schools governors need to be aware of how the school: meets the needs of students with caring responsibilities and consider the barriers for them in achieving their educational outcomes. Schools do encourage joint working and information sharing to expedite appropriate referrals, ensure young carers are identified and assessed in planning individual care packages regardless of which services establishes first contact but they also ensure young carers have time to themselves in the school day. It’s important to keep this very vulnerable cohort on the agenda.

More information on the GBs responsibilities can be found at Hull Young Carers and Sibling Support Service: www.barnardos.org.uk/hull_young_carers/hull
### Governor Training

#### Core Courses

**Summer Term 2018**

<table>
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<tr>
<th>Course</th>
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<tr>
<td>Safeguarding Children - A Shared Responsibility</td>
<td>24 April or 26 April further dates to be confirmed</td>
<td>Endeavour Learning and Skills Centre</td>
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<tr>
<td>How to be an Effective Chair</td>
<td>23 May 2018 2.00pm - 4.00pm</td>
<td>The Guildhall</td>
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<tr>
<td>Dealing with Parental Complaints</td>
<td>12 June 2018 10.00am - 12 noon</td>
<td>The Guildhall</td>
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<td>Welcome to New Governors</td>
<td>6 June 2018 3.30 - 5.30pm</td>
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<td>Strategic Role and Ensuring Accountability</td>
<td>14 June 2018 2.00 - 4.00pm</td>
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<td>Risk to Resilience</td>
<td>21 June 2018 2.00 - 4.00pm</td>
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<td>The Critical Friend (Induction Module 2)</td>
<td>4 July 2018 2.00 - 4.00pm</td>
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<td>Safer Recruitment (Schools)*</td>
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<tr>
<td>Health and Safety*</td>
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*These courses will be arranged and confirmed if there is sufficient demand from governors - please contact Neil Bahn / Governors’ Team (01482 613 380 or neil.bahn@hullcc.gov.uk) if you would like to be added to the waiting list for these courses or to apply for others.*
Special Educational Needs Disability - A Priority

Governors are aware of the additional responsibility for those more vulnerable groups in mainstream schools SEN being the largest group by far. Some schools refer to the special educational needs and disability (SEND) governor, while others talk about the special educational needs (SEN) governor. These terms are often used interchangeably, and do not reflect differences in responsibility. The key difference is that the link governor will have oversight of all pupils who have SEND. In a special school, the full governing board should take responsibility for the progress of pupils with SEN, monitoring the SEN funding and holding the headteacher to account for the school's SEN provision.

In 2017 Ofsted undertook Local Area SEND inspections which highlighted that children and young people who have SEND are not receiving adequate support in schools and are having a poorer experience of the education system than their peers. The LA has seen an ever increasing cohort of SEN children and there are simply not enough special school places in the city. The Department of Education say Hull will receive over 28 million pounds in funding this year, which is set to rise to 29 million next year. It was argued in a recent article in the Hull Daily Mail that the Special Educational Needs budget is facing a two million pounds cut. The National Union of Teachers has voiced concern for schools which are having to cope with a breadth of complex challenging behaviour and increased SEN whose needs are not being sufficiently met.

Governors in special schools have the added responsibility to not only ensure the educational performance outcomes and developmental progress made but also debate the following areas of impact too:

i) Recognise that there is a strong correlation between the performance of the school and health and social care across the NHS and local authorities in the absence of new primary legislation. They are aware of Transforming Care Partnerships and Care Treatment Reviews in delivering more collaborative and integrated forms of care that ensures timely discharge. Governors may debate how health and social care professionals can receive better training on the needs of those with learning disabilities. Relationships and sex education is one such area of recent debate where schools have questioned whether the health care school nurses or school staff are better equipped to deliver this particularly to students who are profoundly disabled.

ii) Evaluate methods of increasing the employment opportunities for those with learning disabilities. Share best practice in enabling independent living and providing pathways into appropriate or assistive housing.

iii) Discuss interventions enabling individuals with learning disabilities to lead more active, sociable and healthy lives. Governors recognise the need to combat stigma and drive changes in attitudes towards people with learning disabilities.

iv) All of the above and more in a climate where their budgets have been squeezed over many years and resources have been stretched are just some of the challenges that governors in special schools are faced with for HMIs.

To find out more about SEN responsibilities for governors search: https://schoolgovernors.thekeysupport.com
Secondary and Sixth Form Governors
Do you know what ‘T-Levels’ are?

Following the Treasury’s announcement of additional budget funding for technical education and the Department for Education’s T-level action plan, due to be published following Easter will set out how the new qualifications will be developed and delivered.

T-levels’ have been touted as the new alternative to A-Levels, but what exactly are they? Justine Greening, the former Education Secretary announced, “We are transforming technical education in this country, developing our home grown talent so that our young people have the world class skills and knowledge that employers need,” and “I want to see T-levels that are as rigorous and respected as A-Levels.”

The first three T-levels have been announced by the education secretary. Qualifications in digital, childcare and education, and construction will be taught by a small number of providers from 2020 with the government admitting that it will be 2024 before the “vast majority” of providers are delivering T-levels.

Technical qualifications consultant Gemma Gathercole in “Schools Week” provides the answers to 3 basic questions that governors may want to know.

What are ‘T-Levels’?
‘T-Levels’ is the name that has been given by the media to government’s planned overhaul of technical education. Between now and 2022, 15 new pathways will be developed in 15 sector areas where substantial technical training is required to progress into employment. These courses have also been referred to as Tech Levels.

Are T-Levels a new announcement?
Plans have been in place for many months for T –Levels but the new announcement that more money will be made available to deliver these routes has increased attention. When these developments were first announced in the ‘Post-16 Skills’ plan, they were to be developed “where that is possible within current budget constraints”. The Chancellor has now announced that there will be an additional investment of £500m by September 2022.

Can students study T-Levels now?
No. These new routes are currently being developed; the first ‘pathfinder’ routes are planned for teaching in September 2019 and the rest should be in place by September 2022.

For further information search Gov.UK. (Above source: Schools Week 06.03.18)