

# CLERKS' BRIEFING

Spring term 2019

Tuesday 29 January

1pm to 2.30pm

**Venue – Bracknell Open Learning Centre**

**Rectory Lane, Easthampstead, Bracknell RG12 7GR**



## CLERKS' BRIEFING AGENDA

1. Finance
  - (a) School budgets for 2019-2020
  - (b) Schools Financial Value Standard (SFVS)
2. HR
  - (a) Section 128 Directions
  - (b) EU Settlement Scheme
  - (c) NJC Pay Award 2019
3. Admissions Arrangements for 2020-2021
4. School Support Services
5. SEND Local Offer
6. EAL Information for Governors
7. Statutory and Department Guidance
  - (a) School Website Requirements
  - (b) Get Information About Schools (GIAS)
  - (c) DFE School complaints procedures: guidance for schools
  - (d) Prevent Awareness
  - (e) Careers Guidance for Governors
  - (f) Respectful Schools Tool
  - (g) Mental Health and Behaviour Guidance
8. Ofsted
  - (a) Update on Inspection Framework 2019
  - (b) Excerpts from recent reports on Governance
9. Governor Role & Responsibilities
  - (a) Pupil premium
  - (b) EYFS
10. Governor and Clerk Training and Development Opportunities
  - (a) BF Spring Term Programme 2019
  - (b) Governor Development Conference 2019
  - (c) Parent Governor Representative Opportunity

11. Clerking

- (a) Updated DIY guides - Operating a governing board with no committees
- (b) Succession Planning
- (c) Governor Recruitment

12. Closure of the Education Centre

13. Education Governor Appointments

**Date of next meeting:**

**Tuesday 30<sup>th</sup> April 2019, 1pm to 2.30pm, Open Learning Centre**

**APPENDICES**

Appendix A – Pupil Premium Governor Role & Responsibilities

Appendix B - The role of the EYFS Governor

Appendix C – List of Clerks

CLERKS' BRIEFING SPRING TERM 2019	ITEM NO. 1	Maintained Schools
TITLE	(a) Finance - School budgets for 2019-20	
<p>This note summarises the report that was presented to Schools Forum on 17 January 2019 regarding proposals for the 2019-20 budget for schools.</p> <p>Full papers on final decisions for main school budgets can be found at:</p> <p><a href="http://democratic.bracknell-forest.gov.uk/documents/s129064/Forum%202019-20%20Schools%20Budget%20Final%20Proposals%20v1.pdf">http://democratic.bracknell-forest.gov.uk/documents/s129064/Forum%202019-20%20Schools%20Budget%20Final%20Proposals%20v1.pdf</a></p> <p><b><u>Revenue Funding from the council for statutory aged pupils</u></b></p> <p>The Schools Budget is funded by a 100% government grant called the Dedicated Schools Grant (DSG). The DSG is 'ring-fenced' so can only be spent on the functions for which it has been allocated. As previously advised, significant changes are occurring to school funding next year.</p> <p>As part of on-going national funding reforms, the changes will result in extra money for schools next year with every school receiving more. The lowest increase in per pupil funding in Bracknell will be 0.5%. Where schools have particularly low per pupil funding rates – less than £3,500 in primary schools and less than £4,800 in secondary schools – they will receive extra funding. The overriding requirement next year is that every school will be funded at least to these minimum per pupil funding rates.</p> <p>There remains the significant medium term extra local cost being faced in BF relating to the new schools that are being opened in response to house building and the need to provide additional financial support in the early years when pupil numbers tend to be low resulting in high average costs and low economies of scale. The Schools Forum has now agreed a funding policy with the council for the next 4 years that will use up to £1m of funds from council resources, a measured draw down from accumulated Schools Block balances, and some of the new money being received through the funding reforms (0.7% of funding in 2019-20).</p> <p>Existing BF schools will on average receive per pupil increases in funding of 2.0% next year. BF schools have previously been consulted on how they want the money to be allocated and this is now being put into place.</p> <p>Final 2019-20 budgets will be with schools in late January. As previously advised, schools should now be undertaking budget calculations and where this indicates that spending reductions are required; schools should now be considering available options. Advice and guidance on such budget matters are available from Paul Clark, Finance Business Partner - CYPL. If it is considered possible that changes to staffing establishments may be required, please contact your HR Adviser without delay as there is a strict timetable to comply with, an outline of which will be circulated shortly.</p> <p>Advice to schools remains that they should carefully consider the long term implications of their spending plans before decisions are taken.</p>		

### **Revenue Funding from the council for early years pupils**

The Early Years budget is also funded by DSG and the government have confirmed that that per child funding paid to LAs next year will be at the same hourly rate as in 2018-19. Therefore, funding rates to providers are not expected to change, and this will be considered by the Schools Forum in March.

### **Revenue Funding from the council for high needs pupils**

The High Needs budget is also funded by DSG and the government have recently confirmed that in recognition of funding pressures being experienced by a number of LAs, an additional £125m will be available in both this and next year. BFC will receive £0.302m extra in each year.

Bracknell has experienced a significant cost increase this year and without the grant a budget over spending was expected. An initial view of costs likely to be incurred in 2019-20 indicate further increases, and work is underway to develop a balanced budget.

Final budget proposals will be considered by the Schools Forum in March.

<b>ACTION POINTS:</b>	<ol style="list-style-type: none"><li>1. Schools should already be planning their provisional cost calculations for 2019-20 and be comparing it to the indicative budget that was sent out at the beginning of January. Where it is anticipated that expenditure cannot be contained within budget, schools should contact the LA.</li><li>2. Upon receipt of final budget notifications in January, schools should compare this with their latest cost estimates to determine whether funds are likely to be sufficient. Again, where it is anticipated that expenditure cannot be contained within budget, schools should contact the LA.</li><li>3. By 31 May a budget plan needs to be returned to the LA, having been formulated with regard to know and likely financial events, balanced to total income, and having been agreed by the Governing Body or relevant committee with the power to make such a decision.</li><li>4. By 31 December a copy of the minutes of the Governing Body agreeing the initial budget plan needs to be submitted to the LA.</li></ol>		
<b>DEADLINE FOR ACTION</b>	See action points	<b>CONTACT NAME</b>	Paul Clark, Finance Business Partner - CYPL
		<b>TELEPHONE</b>	01344 354054
		<b>EMAIL</b>	<a href="mailto:paul.clark@bracknell-forest.gov.uk">paul.clark@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 1</b>	<b>Maintained Schools. Academies are governed by the Financial Handbook and there was a new version published in 2018.</b>	
<b>TITLE</b>	<b>(b) Financial Issues Schools Financial Value Standard (SFVS)</b>		
<p>This is a reminder of the requirement to complete the work associated with SFVS and arrange for sign off by the chair of governors. This is an annual requirement that must be completed by the end of March each year so the next deadline is 31 March 2019, although schools can complete their return at any time. It does not need to wait until March. One school failed to meet the deadline for the 2015-16 return and was subject to follow up from the DfE.</p> <p>The completion of SFVS is a statutory requirement for all maintained schools. It is primarily aimed at governors as governing bodies have formal responsibility for the financial management of their schools. Schools are advised to arrange 2 governor sign off meetings before the end of March to allow time for any further work should any problems be experienced at the initial review.</p> <p>The DfE web site address that sets out the requirements and helpful guidance on meeting the Standard is as follows:</p> <p><a href="https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs">https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs</a></p> <p>Completed signed returns should be scanned and emailed to:</p> <p><a href="mailto:Education.finance@bracknell-forest.gov.uk">Education.finance@bracknell-forest.gov.uk</a></p>			
<b>ACTION POINTS:</b>	<ul style="list-style-type: none"> <li>Governing bodies need to ensure that they take the necessary steps to meet the Standard, including arranging the annual discussion with the headteacher and senior staff, annual reporting to the full governing body and formal sign off by the chair of governors.</li> </ul>		
<b>DEADLINE FOR ACTION</b>	31 March 2018	<b>CONTACT NAME</b>	Paul Clark Finance Business Partner - CYPL
		<b>TELEPHONE</b>	01344 354054
		<b>EMAIL</b>	<a href="mailto:Paul.clark@bracknell-forest.gov.uk">Paul.clark@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 2</b>	<b>Maintained Schools &amp; Academies</b>
<b>TITLE</b>	<b>(a) Section 128 Directions</b>	
<p>In September 2018 an updated Safer Recruitment Toolkit was issued to schools to reflect the changes from the latest version of the Keeping Children Safe in Education document, it can be found here <a href="https://schools.bracknell-forest.gov.uk/hr/safer-recruitment-toolkit/">https://schools.bracknell-forest.gov.uk/hr/safer-recruitment-toolkit/</a></p> <p>One of the changes relates to the requirement to carry out section 128 checks on certain individuals, please see further information below.</p> <p><b>What is a section 128 direction?</b> Section 128 directions are made by the Secretary of State under s.128 of the Education and Skills Act 2008, barring individuals from taking part in the management of Independent schools, Academies and Free Schools. This has been in effect since 2015 for Academies.</p> <p>Since September 2018 a section 128 direction also now prohibits a person from taking up a position as governor of a maintained school.</p> <p><b>What is a section 128 Check?</b> The Section 128 check checks the names of individuals who have been barred from taking part in the management of any independent school (including academies and free schools) and prohibited from taking up a position as a governor of a maintained school.</p> <p><b>How does a school carry out a section 128 check?</b></p> <p><b>For Academies</b> a section 128 direction will show on an enhanced DBS with barred list check provided that 'children's workforce independent schools' is specified in the parameters for the barred list check.</p> <p>If only a standard enhanced DBS check is required (with no barred list check), the check will need to be carried out via the DfE Secure Access/DfE Sign in portal (schools already use this portal for teacher checks).</p> <p><b>For governors in maintained schools</b> the check will need to be carried out via the DfE Secure Access/DfE Sign in portal (schools already use this portal for teacher checks).</p> <p><b>Where should a school record section 128 checks?</b> Section 128 checks should be recorded on your single central record.</p> <p><b>What action is required by schools?</b> Schools have been advised on what action needs to be taken (see below for information).</p> <p>Maintained schools should ensure a section 128 check is undertaken for governors appointed / elected after <b>3<sup>rd</sup> September 2018</b> and this should be recorded on the school's single central record.</p> <p>For Academies, checks should be undertaken on anyone appointed to a management position (including governors/trustees) after the date of conversion to Academy; this includes internal promotions to management positions. Checks should be recorded on the school's single central record.</p>		
	<b>CONTACT NAME</b>	Schools HR
	<b>TELEPHONE</b>	01344 352770
	<b>EMAIL</b>	<a href="mailto:Schools.hr@bracknell-forest.gov.uk">Schools.hr@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 2</b>	<b>Maintained Schools &amp; Academies</b>
<b>TITLE</b>	<b>(b) EU Settlement Scheme</b>	
<p>This is for information only. Schools and Academies have been informed separately regarding action that is required.</p> <p><b>What is the EU Settlement Scheme?</b></p> <p>The EU Settlement Scheme allows EU citizens and their family members to apply to stay in the UK beyond 31 December 2020, and to continue to be eligible for services such as healthcare and schools, in line with the draft Withdrawal Agreement.</p> <p><b>Who does the scheme apply to?</b></p> <p>Non UK EU citizens and their family members living in the UK by 31 December 2020 are eligible to apply to the scheme.</p> <p>Family members do not need to be from the EU; they can come from anywhere in the world (referred to as non-EU citizen family members).</p> <p>Individuals who have been a UK resident for more than five continuous years will be eligible for settled status (also known as indefinite leave to remain). Those who have been a UK resident for less than five continuous years will be eligible for pre-settled status.</p> <p><b>What is the EU Settlement Scheme Employer Toolkit and Briefing Pack?</b></p> <p>The EU Settlement Scheme Employer Toolkit and Briefing Pack provide guidance for employers with non-UK, EU citizens in their workforce. The resource contains information for explaining the EU Settlement Scheme to employees and outlines the steps for them to apply for settled status.</p> <p><b>When and How can Eligible Employees Apply?</b></p> <p>Eligible employees and their family members will be able to apply when the scheme is fully open, which will be by 30 March 2019. These individuals will have until 30 June 2021 to apply and their rights will remain unchanged until then, provided that they are resident in the UK by 31 December 2020.</p> <p><b>What support can schools offer these employees?</b></p> <p>Providing information on the scheme. Schools may also wish to consider supporting employees by allowing use of facilities at the school or offering financial assistance for acquiring the new settled status document. Please note there is no expectation to pay the cost of the application, it is entirely at the school's discretion.</p>		
<b>CONTACT NAME</b>	Schools HR	
<b>TELEPHONE</b>	01344 352770	
<b>EMAIL</b>	<a href="mailto:Schools.hr@bracknell-forest.gov.uk">Schools.hr@bracknell-forest.gov.uk</a>	

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 2</b>	<b>Maintained schools and previous Bracknell Forest schools that have converted to Academies</b>
<b>TITLE</b>	<b>(c) NJC Pay Award and Pay Scales – Support Staff</b>	
<p>In 2018 a two year pay deal was agreed nationally for Local Government Services, resulting in support staff receiving a 2 per cent pay increase on 1 April 2018, and again on 1 April 2019.</p> <p>The second year of that pay deal however brought about national changes to some of the spinal column points as follows.</p> <ul style="list-style-type: none"> <li>• The number of spinal column points (SCP) have been reduced at grades BG-K and BG-J</li> <li>• Nationally, five additional spinal points have been added over grades BG-I and BG-H</li> </ul> <p>Local Authorities are responsible for setting their own grading structure and through negotiations with local trade unions it has been agreed that we do not adopt the additional new spinal points added by the National Agreement.</p> <p>In addition, it has been agreed that as spinal points have been reduced at the lower level of the pay structure, that grades BG-J and BG-I will have a one spinal column point overlap with the grade below. This will not have an impact on current staff, only those newly appointed into that grade.</p> <p>Schools HR will be sending further information on this to Headteachers and Bursars over the coming weeks to enable the pay award to be implemented from 1<sup>st</sup> April 2019. Alongside this discussions on financial implications on the pay award have taken place with Schools Finance.</p> <p>This applies to maintained schools and previous Bracknell Forest schools that have converted to Academies.</p>		
<b>CONTACT NAME</b>	Schools HR	
<b>TELEPHONE</b>	01344 352770	
<b>EMAIL</b>	<a href="mailto:Schools.hr@bracknell-forest.gov.uk">Schools.hr@bracknell-forest.gov.uk</a>	

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 3</b>	<b>Aided Schools &amp; Academies</b>	
<b>TITLE</b>	<b>Admission Arrangements for 2020-21</b>		
<p><i>This is for aided schools and academies (own admission authority schools) in Bracknell Forest.</i></p> <p>Own admission authority schools must determine (agree) their 2020-21 admission arrangements by <b>28<sup>th</sup> February 2019</b> even if they have not consulted on them.</p> <p>Once determined they must inform the Local Authority and send them a copy of their full determined arrangements no later than <b>15 March 2019</b>. These need to be sent to <a href="mailto:school.admissions@bracknell-forest.gov.uk">school.admissions@bracknell-forest.gov.uk</a>. They must also be published on the <a href="#">schools website</a>.</p> <p>Those schools that purchase an SLA from the Local Authority in regards to helping with their admission arrangements will have been sent clear guidance on this process.</p>			
<b>ACTION POINTS:</b>	<ul style="list-style-type: none"> <li>• Determine 2020-21 admission arrangements by <b>28<sup>th</sup> February 2019</b></li> <li>• Send the LA a copy of the determined admission arrangements no later than <b>15 March 2019</b></li> </ul>		
<b>DEADLINE FOR ACTION</b>	As above	<b>CONTACT NAME</b>	School Admissions Team
		<b>TELEPHONE</b>	01344 354023
		<b>EMAIL</b>	<a href="mailto:School.admissions@bracknell-forest.gov.uk">School.admissions@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING 2019</b>	<b>ITEM NO. 4</b>	<b>Maintained Schools &amp; Academies</b>
<b>TITLE</b>	<b>School Support Services</b>	

Governors need to be aware that the majority of services which schools have purchased from the Council under Service Level Agreements (SLAs) expire on 31 March 2019. This is the end of the three year period for which they have been offered.

The new system will be powered by SLA Online <http://can-do.bracknell-forest.gov.uk/>

Can (Do), the new place for all your support service needs. More than just a name, we are a customer focused service meeting the needs of schools and education settings in one place. Ensuring the best possible educational outcomes for children is your main priority and we are changing our service offering to help you achieve this. Listed are the wide range of current, updated and new traded and bespoke support services we will be offering you from April 2019.



**The Learning Improvement Strategy has been co-produced in partnership with school leaders including governors and LA officers within Bracknell Forest. Roles and responsibilities have been agreed and tightly focused on the key areas which will ensure working together we do unlock opportunities for all children and young people. Our school support services have been tailored to help you achieve the best possible outcomes for all children.**

The SLA Online trading system will be going live towards the end of January / early February and schools will be able to procure SLAs and other services from that point in preparation for April 2019. Prices will be sent to schools in the coming days.

Other considerations to enhance our offer to schools:

- **Training to be co-ordinated through online system** – Evidence from other LAs shows this is popular with schools and reduces manual administration.
- **Providing ad-hoc services** - There is potential to provide a range of ad-hoc services related to current SLAs to further help meet school needs.
- **Providing new services** - New services are being considered that could be provided on an ad-hoc basis to measure demand.

<b>ACTION POINTS:</b>	<ul style="list-style-type: none"> <li>• To review the current, updated and new school support services on offer and commit to those services that are required from 1 April 2019.</li> </ul>		
<b>DEADLINE FOR ACTION</b>	31 March 2019	<b>CONTACT NAME</b>	Andy Ruane School Support Services Project Manager
		<b>TELEPHONE</b>	01344 354191
		<b>EMAIL</b>	<a href="mailto:andy.ruane@bracknell-forest.gov.uk">andy.ruane@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 5</b>	<b>Maintained School &amp; Academy reference</b>
<b>TITLE</b>	<b>Local Offer – Annual Review/Update Process</b>	
<p>Bracknell Forest Council (BFC) has a duty to ensure the SEND Local Offer (LO) for all maintained schools is accessible to the public. Although the responsibility to oversee the publication of the LO belongs with the Local Authority (LA), the obligation to cooperate lies with the school.</p> <p>The SEND Code of Practice states “Local authorities and their partner bodies and agencies (schools, colleges, health services and others) must co-operate with each other in the development and review of the Local Offer”</p> <p>We encourage schools to complete the formalised ‘Local Offer’ form (in addition to the school’s SEN report), as this sets out information in a standardised format which enables parents to compare and contrast between schools and childcare settings. Where a school does not complete and publish their Local Offer, we simply link to their SEN report to fulfil our responsibility.</p> <p>Every school’s Local Offer should be checked and updated annually. The Family Information Service has made the process as simple as possible; a reminder email is sent out to schools at the beginning of each summer term, requesting that the SENCO (or whoever is responsible for the upkeep of the LO) checks the content of their school’s LO, updates wherever needed, then amends the review date accordingly. If there are no changes to the LO, the review date must still be updated to indicate that the information is current. This should then be displayed on the school’s SEND webpage and the URL link sent to the Family Information Service. The Bracknell Forest Local Offer website will then link directly to each school’s SEND page.</p> <p>This process ensures schools are meeting the statutory regulations detailed in section 6.79 of the SEND Code of Practice (2014); “The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.”</p>		
<b>CONTACT NAME</b>	Nicki Davies Family Information Services Officer	
<b>TELEPHONE</b>	01344 353133	
<b>EMAIL</b>	<a href="mailto:nicki.davies@bracknell-forest.gov.uk">nicki.davies@bracknell-forest.gov.uk</a>	

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 6</b>	<b>Maintained Schools &amp; Academies</b>
<b>TITLE</b>	<b>English As An Additional Language (EAL) Information For Governors</b>	
<p>Please find below guidelines for Governors in schools focusing on key points of good practice that should be occurring in schools.</p> <p>While EAL provision is not statutory it is a recognised cohort and as the EAL students are a high performing group they are not a focus of OFSTED because they do well and are not a concern.</p> <p>Schools also recognise (through much banging of the drum by the EAL team initially) that these children are an asset to their school and can outperform their peers so are good role models.</p> <p><b>WHAT IS EAL?</b> EAL is English as an Additional Language. It means teaching English to pupils/students in school whose first language is not English. Traditionally it was called ESL - English as a Second language but because many students speak more than one language we now refer to English as an Additional Language which is a more accurate description.</p> <p><b>EAL in Bracknell Forest</b> We have a central system in Bracknell. The Government provide each school with a sum of money for their EAL pupils/students. Bracknell Forest (and several other councils including Hampshire) schools have elected every year to combine all the money and fund an EAL teacher who serves all of the schools. This is my role.</p> <p><b>EAL TEACHER'S ROLE</b> Schools have an EAL co-ordinator; often this is the SENDCO but please note the overwhelming majority of EAL children are not SEND. The Co-Ordinator sends in a referral if they have a new arrival. Schools are given very little notice when a child is being allocated to their school so it is a reactive service. As soon as I receive a referral I arrange a date to assess the student. This is a wide ranging assessment covering speaking, listening, reading and writing, family background and details of previous schooling. Literacy levels in their first language, maths and science are also tested at this time. I then write a bespoke report for school and the parents. If the student requires EAL support they will receive targeted time limited support for one hour a week. Lessons are bespoke to cover the gaps that particular student has. Advocacy is a part of the role to ensure the child is feeling included and I will attend parent evenings and meetings with other agencies if required.</p> <p><b>WHAT SHOULD I SEE IN SCHOOL?</b> <b>Good practice should entail the following:</b></p> <ul style="list-style-type: none"> <li>• A world map with the name of the countries noted via flags or pictures of the pupils in a widely used corridor.</li> <li>• Signs in different languages</li> <li>• Evidence of valuing the languages of the world</li> <li>• A comprehensive audit of EAL children to be kept up to date as students arrive showing language, year group, country of origin and levels of progress – we use NASSEA steps (1 – 9) and DfE levels L(A – E) to denote progress.</li> </ul>		

### Good practice in class

- EAL child should be seated near the teacher
- If they are literate in their first language (year 4 upwards generally) they should have a dictionary on their desk. Also, evidence of glossaries, phrase books or maths booklets being used by beginners.
- EAL children should not be seated with SEND children. They should be seated with good models of behaviour and hardworking children – in higher groups. They are seated according to their ability **rather than** their current level of English.
- EAL children are often high achieving and diligent and this should be reflected in their setting in higher groups in both primary and secondary schools.
- TA should be working with many children – does not always have to sit with an EAL learner so do not expect it. However, dictionaries should be evident so the student is able to look up words he does not understand
- Please note if the Learning Objective and KEY WORDS are written on the board – for all of the children not just EAL. The student can then look up the words in his/her dictionary that he/she does not understand.
- This is best practice and OFSTED would expect this.

At the recent Headteachers Briefing in January 2019 a more detailed document was shared and focuses on training Headteachers and their staff on best practice. It is very detailed because it focuses on each key stage in depth and also key areas such as reading, mathematics, phonics and writing.

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<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 7</b>	<b>Maintained Schools &amp; Academies</b>	
<b>TITLE</b>	<b>Statutory and Department Guidance (a) Publication of Governor's Details and the Register of Interests</b>		
<p>Governors hold an important public office and their identity should be known to their school and wider communities. In the interests of transparency, a governing body should publish on its website up-to-date details of its governance arrangements in a readily accessible form. Readily accessible means that the information should be on a webpage without the need to download or open a separate document.</p> <p>This should include:</p> <ul style="list-style-type: none"> <li>• the structure and remit of the governing body and any committees, and the full names of the chair of each;</li> <li>• for each governor who has served <b>at any point over the past 12 months</b>: <ul style="list-style-type: none"> <li>– their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the governing body's instrument of government),</li> <li>– relevant business and pecuniary interests (as recorded in the register of interests) including: governance roles in other educational institutions; any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives); and <b>their attendance record at governing body and committee meetings over the last academic year.</b></li> </ul> </li> </ul> <p>Governing bodies should also publish this information for associate members, making clear whether they have voting rights on any of the committees to which they have been appointed.</p> <p>Governing bodies should make it clear in their code of conduct that this information will be published on their governors and any associate members. Any governor failing to provide information to enable the governing body to fulfil their responsibilities may be in breach of the code of conduct and as a result be bringing the governing body into disrepute. In such cases the governing body should consider suspending the governor.</p>			
<b>ACTION POINTS:</b>	<ul style="list-style-type: none"> <li>• Clerks to read guidance and bring changes to the attention of governors to ensure compliance.</li> <li>• Maintained Schools link <a href="https://www.gov.uk/guidance/what-maintained-schools-must-publish-online">https://www.gov.uk/guidance/what-maintained-schools-must-publish-online</a></li> <li>• Academy link <a href="https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online">https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online</a></li> </ul>		
<b>DEADLINE FOR ACTION</b>	ASAP	<b>CONTACT NAME</b>	Governor Services
		<b>TELEPHONE</b>	01344 354036 / 4069
		<b>EMAIL</b>	<a href="mailto:Governors.helpdesk@bracknell-forest.gov.uk">Governors.helpdesk@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 7</b>	<b>Maintained Schools &amp; Academies</b>	
<b>TITLE</b>	<b>Statutory and Department Guidance (b) Get Information About Schools (GIAS)</b>		
<p>This is a register of schools and colleges in England. You can search for and download information on establishments, establishment groups or governors. Schools, local authorities and academy trusts can also update details by signing in to their Secure Access account.</p> <p>All maintained school governing bodies and academy trusts have a legal duty to provide all of the governance information requested on GIAS in so far as it is available to them. This will increase the transparency of governance arrangements. It will enable schools and the department to identify more quickly and accurately individuals who are involved in governance, and who govern in more than one context. The information requested says nothing in itself about a person's suitability to govern. However, it is essential information for the department to be able to uniquely identify an individual and in a small number of cases conduct checks to confirm their suitability for this important and influential role. You should provide all of the information requested in so far as it is available to you. A minimum set of information needs to be provided before a record can be saved.</p> <p>Users wishing to access GIAS should either navigate to <a href="https://www.get-information-schools.service.gov.uk/">https://www.get-information-schools.service.gov.uk/</a> or login to their Secure Access account and select the Get information about schools link. The DfE have provided a <a href="#">User Guide</a> that should aid them in doing this.</p> <p><u>Unique Reference Number or Unique ID</u></p> <p>GIAS holds some information about your board, for example your school's Unique Reference Number (URN) or MAT or Federation's Unique ID (UID), and your school's current Ofsted grade.</p> <p><u>Governor ID</u></p> <p>Governors can check whether your school has registered you on the Get Information About Schools website by searching for your name here: <a href="https://www.get-information-schools.service.gov.uk/?SelectedTab=Governors">https://www.get-information-schools.service.gov.uk/?SelectedTab=Governors</a></p> <p>If your name and school appear in the results, click on the 'download these search results' option at the top right of the screen and follow the instructions. Once you have downloaded the results, you will be able to see your Governor ID number against your name and school in column C.</p> <p>If you do not appear in this search, you have not been registered on the website by your school.</p>			
<b>ACTION POINTS:</b>	<ul style="list-style-type: none"> <li>• Ensure the information about your governing board is correct on GIAS.</li> <li>• Make any amendments to ensure you are compliant with the requirements.</li> </ul>		
<b>DEADLINE FOR ACTION</b>	ASAP	<b>CONTACT NAME</b>	Governor Services
		<b>TELEPHONE</b>	01344 354069 / 4036
		<b>EMAIL</b>	<a href="mailto:Governors.helpdesk@bracknell-forest.gov.uk">Governors.helpdesk@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 7</b>	<b>Reference for Maintained Schools &amp; Academies</b>
<b>TITLE</b>	<b>(c) DfE School complaints procedures: guidance for schools</b>	
<p>The Department for education have recently published Guidance for schools about setting up or reviewing complaints procedures:</p> <p><a href="#">School complaints procedures January 2018</a></p> <p>The documents published are as follows:-</p> <p><a href="#">Best practice guidance for school complaints procedures 2019</a></p> <p><a href="#">Model complaints procedure</a></p> <p><a href="#">Model policy for managing serial and unreasonable complaints</a></p> <p>This guidance:</p> <ul style="list-style-type: none"> <li>contains information on what governing bodies of maintained schools should do</li> <li>sets out the legal duties with which they must comply</li> </ul> <p>It's aimed at governing bodies in all maintained schools and maintained nursery schools in England.</p> <p>Guidance on creating an academy complaints procedure remains unchanged <a href="https://www.gov.uk/government/publications/setting-up-an-academies-complaints-procedure/putting-in-place-a-complaints-procedure">https://www.gov.uk/government/publications/setting-up-an-academies-complaints-procedure/putting-in-place-a-complaints-procedure</a></p> <p>Bracknell Forest will be reviewing its existing model policy in light of the new guidance.</p>		
<b>CONTACT NAME</b>	Jeremy Saunders Head of Service, Information & Knowledge	
<b>TELEPHONE</b>	01344 354382	
<b>EMAIL</b>	<a href="mailto:Jeremy.Saunders@bracknell-forest.gov.uk">Jeremy.Saunders@bracknell-forest.gov.uk</a>	

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 7</b>	<b>Maintained Schools &amp; Academies</b>
<b>TITLE</b>	<b>(d) Prevent Awareness</b>	
<p>In the Draft Inspection Framework it makes the following comment: -  “ those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding”.</p> <p><b>“Prevent duty: schools and local authorities”</b> from Ofsted November 16  <a href="http://www.slideshare.net/Ofstednews/preventschoolsandlocalauthoritiesesncas1116">http://www.slideshare.net/Ofstednews/preventschoolsandlocalauthoritiesesncas1116</a></p> <p><i>What does this look like in schools? (slides 4 and 5)</i></p> <ul style="list-style-type: none"> <li>• <i>Clear procedures in place for protecting children at risk of radicalisation; does not require separate policies but needs to be built into relevant policies and procedures.</i></li> <li>• <i>Working in partnership with LSCBs, local authorities, the police and others in the community, including parents.</i></li> <li>• <i>Appropriate staff training, including general Prevent awareness, WRAP, and when and how to refer to Channel.</i></li> <li>• <i>As a minimum, designated safeguarding lead must be trained in Prevent and be able to provide advice and support to other staff.</i></li> <li>• <i>IT – procedures for access to online material covered in relevant policies; suitable filtering in place to protect pupils Prevent duty: schools and local authorities</i></li> <li>• <i>Building resilience through the curriculum, teaching and learning. Providing a safe environment in which children and young people can discuss and learn. Could be linked to PSHE, citizenship education or other parts of the curriculum, e.g. SMSC.</i></li> </ul> <p><i>The weakest aspect that has been found in school inspections is risk- assessment. Schools have often focused on the general points to raise awareness, build into policies etc. but have not necessarily assessed the specific risks based on local circumstances.</i></p> <p>The specific DfE guidance for schools and academies can be found at:  <a href="https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty">https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</a></p> <p>The online training referred to in this document can be found at and does not take long and gives you a certificate:  <a href="http://course.ncalt.com/Channel_General_Awareness/01/index.html">http://course.ncalt.com/Channel_General_Awareness/01/index.html</a></p> <p>All governors should complete the online training. BFC Safeguarding and Inclusion Manager has advised that it is not necessary for every governor to do the online training annually but the safeguarding governor and chair should do it to be aware.</p>		
<b>CONTACT NAME</b>	Governor Services	
<b>TELEPHONE</b>	01344 354036 / 4069	
<b>EMAIL</b>	<a href="mailto:Governors.helpdesk@bracknell-forest.gov.uk">Governors.helpdesk@bracknell-forest.gov.uk</a>	

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 7</b>	<b>Secondary Maintained Schools &amp; Academies</b>
<b>TITLE</b>	<b>(e) Careers statutory guidance for schools</b>	
<p>The DfE has published a new version of the statutory guidance for schools on careers guidance and access for education and training providers.</p> <p>The update includes information on new requirements and expectations that were introduced in September 2018, for schools to:</p> <ul style="list-style-type: none"> <li>• publish information about their careers programme on their website</li> <li>• name their Careers Leader and publish their contact details on their website.</li> </ul> <p>The update also provides further information on the roles and responsibilities of the Careers Leaders; details about The Career &amp; Enterprise Company's new SEND Gatsby Benchmark Toolkit; and information on destination measures.</p> <p>The guidance document is available at the following link:  <a href="https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools">https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</a></p> <p>The DfE has also issued a new guidance note explaining what destination data is, what destination measures are and how they can be used to improve careers provision and outcomes for young people.</p> <p>The guidance is available at the following link:  <a href="https://www.gov.uk/government/publications/how-to-use-destinations-data">https://www.gov.uk/government/publications/how-to-use-destinations-data</a></p> <p>The NGA has published some guidance on the role of the governing board  <a href="https://www.nga.org.uk/thenga/media/NGA-Image-Library/Guidance/NGA-Careers-guidance-the-role-of-the-governing-board-final_3.pdf">https://www.nga.org.uk/thenga/media/NGA-Image-Library/Guidance/NGA-Careers-guidance-the-role-of-the-governing-board-final_3.pdf</a></p> <p>This month the NCW has published "Careers in school for governor"  <a href="https://nationalcareersweek.com/ncw-2019-governors-handbook/">https://nationalcareersweek.com/ncw-2019-governors-handbook/</a></p>		
<b>CONTACT NAME</b>	Governor Services	
<b>TELEPHONE</b>	01344 354036 / 4069	
<b>EMAIL</b>	<a href="mailto:Governors.helpdesk@bracknell-forest.gov.uk">Governors.helpdesk@bracknell-forest.gov.uk</a>	

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 7</b>	<b>Maintained Schools &amp; Academies</b>
<b>TITLE</b>	<b>(f) Respectful Schools Tool</b> <b>(g) Mental Health &amp; Behaviour Guidance</b>	
<p>(f) <u>Respectful Schools Tool</u></p> <p>The DfE has published a Respectful School Communities toolkit designed to support schools to develop a whole-school approach, which promotes respect and discipline. This can combat bullying, harassment and prejudice of any kind.</p> <p>The toolkit is available at the following link:  <a href="https://educateagainsthate.com/school-leaders/?filter=guidance-and-training-school-leaders">https://educateagainsthate.com/school-leaders/?filter=guidance-and-training-school-leaders</a></p> <p>(g) <u>Mental health and behaviour in schools</u></p> <p>The DfE has published an update to the 'Mental health and behaviour guidance' :  <a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a></p> <p>It makes reference to staff wellbeing and in November the Anna Freud National Centre for Children and Families published a report on the wellbeing of school staff, <a href="#">Ten Steps Towards School Staff Wellbeing</a>. The report identified a diversity of approaches for schools which could help support their staff's wellbeing.</p> <p>Staff wellbeing is an important issue for governing boards, as it can have implications for the quality of education provided, and potentially the school's finances if it leads to high staff turnover. Boards should be holding senior leaders to account for their staff management and setting a culture which values the wellbeing of all members of the school community, including staff.</p>		
<b>CONTACT NAME</b>	Governor Services	
<b>TELEPHONE</b>	01344 354036 / 4069	
<b>EMAIL</b>	<a href="mailto:Governors.helpdesk@bracknell-forest.gov.uk">Governors.helpdesk@bracknell-forest.gov.uk</a>	

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 8</b>	<b>Maintained Schools &amp; Academies</b>
<b>TITLE</b>	<b>(a) Consultation on Ofsted Inspection Framework</b>	
<p>On January 16<sup>th</sup> Ofsted launched a <a href="#">consultation on the proposed education inspection framework for September 2019</a>. You can have your say until 5 April 2019.</p> <p>You can also read:</p> <ul style="list-style-type: none"> <li>• <a href="#">draft inspection handbooks for early years, maintained schools and academies, non-association independent schools and further education and skills</a></li> </ul> <p>The <b>Draft</b> consultation outlines that Inspectors will make judgements on overall effectiveness based on four key judgements:</p> <ul style="list-style-type: none"> <li>• the quality of education</li> <li>• behaviour and attitudes</li> <li>• personal development</li> <li>• leadership and management.</li> </ul> <p>In the handbook it reiterated that the 'school governance handbook' sets out the three statutory functions of all boards, no matter what type of schools or how many schools they govern. There are three core functions:</p> <ul style="list-style-type: none"> <li>- ensuring clarity of vision, ethos and strategic direction</li> <li>- holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff</li> <li>- overseeing the financial performance of the organisation and making sure that its money is well spent, including the pupil premium.</li> </ul> <p>" In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equalities Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Inspectors will explore how governors carry out this responsibility. Please note, inspectors are <b>not</b> expected to construct or review a list of duties."</p> <p><b>"The role that governors and trustees play in the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management, and each report will contain a separate paragraph that addresses the governance of the school."</b></p>		
	<b>CONTACT NAME</b>	Governor Services
	<b>TELEPHONE</b>	01344 354036 / 4069
	<b>EMAIL</b>	<a href="mailto:Governors.helpdesk@bracknell-forest.gov.uk">Governors.helpdesk@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 8</b>	<b>Maintained Schools &amp; Academies</b>	
<b>TITLE</b>	<b>Recent Ofsted Inspection Reports</b>		
<p><b>In recent Ofsted inspections in Bracknell Forest the following comments have been made about governors –</b></p> <p><b>Cranbourne – outstanding</b> <a href="https://files.api.ofsted.gov.uk/v1/file/50043169">https://files.api.ofsted.gov.uk/v1/file/50043169</a></p> <p>Governors are highly committed and ensure that the school provides an excellent education for all. They provide leaders with strong support and challenge in equal measure.</p> <ul style="list-style-type: none"> <li>• The skilful team of governors is highly effective. They are passionate about ensuring that pupils receive a high-quality education. They use their skills to provide all leaders with challenge and support in equal measure.</li> <li>• As frequent visitors to the school, governors gathered ample evidence to support their work to ensure an effective transition between the two Headteachers.</li> <li>• Governors monitor closely the school's use of additional funding for pupils with SEND, the pupil premium and the primary PE and sport premium. They scrutinise the impact of this additional funding on pupils' outcomes.</li> <li>• Governors are not complacent and evaluate the quality of their own performance carefully. They challenge themselves to ensure that the school continues to provide an outstanding education for all pupils.</li> </ul> <p><b>Fox Hill - good – full inspection</b> <a href="https://files.api.ofsted.gov.uk/v1/file/50034740">https://files.api.ofsted.gov.uk/v1/file/50034740</a></p> <p>Governance is strong. Governors monitor leaders' actions successfully and provide good challenge. Governors use a variety of evidence, such as pupil progress information and local authority visit reports, to help them evaluate the school's effectiveness. They are increasingly skilled in challenging school leaders and monitoring their actions against improvement plans."</p> <p><b>This helps all governors in self-evaluating practice – What would Ofsted say about us?</b></p> <p>Another recently outstanding school not in Bracknell had the following comments:-</p> <ul style="list-style-type: none"> <li>• The team of governors brings a wealth of expertise to the school. Governors use their skills very well to challenge and support the school in equal measure.</li> <li>• All governors make regular visits to the school. They gather information about the school, making clear links to the school development plan. As a result, they ask highly pertinent and challenging questions of leaders and support the school's continuous improvement very well.</li> <li>• Governors share senior leaders' high expectations and aspirations for the academic and social and emotional well-being of every single pupil. They work closely with parents to ensure that pupils feel fully included in the life of the school.</li> </ul>			
<b>ACTION POINTS:</b>	<ul style="list-style-type: none"> <li>• Consider your governing body and what could be written about you. What do you need to improve on?</li> </ul>		
<b>DEADLINE FOR ACTION</b>	Ongoing	<b>CONTACT NAME</b>	Governor Services
		<b>TELEPHONE</b>	01344 354036 / 4069
		<b>EMAIL</b>	<a href="mailto:Governors.helpdesk@bracknell-forest.gov.uk">Governors.helpdesk@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 9</b>	<b>Maintained Schools &amp; Academies</b>
<b>TITLE</b>	<b>(a) The role of the Pupil Premium Governor</b>	
<p>Strong governance is critical to schools' successful use of the Pupil Premium funding to accelerate progress and narrow gaps in attainment.</p> <p>Although the responsibility for improving outcomes for these pupils lies with all governors, the Standards and Effectiveness team recommend that every Governing Body in Bracknell Forest appoints a designated Pupil Premium Link Governor.</p> <p>The role of this person is to champion the needs and outcomes of disadvantaged pupils, and ensure that the Governing Body is well placed to work with school leaders to ensure that the Pupil Premium Grant has its intended impact.</p> <p>To support link governors in this role, the Standards and Effectiveness team have produced a Pupil Premium Link Governor Role Description, which sets out the key roles and responsibilities, along with sets of questions that governors should ask themselves, and key school leaders.</p> <p>A full copy of this document is attached, see appendix A.</p>		
<b>CONTACT NAME</b>	Zoe Livingstone Standards & Effectiveness Partner	
<b>TELEPHONE</b>	01344 354192	
<b>EMAIL</b>	<a href="mailto:Zoe.livingstone@bracknell-forest.gov.uk">Zoe.livingstone@bracknell-forest.gov.uk</a>	

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 9</b>	<b>Infant &amp; Primary Maintained &amp; Academies</b>
<b>TITLE</b>	<b>(b) The role of the EYFS Governor</b>	
<p>A core strand of Bracknell Forest Learning Improvement Strategy is ensuring that children <b>'Get the best start in life.'</b></p> <p>It is therefore important that governors develop a comprehensive knowledge of provision and practice within the Early Years Foundation Stage, to enable them to both challenge and support school leaders.</p> <p>To support the work of school Governing Bodies, the Standards and Effectiveness team have produced guidance in relation to the EYFS Link Governor role.</p> <p>A full copy of this document is attached, see appendix B.</p>		
<b>CONTACT NAME</b>	Sharon Jones Standards and Effectiveness Partner	
<b>TELEPHONE</b>	01344 354150	
<b>EMAIL</b>	<a href="mailto:Sharon.Jones@bracknell-forest.gov.uk">Sharon.Jones@bracknell-forest.gov.uk</a>	

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 10</b>	<b>Maintained &amp; Academies</b>	
<b>TITLE</b>	<b>Governor and Clerk Training and Development Opportunities (a) Spring term 2019</b>		
<p>All governors, associate members and clerks should have a copy of the spring term training and development programme; it can be found here <a href="https://schools.bracknell-forest.gov.uk/governors/training-for-governors/">https://schools.bracknell-forest.gov.uk/governors/training-for-governors/</a> . It is important that Governing Bodies discuss the programme and ensure that they are represented on training as appropriate. The autumn term has some key training opportunities. Please book onto training which will assist you in your role and note that most sessions are only delivered once a year.</p> <p>Bookings are made via Sue Shields by returning a completed booking form, a phone call or sending an email, whichever method is used please ensure governors provide their full name and name of the school to Sue Shields <b>By phone:</b> 0118 936 6402 <b>Email:</b> <a href="mailto:sue.shields@bracknell-forest.gov.uk">sue.shields@bracknell-forest.gov.uk</a></p> <p><b>When a governor applies for a course and does not attend, the school will be charged £50 unless we have been notified in advance.</b></p> <p>In Bracknell Forest there is an expectation that all new governors attend the Induction training within 6 months of appointment.</p> <p>All boards are responsible for identifying the ongoing training and development they need.</p>			
<b>ACTION POINTS:</b>	<ul style="list-style-type: none"> <li>• Clerks to ensure all members of the governing board have a copy of the programme.</li> <li>• Consider as a board what your training plans are going to be both individually and as a whole GB and book accordingly.</li> <li>• Governors, Associate Members and Clerks are encouraged to view the full training and development programme and book onto training accordingly through Sue Shields.</li> <li>• Inform Development Governor of any training you would like considered whether repeating existing courses or new ideas.</li> <li>• Register with NGA Learning Link if not already done so, this has to be by individual governor.</li> </ul>		
<b>DEADLINE FOR ACTION</b>	As soon as possible	<b>CONTACT NAME</b>	Governor Services
		<b>TELEPHONE</b>	01344 354036 / 4069
		<b>EMAIL</b>	<a href="mailto:governors.helpdesk@bracknell-forest.gov.uk">governors.helpdesk@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 10</b>	<b>Maintained &amp; Academies</b>
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<b>TITLE</b>	<b>Governor Training and Development Opportunities (b) Governor Development Conference Friday 8<sup>th</sup> March 2019</b>
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The Governor Development Conference will be held during the day on Friday 8<sup>th</sup> March 2019 at the Easthampstead Park Conference Centre. The theme will be "Ensuring Quality – Focusing on what really matters".



**Agenda:**

- 08:45 Arrival & Registration
- 09:00 Opening Remarks
- 09:15 Sir Kevan Collins - Setting the Scene
- 10:15 Comfort & Coffee Break
- 10:30 Rachel Morgan - Are You Ready for Sep 2019?
- 11:00 Tim Small - on Key Responsibilities of Governors
- 12:00 Lunch
- 12:45 Mary Myatt - on the Role of Leadership
- 14:15 Professor Mick Waters - On the Role of Governors & Curriculum
- 15:45 Close

Full information about the agenda, speakers and how to book can be found on the dedicated website here <https://crmservices.wixsite.com/bfcg19>

Deadline for booking – Friday 8<sup>th</sup> February 2019.

Places are allocated on a first come, first served basis. It should be noted that, as a rule, by the day of the Conference we have been able to accommodate most of those who wish to attend due to cancellations and sickness.

All Bracknell Forest schools have signed the Bracknell Forest governor services level agreement (SLA) and the Conference is therefore free to all governors, associate members and clerks. All other schools are also welcome to attend, the cost is £50.

**Cancellations: Important**

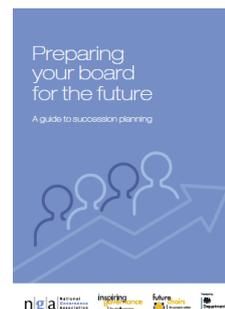
If you find that you are unable to attend, even up to the day before the Conference, please email Sue Shields so that your place may be reallocated to someone on the waiting list. Sue's details will be on the booking form.

If you are on the waiting list please ensure that we have your mobile number so that you can be contacted should a place become available. This could be as late as the day prior to the Conference.

<b>CONTACT NAME</b>	Governor Services
<b>TELEPHONE</b>	01344 354036 / 4069
<b>EMAIL</b>	<a href="mailto:governors.helpdesk@bracknell-forest.gov.uk">governors.helpdesk@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 10</b>	<b>Maintained Schools</b>
<b>TITLE</b>	<b>(c) Parent Governor Representative Recruitment</b>	
<p>During the week commencing 3 December 2018, Bracknell Forest Council invited nominations from existing Parent Governors who qualified, to nominate themselves as Parent Governor Representatives to sit on the Overview and Scrutiny Commission and the Children, Young People and Learning Overview and Scrutiny Panel.</p> <p>The closing date for nominations was midday on 2 January 2019.</p> <p>No nominations for the 2 vacancies (one primary stage Parent Governor Representative and one secondary stage Parent Governor Representative) were received by the deadline and the two positions remain unfilled.</p> <p>Bracknell Forest Council is required to attempt to fill these positions at regular 6 monthly intervals and so recruitment will begin again in June 2019.</p>		
<b>CONTACT NAME</b>	Kirstine Berry Governance & Scrutiny Co-ordinator	
<b>TELEPHONE</b>	01344 354068	
<b>EMAIL</b>	<a href="mailto:Kirstine.berry@bracknell-forest.gov.uk">Kirstine.berry@bracknell-forest.gov.uk</a>	

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 11</b>	<b>Reference for Maintained &amp; Academies</b>	
<b>TITLE</b>	<b>(a) Updated DIY Guide (b) A guide to Succession Planning</b>		
<p><b><u>Updated DIY Guide</u></b></p> <p>We have recently updated the DIY guide on <b>“Operating Governing Bodies without committees”</b>, sometimes called the flat structure as this is an arrangement being increasingly used by schools. Although there are advantages outlined in the Guide, there are also pitfalls and it is important that governors do cover all areas of their role but in a strategic fashion. Sufficient meetings need to be held and clear individual responsibilities identified to ensure continuity and effectiveness.</p> <p>The <b>“Governor Recruitment”</b> DIY guide has also been updated.</p> <p>DIY guides are located on the school management site but this one is also attached.</p> <p><a href="https://schools.bracknell-forest.gov.uk/governors/diy-guides/">https://schools.bracknell-forest.gov.uk/governors/diy-guides/</a></p> <p><b><u>A Guide to Succession Planning</u></b></p> <p>Good chairing is one of the <a href="#">eight elements of effective governance</a>, and to support governing boards in developing and planning their future leadership (chairs/ vice chairs), National Governance Association (NGA) has published new <a href="#">practical guidance on succession planning</a>.</p> <p>Five short sections cover:</p> <ol style="list-style-type: none"> <li>1. Getting this basics in place</li> <li>2. Establishing a culture of succession</li> <li>3. Using the succession cycle</li> <li>4. Developing governors and trustees</li> <li>5. Ensuring leadership</li> </ol>			
<b>ACTION POINTS:</b>	<ul style="list-style-type: none"> <li>• Share with Chair and all governors</li> </ul>		
<b>DEADLINE FOR ACTION</b>	Ongoing	<b>CONTACT NAME</b>	Governor Services
		<b>TELEPHONE</b>	01344 354036 / 4069
		<b>EMAIL</b>	<a href="mailto:Governors.helpdesk@bracknell-forest.gov.uk">Governors.helpdesk@bracknell-forest.gov.uk</a>



<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 11</b>	<b>Maintained &amp; Academies</b>
<b>TITLE</b>	<b>(c) Governor Recruitment</b>	
<p>Clerks should regularly check their governing body details to ensure chairs of governors are aware which governors are coming to the end of their term of office. This ensures that good succession planning takes place and governing bodies plan ahead for elections, advertising and recruitment.</p> <p>All Governing Bodies need to plan for recruitment. To encourage prospective governors, it is helpful to read the DIY guide <a href="https://schools.bracknell-forest.gov.uk/governors/diy-guides/">https://schools.bracknell-forest.gov.uk/governors/diy-guides/</a> and the following top tips:</p> <ol style="list-style-type: none"> <li>1. Work with the following organisations to promote your vacancies free of charge: <ul style="list-style-type: none"> <li>• Inspiring Governance <a href="https://inspiringgovernance.org/">https://inspiringgovernance.org/</a> - a slidepack on how to use the system will be circulated with the papers</li> <li>• Governors for Schools <a href="https://www.governorsforschools.org.uk/">https://www.governorsforschools.org.uk/</a></li> <li>• Involve <a href="http://bracknellforestgetinvolved.org.uk/">http://bracknellforestgetinvolved.org.uk/</a></li> </ul> </li> <li>2. Advertise vacancies with BFC here <a href="https://schools.bracknell-forest.gov.uk/governors/becoming-a-governor/">https://schools.bracknell-forest.gov.uk/governors/becoming-a-governor/</a> and here <a href="https://www.bracknell-forest.gov.uk/school-governors/current-school-governor-vacancies">https://www.bracknell-forest.gov.uk/school-governors/current-school-governor-vacancies</a> by submitted an advert to governor services.</li> <li>3. Send out annual newsletter summarising the work of the governors and encourage parents to show interest.</li> <li>4. At school events, ensure that leaflets and posters are displayed encouraging parents to become governors. Parents' evenings are a good opportunity for governors to be present and instigate conversations.</li> <li>5. Identify from the Headteacher regular visitors to the school and whether they may be potential governors.</li> <li>6. Approach local businesses maybe through mail outlining the two way benefits of being a school governor. Either request opportunity to advertise or find out if they would be interested in nominating governors from a corporate social responsibility standpoint.</li> <li>7. Ask your headteacher to approach other schools to find out if there are any members of staff who would be interested in becoming a governor elsewhere as part of their professional development, especially senior leaders.</li> <li>8. Ensure that your school website advertises the role of school governors and clarifies where to show interest.</li> <li>9. Identify if your community have a local parish magazine or other newsletter where you can submit an article to advertise for new governors.</li> <li>10. Ask a local charity if they have anyone who would be interested in becoming a school governor.</li> <li>11. Ask at your local library &amp; doctor's surgery if they would be willing to put up a poster on becoming a school governor.</li> <li>12. Use of social media.</li> </ol>		

**Remember:**

You need your Governing Body to have an appropriate range of skills and to represent all groups within the community. Respond immediately to any show of interest and ask them to complete a skills audit form, then keep a list of potential recruits even if you are full.

Your Governing Body needs to have a recruitment process.

<b>CONTACT NAME</b>	Governor Services
<b>TELEPHONE</b>	01344 354036 / 4069
<b>EMAIL</b>	<a href="mailto:Governors.helpdesk@bracknell-forest.gov.uk">Governors.helpdesk@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 12</b>	<b>Maintained Schools &amp; Academies</b>
<b>TITLE</b>	<b>Closure of the Education Centre</b>	
<p>As you'll be aware following the sale of Easthampstead Park, the Education Centre will be closing at February half term.</p> <p>After this date courses and meetings will be held at the Open Learning Centre until the opening of the new Leadership Hub later in the year.</p> <p>Although all work at the Open Learning Centre won't be completed until the Autumn we will have access to a suite of new classrooms and meeting rooms from the beginning of the Summer term. All existing bookings, starting after February half term, have been transferred to the Open Learning Centre and schools will be able to book the new classrooms and meeting rooms for their own use from the beginning of the summer term. ☎ 01344 354220</p> <p>It is anticipated that schools will be able to book places on courses using the new CanDo platform from April but further information will be sent to schools nearer the time.</p> <p><u>Learning Resources</u> Learning resources currently held in the resources centre at the Education Centre and which are no longer required will be offered to schools free of charge. To take advantage of this offer schools will need to arrange to visit the Education Centre to select any books and resources they want <b>before half term</b>. Schools will need to make their own transport arrangements.</p> <p><u>Surplus furniture</u> There are also a number of desks, filing cabinets, office chairs and other furniture which are now surplus to requirements at both the Education Centre and Open Learning Centre. These will also be offered to schools free of charge.</p> <p>In the case of furniture we have been able to make arrangements for items to be delivered to schools free of charge during half term week (w/b 18<sup>th</sup> February). Delivery arrangements will be confirmed nearer the time.</p> <p>To make arrangements to view and select either resources or furniture contact the Education Centre ☎ 01344 354391.</p> <p>For convenience a list of furniture available will be sent to bursars.</p>		
<b>CONTACT NAME</b>	Jeremy Saunders Head of Service, Information & Knowledge	
<b>TELEPHONE</b>	01344 354382	
<b>EMAIL</b>	<a href="mailto:Jeremy.Saunders@bracknell-forest.gov.uk">Jeremy.Saunders@bracknell-forest.gov.uk</a>	

<b>CLERKS' BRIEFING SPRING TERM 2019</b>	<b>ITEM NO. 13</b>	<b>Maintained Schools</b>
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<b>TITLE</b>	<b>Education Governor Nominations</b>
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The nomination of potential governors is delegated to the Director of People in consultation with the Executive Member for Children, Young People & Learning and relevant local members, plus former members of the Education Governor Nominations Committee.

The process allows nominations for Education / LA Governor Vacancies and those coming to the end of their Education / LA Governor Terms to be considered at any time during the year. This allows for vacancies to be filled when they arise.

Existing governors on the board can become Authority governors, the application form should be completed with the nomination being supported. Clerks will also be asked to provide further information about the governors' attendance at meetings and the contribution the governor makes.

The nomination form has been designed; using the model Skills Audit Proforma produced by the National Governance Association as its base, to find out about the skills and experience of the nominee and whether they have the necessary attributes to become an effective and useful school governor. It is therefore critical that nominees are encouraged to complete the form as fully as possible. Applications must be accompanied by a supporting statement and signed by the applicant (scanned signatures are acceptable). If an application is incomplete then this may delay the nomination's consideration.

Copies of the nomination form can be obtained from Democratic Services or downloaded from the following webpage: <https://schools.bracknell-forest.gov.uk/governors/becoming-a-governor/>

This nomination has to be approved by the School's Full Governing Body and as a result the four year term of office will not start until this has happened. Once the nomination has been approved, the appointment will continue for the specified period unless the applicant resigns or the Authority has reason to remove the applicant from office. The power to remove a governor has always existed and must be used reasonably and lawfully.

<b>School</b>	<b>Status or name and date term ends</b>
Binfield CE Primary	Vacancy
Harmans Water Primary	Vacancy
New Scotland Hill Primary	Vacancy
Sandhurst	Vacancy
Wildridings Primary	Vacancy
Wooden Hill Primary	Pending

If your school has a vacancy which has not been listed please contact Hannah Stevenson in Democratic Services immediately. Notification of any Local Authority School Governor resignations should be sent to Hannah Stevenson, with a copy to Governor Services.

<b>CONTACT NAME</b>	Hannah Stevenson Democratic Services Officer
<b>TELEPHONE</b>	01344 352308
<b>EMAIL</b>	<a href="mailto:Hannah.stevenson@bracknell-forest.gov.uk">Hannah.stevenson@bracknell-forest.gov.uk</a>

<b>CLERKS' BRIEFING SPRING 2019</b>	<b>APPENDIX A</b>
<b>TITLE</b>	<b>The Pupil Premium Governor: Link Governor Role &amp; Responsibilities</b>

Strong governance is critical to schools' successful use of the Pupil Premium funding to accelerate progress and narrow gaps in attainment. Effective governors are ambitious for their vulnerable pupils and hold leaders to account for their decisions and for the impact of initiatives funded by the Pupil Premium.

Strong governing bodies are fully involved in deciding how pupil premium funding is used. Finances are tightly controlled and decisions on spending are linked closely to priorities in the school improvement plan. They monitor its effectiveness in closing the attainment gap between different groups of pupils. They have a comprehensive knowledge of published data and are skilled in using this to check on the progress of the school and to hold staff to account. They also take steps to collect first-hand evidence, for example by meeting with students and teachers.

**While it is not a statutory requirement to have a Pupil Premium Governor, Bracknell Forest Council strongly recommends that each Bracknell Forest school appoints a Pupil Premium Link Governor.**

#### Outline of role:

- To understand the concept of the Pupil Premium: what it is; why it has been set in place; how it is calculated; and which groups of pupils attract the premium.
- To ensure that the school website is fully compliant with the statutory duties:  
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pupil-premium>

#### **Knowing the school**

- To become familiar with the school's Pupil Premium Strategy Statement, and the rationale behind the school's approach.
- To know basic Pupil Premium facts for the school: how many pupils attract the premium; how this figure compares with other local and similar schools; how the money is spent.
- To meet occasionally with the senior leader(s) responsible for performance data to discuss issues around vulnerable groups, including those eligible for the Pupil Premium.
- To challenge the allocation of the Pupil Premium grant if there is no clear audit trail evidencing appropriate use and impact of the resources to raise outcomes for disadvantaged children.

#### **Monitoring data**

- To assist the Governing Body in understanding relevant school pupil performance data that shows progress of different groups over time.
- To monitor the spending of the pupil premium, making sure money is spent in identifiable and evidence based ways to support target groups of pupils.
- To monitor the impact of pupil premium spending on target groups.
- To monitor the attainment and progress of different groups of pupils over time, to provide evidence of how pupils eligible for the pupil premium (including those who also have SEND) are progressing compared with others.
- In agreement with school leaders, meet with students and/or teachers to collect first hand evidence of the premium, where appropriate.

#### **Governing board meetings**

- To take an active part in any governing body or committee discussions when the allocation and monitoring of the Pupil Premium is discussed and decided.

- To report back to the Governing Body on the impact of the school's use of the pupil premium.
- To attend any Local Authority training on Pupil Premium and report back to the Governing Body.

### **Questions that governors need to be able to answer:**

1. Can you describe your pupil premium strategy in a nutshell? What is your ambition?
2. What is your rationale for the spending and its intended impact this year?
3. How confident are you that decisions made about the spending are based on research evidence about what works (e.g. Education Endowment Foundation Toolkit)?
4. How confident are you that pupils' specific needs have been assessed forensically, and what is your evidence? How does this year's strategy differ from the previous year's as a result of analysis of children's barriers to learning?
5. How much progress are disadvantaged pupils making in the school, and how does this compare to non-disadvantaged pupils nationally? Is the difference diminishing?
6. Do disadvantaged pupils make accelerated progress in any year groups/areas?
7. How do you know which approaches have been successful and for which disadvantaged pupils?
8. How do you know if progress outcomes are good enough?
9. Based on the data provided to governors, what evidence is there about the effectiveness of the strategy so far? What are school leaders doing to build on strengths and tackle weaknesses?
10. How have you challenged senior leaders to increase effectiveness of the use of the pupil premium?
11. What are you expecting to see in the next data return to evidence the impact of leader's actions?
12. How effective do you consider the impact of pupil premium funding to be on raising attendance?
13. How effective is the use of pupil premium funding on improving behaviour and how do you know?
14. How does the school use Pupil Premium Funding to work with parents and engage harder to reach families in their child's education?

### **Possible questions to ask in meetings and when visiting the school:**

1. How much money is allocated to the school for the Pupil Premium, and how is this identified in the school's budget planning?
2. Within the school's Pupil Premium Strategy, is there a clearly understood and shared rationale for how this money is spent and what it should specifically achieve?
3. Can school leaders explain how they have identified the barriers to learning and reasons for any gaps? Are the planned strategies matched to these barriers?
4. Do actions for improving outcomes for Pupil Premium pupils:
  - Detail barriers identified and how resources are to be allocated?
  - Give an overview of actions to be taken?
  - Summarise the expected outcomes?
  - Identify ways of monitoring the effectiveness of these actions as they are on-going, and detail who is responsible for keeping governors informed?
  - Explain what will be evaluated at the end of the action and what measures of success will be applied? Is there a good balance of quantitative and qualitative measures?
5. How are leaders evaluating the effectiveness of their planned strategy? Have they provided convincing evidence about the impact of the PPG spending?
6. Which strategies are proving most effective in improving outcomes for disadvantaged pupils, and which less so, and how are plans being adjusted in light of these findings?
7. What does the data tell us?

- What does the data tell us at each phase about how the school's disadvantaged pupils compare to non-disadvantaged pupils nationally?
  - Is there less difference across the school from the children's starting points?
  - Is the attainment of disadvantaged pupils rising nearer to the national picture for non-disadvantaged pupils over time?
8. How does the attendance, wellbeing and behaviour of disadvantaged pupils compare to non-disadvantaged pupils in the school? How is this being tracked and monitored?
  9. Because high expectations are so important, what is the school doing to raise expectations of what disadvantaged children can achieve, among the children themselves, their parents and school staff?
  10. How are staff at all levels held to account for improving outcomes for disadvantaged learners? Are targets for disadvantaged pupils included as part of performance management? Are all staff aware of which pupils are eligible for PPG, and the strategies that the school is employing to help them?
  11. How are leaders monitoring the quality of provision in class and in intervention groups for disadvantaged pupils?
  12. What is the quality of teaching like in class and in interventions for disadvantaged pupils? Are the needs of these pupils being prioritised, and what is the evidence about the quality?
  13. How does the Pupil Premium Funding enhance the education of SEND pupil who also receive SEND or High Needs funding? Is there clear disaggregated tracking of this expenditure and its impact?
  14. How does the school promote awareness of eligibility among parents? Are we sure we are registering all of our eligible children?

#### **Key assumptions in diminishing the difference:**

- There is no simple way to improve the outcomes for disadvantaged pupils. Every school is unique and every pupil is unique. Therefore approaches may be individual and will need to change over time.
- Teaching is the main and universal approach to promoting disadvantaged pupils' learning. Small changes in the classroom can make a difference. Improving staff at all levels in the process of diminishing the difference will increase the likelihood of small changes.

#### **Recommended reading:**

- DfE – Supporting the attainment of disadvantaged pupils: articulating success and good practice, November 2015
- Education Endowment Foundation – Teaching and Learning Toolkit
- NCTL – Effective Pupil Premium Reviews, 2016
- School cultures and practices: supporting the attainment of disadvantaged pupils, May 2018

<b>CLERKS' BRIEFING SPRING 2019</b>	<b>APPENDIX B</b>
<b>TITLE</b>	<b>The role of the EYFS Governor</b>

It is important that governors have full knowledge of their Early Years Foundation Stage (EYFS): the strengths and areas for development, the progress of the children and how the setting is managed.

**The EYFS link governor should:**

- Take a specific interest in EYFS
- Be familiar with the statutory EYFS guidance
- Understand how the data is collected
- Understand how the EYFS framework should be delivered
- Provide the link between the governing body and the EYFS lead
- Monitor the progress of the children and be aware of any gaps and how they are being addressed
- Ensure that EYFS issues remain high on the school's agenda

**This can be done by:**

- Visiting the setting and observing practice
- Attending training (including in school)
- Discussion with the EYFS lead and other staff
- Reporting to the governing body

**Possible questions that Governors could ask?**

1. What is the make-up of the cohort?
2. What are the entry levels of the children coming into Reception?
3. When do baseline assessment take place?
4. How is progress in EYFS tracked?
5. How do you know assessments are accurate?
6. What are the children's exit levels in EYFS at the end of Reception?
7. What is the trend of these results over time?
8. Are there any particular areas which need to be focused on?
9. Are these cohort specific or school specific?
10. How are these areas being addressed?
11. In what ways do we engage with parents ?
12. How is the curriculum delivered?
13. Are the children in EYFS enjoying an active approach to learning with opportunities to play, explore and be creative? What evidence do you have of this?
14. How is phonics approached?
15. How are the needs of specific pupils being met including disadvantaged pupils?
16. How are those children with SEN identified early, and what support do we give to parents of children with SEN in EYFS?
17. What is the budget for EYFS? How has this been spent and how does it improve the outcomes for children?
18. CPD opportunities?

<b>CLERKS' BRIEFING SPRING 2019</b>	<b>APPENDIX C</b>
<b>TITLE</b>	<b>List of Clerks to Governing Bodies * new clerk ◇ temp</b>

<b>School:</b>	<b>School Tel No.</b>	<b>Clerk:</b>		
Ascot Heath CE Junior School	01344 883353	Mrs	Jackie	Frew
Ascot Heath Infant School	01344 882631	Mrs	Jackie	Frew
Binfield CE Primary School	01344 860106	Dr	Hayley	McArdle
Birch Hill Primary School	01344 455815	Mrs	Jane	Hodgson
College Town Primary School	01276 31933	Miss	Gemma	Yates
College Hall	0118 989 3378	Mrs	Rachel	Moss
Cranbourne Primary School	01344 882350	Mrs	Carole	Allen
Crown Wood Primary School	01344 485448	Mrs	Dawn	Deykin
Crowthorne CE Primary	01344 772089	Mrs	Mary	Jenkinson
Easthampstead Park School	01344 304567	Mrs	Penny	Thompson
Edgbarrow School	01344 772658	Mrs	Celeste	Moruzzi
Fox Hill Primary School	01344 421809	Mrs	Claire	Pollard
Garth Hill College	01344 421122	Dr	Hayley	McArdle
Great Hollands Primary	01344 424 911	Mrs	Amanda	Joy*
Harmans Water Primary School	01344 422196	Mrs	Lyndsey	North*
Holly Spring Infant and Nursery School	01344 483920	Mrs	Sarah	Webb
Holly Spring Junior School	01344 422367	Mrs	Helen	Hawkins
Jennett's Park Primary	01344 301269	Mrs	Penny	Thompson
Kennel Lane School	01344 483872	Vacant		
Kings Academy Binfield	01344 306983	Mrs	Gail	Sumner*
Meadow Vale Primary School	01344 421046	Mrs	Sarah	O'Keeffe
New Scotland Hill Primary School	01344 772184	Mrs	Adele	Woodhouse
Owlsmoor Primary School	01344 776642	Mrs	Fiona	Stanton
Ranelagh	01344 421233	Miss	Dawn	Deykin
Sandhurst School	01344 775678	Miss	Claire	Read
Sandy Lane Primary School	01344 423896	Mr	Alan	Shackel
St Joseph's Catholic Primary School	01344 425246	Mrs	Adele	Valentin
St Margaret Clitherow Catholic Primary School	01344 424030	Mrs	Angela	Lansley
St Michael's CE Primary School (Sandhurst)	01252 873360	Mrs	Dawn	Deykin
St Michael's Easthampstead CE VA Primary	01344 420878	Mrs	Sharon	Mobbs
The Pines School	01344 426413	Mrs	Lyndsey	North*
Uplands Primary School	01252 873069	Mrs	Terri	Webster
Warfield CE Primary School	01344 862074	Mrs	Claire	Pollard
Whitegrove Primary School	01344 861020	Mrs	Rachel	Clayton
Wildmoor Heath School	01344 772034	Mrs	Celeste	Moruzzi
Wildridings Primary School	01344 425483	Mrs	Kate	Harding
Winkfield St Mary's CE Primary School	01344 882422	Mrs	Gemma	Lenton
Wooden Hill Primary and Nursery School	01344 421117	Miss	Dawn	Deykin
Hatch Ride Primary	01344 776227	Mrs	Pat	Arthur
Oaklands Infant School	01344 774644	Mrs	Clare	Broadway*
Oaklands Junior School	01344 773496	Mrs	Clare	Broadway*
Corvus Learning Trust	01344 772658	Mrs	Sarah	Bamford