

## It's OK to talk WORLD SUICIDE PREVENTION DAY ●●●

**Chairs of governors supported Oldham Health and Wellbeing campaign in the summer by joining in the #ItsOkayToTalk hashtag campaign**

CALM, the Campaign Against Living Miserably, is a charity devoted specifically to the prevention of male suicide in the UK.

Male suicide, distressingly, accounts for 76% of all suicides and is the biggest cause of death in men under 45, according to a 2014 study.



Chairs of governors supporting the #ItsOkayToTalk campaign.

CALM serves to spearhead the rejection of the stiff upper lip culture intrinsic to life in the UK, where many men will choose to struggle silently than lose face in front of a GP.

On their website, CALM says: "We believe that if men felt able to ask for and find help when they need it then hundreds of male suicides could be prevented. We believe that there is a cultural barrier preventing men from seeking help as they are expected to be in control at all times, and failure to be seen as such equates to

weakness and a loss of masculinity."

The hashtags #itsokaytotalk and #ANDYSMANCLUB, set up by Halifax rugby player Luke Ambler who tragically lost his brother-in-law in April to create a space for young men to talk and act openly about their issues.

The hashtags aim to get people, famous or not, to take a picture of themselves while giving the OK hand gesture and post to social media and help end the taboo of male mental health.

## Governor Service Database

**Have you changed address, email address or your name?**

Then please email the team at [gbsupport@oldham.gov.uk](mailto:gbsupport@oldham.gov.uk) who will be happy to update your details on the database.

Thank you to Gavin O'Driscoll and Martin Kinneally (Trainee Business Support Officers – Governor Services) who have been supporting the Governance team as part of the Get Oldham Working programme.

Schools managing change and looking for apprentices can contact the Get Oldham Working Team for support, email: [getoldhamworking@oldham.gov.uk](mailto:getoldhamworking@oldham.gov.uk)



# Dear Governor

## Welcome to the Spring term newsletter.

I hope you have all enjoyed the Christmas and New Year break and are looking forward to the coming year in your schools.

I am pleased to inform you that Gerri Barry has been appointed permanently to the role of Information and Advice Service Manager and she will be taking the lead on the development of the school governance service. We also welcome Tony Shepherd to the authority who has taken up the role of Head of Schools and Learning. I am sure that you will join me in congratulating both Gerri and Tony on their appointments.

We have continued with our programme of improvements to the service including more user friendly access to the resources available on our school governor internet site. Governors will now be able to access online a range of training programmes and information which will support and develop you in your role. A recruitment campaign has been launched to encourage those who have the necessary skills and experience to become governors.

As governors will no doubt be aware of the considerable pace of change in the national education picture which continues to throw up challenges both for schools and the Local Authority. The Green Paper 'Schools that Work for Everyone' has recently closed for consultation and we await the outcomes from that consultation which included plans to extend and establish new selective schools and enhance the role of universities and independent schools in the state sector by encouraging them to sponsor academies and free schools. In December 2016, the Department of Education began consulting on the Schools Funding Formulae. I would strongly advise all governors to familiarise themselves with this document. The consultation ends on 22 March 2017 and the government's response will be published in Summer 2017. We will of course keep governors fully briefed on any major changes as they are rolled out by the Department of Education.

Academisation remains a hot topic nationally and we are aware that many governors are discussing the

matter in their individual schools and in wider forums. The Local Authority has recently produced an Academy Policy and Guidance document which is on the Spring term governing body agenda. This document outlines the Local Authority position on Academisation and contains valuable guidance for schools.



Governors will also be aware that within the borough there are considerable pressures on school places which will over the coming years require a number of school expansions and the development of new provision. In line with government policy, any new provision will be in the form of Free Schools. We have recently developed an LA Free School Policy which will be shared with governors on the Summer term agenda. This policy will outline our expectations of new schools in the borough including the importance of working with our existing family of schools and the Oldham Education and Skills Commission (OESC).

At the beginning of January 2017, the Department for Education launched two new key documents for governors that I will urge you to read and familiarise yourself with: An updated Governance Handbook for academies, multi-academy trusts and maintained schools; and A Competency Framework for Governance which contains the knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts.

As always we would be delighted to hear from you regarding any training and development opportunities you wish to explore or any suggestions you have regarding the service we provide.

**Andy Collinge**

Head of Education Support Services

## Welcome...

to the 59 new governors and 14 new Chairs who have who have taken up a post last term.

### New Governors

New governors please download a copy of the Mentoring and Induction Policy for New Governors and Induction Check list which is located on the governor website: [www.oldham.gov.uk/downloads/download/1053/mentoring\\_and\\_induction\\_policy\\_for\\_new\\_governors](http://www.oldham.gov.uk/downloads/download/1053/mentoring_and_induction_policy_for_new_governors)

### Future Newsletters

If you would like to suggest future articles or comment on this issue, please contact editor Gerri Barry via email [gbsupport@oldham.gov.uk](mailto:gbsupport@oldham.gov.uk) Please send in your news and photographs or write to Education and Support Services Team, Level 4, Civic Centre, West Street, Oldham OL1 1UT.

The deadline for any contributions to the next edition is Friday 16 June 2017.

Although we can't promise to print every story we receive we do give careful consideration to all the information that is sent to us and would welcome the opportunity to share good practice between governing bodies.

To the best of our knowledge all information and articles were correct at time of print.

Edited by:  
Gerri Barry,  
Information and Advice  
Service Manager



# Welcome to the Head of Schools and Learning



**We are pleased to welcome Tony Shepherd to Oldham. He has recently been appointed to the post of Head of Schools and Learning with Oldham Council.**

He joined the Education and Early Years team at the start of 2017 and will oversee a number of the council functions including School Improvement, Early Years and the Virtual School for Looked after Children.

He was introduced to Chairs of Governors at the briefing in early January by Carrie Sutton, Director of Education and Early Years.

Tony brings to the role a wealth of experience in different educational settings including working in the private sector, for local authorities and in a number of schools.

At the National Centre for Excellence in Teaching Mathematics, he developed and managed the innovative Inspiring Mathematics Champions programme for trainee primary school teachers.

At Kirklees Council, he led the Secondary School Team as the authority moved beyond national average GCSE outcomes for the first time.

Tony received recognition as an Advanced Skills Teacher and was short-listed as BECTA Teacher of the Year at Spen Valley Sports College. He went on to lead on Achievement at All Saints Catholic College as the school achieved their best ever GCSE results and a regional award for narrowing the gap with Pupil Premium students. Simultaneously he coached the school basketball teams to three Yorkshire Championships.

As a keen sportsman, Tony cycles, runs and swims on a regular basis, occasionally competing in the Triathlon.

## Oldham Governor Conference 2016

Presentations and handouts from the Conference are available in the link below:

**[www.oldham.gov.uk/governorconference](http://www.oldham.gov.uk/governorconference)**

Thank you to St Matthews School Choir and Oldham Music Services who did a fantastic job entertaining everyone who attended the conference.

Thank you to North Chadderton School for hosting the annual Oldham governor Conference November 2016.

Attendance was high and feedback from governors who attended indicated that 90% felt that the overall event experience good and excellent, and they would encouraged all governors to attend future events.

### Governors feedback included:

"As a fairly new governor to my school, attending the conference has given me confidence to carry out the role. Enjoyed meeting other governors"

"Breakout sessions very good for asking questions and getting information"

"Angela Rayner - very inspirational, passionate and a real understanding of the core issues"

"Chance to speak with/network with other governors"

"Outstanding coverage/breadth of views from speakers"

"The chance to understand the plans and structures for education across Oldham"

"Shared views on the future of education from representatives in the field gave a wholesome insight"

## Dates for the diary

### Chair of Governors Briefing

Tuesday 16 May 2017, 6–8pm

**Book online [www.oldham.gov.uk/governortraining](http://www.oldham.gov.uk/governortraining)**

### Annual SACRE Conference

For Leaders and Teachers of Religious Education

Tuesday 17 October 2017, 8.30 – 4pm

Oldham Civic Centre – Council Chambers

**Book online [www.oldham.gov.uk/sacreconference](http://www.oldham.gov.uk/sacreconference)**



# Governor Long Service Awards

Responsible Resourceful Resilient Reasoning Reflective



Congratulations to our governors who were nominated for a Long Service Award and honoured at the Oldham Governors' Conference which took place in November at the North Chadderton School.

Between them they clocked up a fantastic 500+ years volunteering in education.

Double congratulations to Marlene Armitage who also went on to win the Pride in Oldham's

Education Worker Award which took place at Oldham's Queen Elizabeth Hall on 18 November 2016.

**From left to right:** Alan Armitage, Elizabeth Scoltock, Eddie Moores, John Greenwood, Lesley Hampson, Michael Booth, Marlene Armitage, Roy Butterworth

(photograph courtesy of Oldham Chronicle)

## School Governor Long Service Awards

Nominations were received for

### Exemplary Service (15 to 29 years)

Name	School	Years Service
Alan Armitage	St Hilda's	18
Bernard Judge	Retired	24
Jack Quinn	Royton Hall	15
Irene Clark	Crompton House	25
Gavin Crabtree	North Chadderton School	21
Judith Rainford	North Chadderton School	15
Leonard Quinn	North Chadderton School	21
Lesley Hampson	North Chadderton School	24
Linda Hunt	Kingfisher School	15
Maurice Scott	North Chadderton School	15
Philip Carnell	North Chadderton School	15
John Greenwood	St Hilda's	15
Peter Widall	Alexandra Park	20
Philip Taylor	Hodge Clough	15
Edward Moores	Mills Hill	17
Sara Burns	Higher Failsworth	25

### Distinguished Service (30 years +)

Name	School	Years Service
John Dunkerley	Holy Cross	30
Roy Butterworth	Royton Hall	32
Michael Booth	Royton Hall and Royton & Crompton	32
Ann Hanaghan	South Failsworth	30
Elizabeth Scoltock	St Hilda's	30
Peter Kershaw	St Johns	30
Ann Hanaghan	South Failsworth	30
Elizabeth Scoltock	St Hilda's	30
Peter Kershaw	St Johns	30

### Exceptional Service (40 years +)

Name	School	Years Service
Marlene Armitage	Holy Cross	40
Robert Rodgers	Christ Church Denshaw	40

# Welcome meeting held at Kingfisher Special School for headteachers



To ensure new and acting Headteachers receive the best possible start to their Headship in Oldham, members of the Alliance for Leadership Learning (ALL) work in collaboration to plan and deliver a robust induction and leadership development programme.

The programme leaders and partners combine the strengths of current practice with their past experiences and put together an induction programme of support and information for Headteacher's in their new role. In November 2016,

The Kingfisher Special School hosted and welcomed some of the most recent new Headteacher's, some of whom are shown in the photo.



In order from left to right: **Neil Hutchinson** (Royton & Crompton) **Jo Conway** (Whitegate End Primary), **Dan Whittle** (St Margaret's Primary) **Mary Garvey** (St Mary's RC Primary) **Alison Booth** (Holy Family RC Primary) **Zaira Cook** (Horton Mill Primary) **Lara Beaumont** (Crompton Primary) **Claire Rahman** (Richmond Academy) **Sarah Bradbury** (St Theresa's RC Primary) **Sue Caine** (Kingfisher Special School) **Trish Burton** (St Mary's Greenfield) **Phill Quirk** (Failsworth)

## Before an Ofsted Inspector calls

Before their visit to a school Ofsted Inspectors will check...

- Edubase
- Your school website
- Information about your school in the local press and on the internet
- Ofsted report and complaints
- Information about your Headteacher and Chair in the local press and on the internet

A comprehensive school governance check list is available on the council's governors webpage:

**[www.oldham.gov.uk/schoolgovernorspolicies](http://www.oldham.gov.uk/schoolgovernorspolicies)**

## Key Stage 4, A-level and other level 3 provisional data released

**The Department for Education (DfE) has released provisional data for Key Stage 4 results.**

This year, the attainment figure for 5 or more A\*- C grades (including English and Maths) is 56.8% for state schools, compared to 56.1% last year.

However, for the first time this year the figures that will be reported in the performance tables are attainment 8 and progress 8 scores.

The headline figures, alongside the national average provisional results, are as follows:

- the average attainment 8 score is 49.8 per pupil
- the average percentage of students achieving A\*- C in English and Maths is 62.6%
- the percentage of students entering the Ebacc is 39.6%
- the percentage of students achieving the Ebacc is 24.5%



# Yvonne Farrand (LLG)

## **Congratulations to Yvonne Farrand who has recently been appointed to the post of Local Leader of Governance (LLG).**

We asked Yvonne to tell us about being a governor and why she decided to become an LLG.

I first became a governor at Thornham St James Primary School eight years ago when I was elected as a Parent Governor at the school. I had worked in education for many years but my experience had been mainly in the further and higher education sectors. I knew a lot about post 16 education but not much about the curriculum and management of schools for younger ages and with a daughter recently starting primary school, I was keen to explore and get a better understanding. The terminology they used was alien to me and very different from when I was at school.

Having spent many years working in education management supporting overseas students and disadvantaged students in our local community. I have had the opportunity to work with many staff and students from different backgrounds and cultures, so felt I had a lot to offer to a governing body. I had always been interested in what governing bodies did and how they operated but had very little contact with them in my education role at that time.

I joined the Governing Body at Crompton House in 2012, having seen the vacancy advertised in the Church newsletter. Having got to grips with Primary, I felt it was time to bridge the gap and as I had recently taken the plunge to leave my full time job and started out in business on my own. As an Independent Education Management Consultant, I had the time and flexibility to devote to this challenging role. I was initially elected to represent the Oldham Deanery West as a Foundation Governor but now represent the Parish of St Mary's High Crompton. I am a former pupil of the school and I am committed to education and wanted use my skills and knowledge to help young people to

get the most out of their education and for Crompton House School to maintain the school's high standing and reputation in the area.

Although it sometimes feels like a full time job, I get a lot out of my role on the governing body and I find it very rewarding. I enjoy the commitment required to be a governor but most of all I appreciate being part of the school family and the sense of belonging it gives me. I am happy that I am able to give back to my community and make a difference to the lives of the young people of Oldham.

When considering my training and development, I like to keep abreast of new developments and changes in legislation, I think it's important for governors to understand the decisions they are taking and implications for their school. Through my work I am lucky to be able take part in training aimed at educational institutions such as the Prevent Duty and Safeguarding, but I also attend many of the training events through the Oldham Governors Service and, when appropriate, staff development sessions at school. I specifically attend any local or national training related to the areas of the school which I have specific responsibility for, so that I am well informed when I meet with staff and students.

I have always found the training offered by Oldham Governors Service to be really useful and relevant. Their trainers are always well informed and provide a good understanding of the key issues for governors in our borough. I also always attend the Governor's Conference each year and I always recommend other governors to attend. It's a great opportunity to meet other governors and Head teachers, to discuss topical issues and just generally network to build your knowledge. I became attracted to becoming a LLG when my term of office as a Parent Governor in my Primary School came to an end in October because my child no longer attended the school. I am always looking for new challenges and I felt I still had a lot to offer to governance in Oldham. During my time as a



governor I feel I have developed a good understanding of the primary and secondary education systems and wanted to be able to share my skills and experienced with other governing bodies to support them in their roles.

The process of applying for the role of LLG was very straight forward. A standard role description and an online application. Whilst I must admit I struggled to write my application for the role in so few words, because I always have a lot to say, I had to save the extras for the interview. I hadn't been interviewed for many years, more used to being on the other side of the table, but the panel made me feel really at ease and I wasn't kept waiting long for a decision, so relatively painless.

Having only recently been appointed as a Local Leader of Governance, I am looking forward to my first 'assignment'. An opportunity to meet like-minded people, share ideas and work through solutions which will benefit all Oldham Governing Bodies.

## **Q Anything else you would like to share**

I am married with a daughter who is in Year 9 who has just started her GCSE options, another new experience. I was born and have lived in Oldham most of my life. In

my 'day job' I am a Director of a consultancy company which aims to develop international partnerships and opportunities for business and the education sector to build their markets overseas, which is exciting, giving me the opportunity to travel and it can often lead to experiencing first-hand how education in other countries works and differs from our own.

### **Q Difference you or your governing body have made?**

Since joining the Governing Body at Crompton House, we have been through a lot of changes, from restructures to changes in Headteacher and the Chair but the major change has been the restructuring of our governing body which has affected the way we operate within the school. I feel proud to be part of a strong, well-structured, effective team who all work together for the good of the school, its students, its staff and the community. Our driver for change came about when we started on our journey towards the Governor Mark Standard. I was part of the team that worked on this project and were delighted to have been one of the first schools in Oldham to achieve the quality mark.

I am an extremely active governor who likes to get into school as often as possible and have made it my business to get to know the schools I govern in great detail. I am linked to a number of key areas in the school including Special Educational Needs, Children in Care, Pupil Premium and Careers Advice and Guidance which my personal experience equips me to contribute my skills to.

### **Q Message to other people who are think of becoming governors?**

At times it can feel like a lot of work but I find my role as a governor immensely fulfilling. Although I come from a background in education it is not a requirement and it's often those from outside the field who see things in a different light and offer that different perspective you often need. So if you have skills you think would be of value to a school, they probably are and I would encourage you to look into becoming a governor. Any other information you think other governors might like to read about you.

I have worked in the field of education for over 20 years, formerly the manager of a student service department and International office

in a local FE college. I have always placed a strong focus on customer service working to develop wrap around care and support services to improve the student experience. I am passionate about education and throughout my career have believed in the sharing of best practice and learning through collaboration and team work.

In addition to my governing roles, I am currently a Corporate Fellow of the Woodard Corporation and when time allows I advise and write content for school websites.

If you would like to be considered to apply to become an LLG then look out for the application invitation that will be emailed to you later in the year.

To become an LLG then you can find out more information here:

**[www.oldham.gov.uk/localleaderof-governance](http://www.oldham.gov.uk/localleaderof-governance)**

To apply in Oldham please complete the application form here:

**[www.oldham.gov.uk/localleaderof-governance](http://www.oldham.gov.uk/localleaderof-governance)**

## 15 hours free entitlement for 3 and 4 year olds

Parents can choose where they access their free early education for their 3 and 4 year olds child by applying to a school or private provider directly.

This means that if a school has nursery class vacancies then they will need to put a marketing and communication plan in place to attract parents to the school nursery and to fill the vacancies.

Eligible children can start at the beginning of each term each year e.g. September, January and April.

It is important to work closely with your local children's centre to keep them aware of your nursery class vacancies. They will be able to signpost eligible families to you.

To support schools and providers, Oldham Council's Business Relationship Team have put together a fact sheet 'Marketing your Nursery Provision' that contains lots of quick and simple ideas and suggestions to help you recruit new children. Contact [freeentitlement@oldham.gov.uk](mailto:freeentitlement@oldham.gov.uk) to request a copy

Is nursery attendance an issue? Then check out the council's guidance on attendance and punctuality for 2,3 and 4 year olds. [www.oldham.gov.uk/free\\_early\\_education](http://www.oldham.gov.uk/free_early_education)



## Improving governance – an Ofsted training resource for schools

**Ofsted has produced this training resource to help governing bodies consider how they can improve.**

The presentation comes complete with notes for the trainer, so the training could be delivered by the Chair of governors or another governor. Although it doesn't specifically cover inspection, it is a useful tool for governing boards who are preparing for an Ofsted visit, or indeed those who want to improve their governance in general.

You will find a link to this training on the NGA website or on training courses via [www.oldham.gov.uk/governortraining](http://www.oldham.gov.uk/governortraining)

## DBS Reminder

New legislation released by the Government came into force in March 2016 which states that Enhanced DBS checks will now be mandatory for Governors in Maintained schools.

This now means that all governors in whatever kind of school - Maintained, Independent, Academy or Free School - must have an Enhanced DBS certificate.

The Department for Education aims to improve the regulatory framework for maintained school governance. Previously, Enhanced Criminal Records checks weren't mandatory for maintained school governors and the system of disqualification relies on governors self-disclosing their criminal convictions unless the clerk has asked for a check to be made.

Governors appointed prior to 1st April 2016 must have obtained an Enhanced DBS check by September 2016.

Governors appointed after 1st April 2016 must apply for an Enhanced DBS check within 21 days of their appointment.

If you have not completed a form then please talk to your school and arrange a time when you can pop in and complete one. Don't forget to take the required evidence with you.

## Family Learning Festival to inspire lifelong learning for everyone

Contact the Festival team on  
T: 020 7798 6067  
E: [info@cflearning.org.uk](mailto:info@cflearning.org.uk)

[www.familylearningfestival.com](http://www.familylearningfestival.com)



## 23 Elements of Outstanding School Leadership

1. Clear Strategic vision, communicated effectively.
2. High expectations of all staff and pupils.
3. Passion for providing world-class education.
4. Inspirational leader, who leads by example.
5. Vision based on shared values.
6. Trust between leaders and stakeholders.
7. Ability to bring out the best in people.
8. Power and accountability shared among members of leadership.
9. Ability to foster discussion and debate.
10. An open culture of learning where excellence in all aspects of achievement is celebrated.
11. Fosters collaboration, partnerships and shared decision-making.
12. Values and vision developed and owned by all members of staff and governors.
13. Empowers others to achieve ambitious targets.
14. Sets ambitious targets and focuses on financial as well as education goals.
15. Meticulous monitoring of outcomes for pupils.
16. Reconciles opposing views and summarises agreed points to leadership teams.
17. Takes difficult decisions and communicates them honestly to those affected.
18. Takes decisive action to address poor performance of staff teams.
19. Maximises talent in the team and deploys talent effectively in the organisation.
20. Balances financial constraints with aspirational educational ambitions.
21. Engages local community in developing a shared vision for education in the area.
22. Develops entrepreneurial and innovative approaches to improve education.
23. Develops an aspirational culture in the school or college and the local community.



# Breakfast Clubs

**Children and Young People Now have released the following article reporting that breakfast clubs are linked to improved pupil attainment:**

Attending free breakfast clubs improves disadvantaged pupils' academic performance, according to a study by the Education Endowment Foundation (EEF).

Children who attended breakfast clubs had better concentration and behaviour.

The education charity found that eating a meal at, or just attending, a breakfast club improved the performance in maths and English of pupils aged six and seven by two months.

The study involved 8,600 children from 106 English primary schools with higher than average numbers of disadvantaged pupils.

They attended breakfast clubs over a year, and the impact was independently evaluated by the Institute for Fiscal Studies and National Children's Bureau.

It found improvement in the academic performance, behaviour and concentration of pupils involved, compared to a group whose schools did not run breakfast clubs.

The breakfast club, implemented by charity Magic Breakfast, attributed the improvements to nutritional benefits and also better classroom environments.

The government announced it will invest £10m a year on healthy breakfast clubs as part of its plan to tackle childhood obesity, and the EEF said the introduction of a free, universal breakfast club in all schools would be a cost-effective way to raise pupil attainment.

Sir Kevan Collins, chief executive of the EEF, described the fact that some children still went to school hungry as "a national scandal".

"Offering free breakfasts at school is a relatively cheap and straightforward way of alleviating this symptom of disadvantage," he said.

"Not only does a good breakfast provide all young people with a nutritious start to the day, but well-run breakfast clubs have the potential to boost attainment and behaviour too."

Carmel McConnell, chief executive of Magic Breakfast, said: "If we as a nation are serious about tackling educational underachievement, this evidence shows the Magic Breakfast model of low- or no-cost nutritious school breakfasts, targeting those most in need, really works."

"It's time to embed this approach and gain that same classroom success for every vulnerable child."

(Source: Jess Brown, CYPN online, 9/11/16)

[www.cypnow.co.uk](http://www.cypnow.co.uk)

# Gold Standard of Governance

**The key responsibility of the Governors is to ensure that the school has a clear sense of direction and purpose.**

They are responsible for creating an ethos of high expectation and are expected to monitor, evaluate, support and challenge but not to manage nor interfere with the day-to-day operation of each school.

Good Governance is ultimately concerned with providing insight, wisdom and good judgement.

The Oldham Education and Skills Commission (OESC) is reporting on the actions taken towards the Gold Standard of Governance in Oldham. To find out more their website is now available at [www.oesc.org.uk](http://www.oesc.org.uk)

# Health and Wellbeing

You can find out more about mental health and illness from Mind [www.mind.org.uk](http://www.mind.org.uk)

General tips to help you cope with everyday things like money, work, and more are available from: [www.mind.org.uk/information-support/tips-for-everyday-living/](http://www.mind.org.uk/information-support/tips-for-everyday-living/)

For support with specific issues, further information is available from:

[www.thesurvivorstrust.org](http://www.thesurvivorstrust.org)  
sexual violence

[www.victimsupport.org.uk/help-victims](http://www.victimsupport.org.uk/help-victims) other crime and violence

[www.drinkaware.co.uk](http://www.drinkaware.co.uk) alcohol

[www.combatstress.org.uk](http://www.combatstress.org.uk)  
Information for military veterans

[www.mind.org.uk/news-campaigns/campaigns/bluelight](http://www.mind.org.uk/news-campaigns/campaigns/bluelight)  
information for emergency service personnel

If you are very upset or do not feel safe, please contact someone as soon as possible.

The Samaritans can be contacted on **Freephone 116 123**, or email [jo@samaritans.org](mailto:jo@samaritans.org)

Alternatively, please visit [www.samaritans.org](http://www.samaritans.org)

# Link Governor Network Meeting

Link governors are appointed by the governing body to act as a link between the school and the Local Authority (LA) and to advise their governing body of training opportunities available and on topical developments within governance.

The Link governor acts as a contact point for training matters and is invited to attend the Link governor network meetings where consultation takes place and the councils training and development calendar is discussed and planned

Link governors may be responsible for:

- Helping the governing body identify its training needs.
- Encouraging individual governors to attend training courses and report back to the governing body.

- Providing relevant information to the governing body about training matters.
- Becoming a link for training and development between the governing body and the LA.
- Helping new governors settle in and make them aware of training opportunities provided by the LA and others.
- Ensure new governors have been given access to the Induction and Mentoring Policy and to a Buddy

**To find out more about becoming a Link governor, please visit.**

**[www.oldham.gov.uk/linkgovernor](http://www.oldham.gov.uk/linkgovernor)**



## Safeguarding Training

Governors are reminded to ensure that their certificate of completion for the free online Channel training known locally as The Prevent Duty training is held on file at school and included as part of the governor training evidence folder to show Ofsted Inspectors.

For those governors who are new and have not yet completed the training, it takes around 25 minutes you can access it via: **[course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)**

Governors can also access other Safeguarding Training that is provided by the Oldham Local Safeguarding Children's Board (LSCB), the latest updated training calendar includes Safer Recruitment Training.

You can follow the link below to book yourself on the selected training. **[www.oldham.gov.uk/lscb/info/3/training](http://www.oldham.gov.uk/lscb/info/3/training)** Please be aware, if you book yourself on one of these LSCB training courses and do not show up you will be charged for non attendance.



# Attendance and the law

## **Regular and punctual attendance at school is both a legal requirement and essential for pupils to maximise their educational opportunities.**

In law, an offence occurs if a parent/carer fails to secure a child's attendance at a school at which they are a registered pupil and that absence is not authorised by the school. Penalty Notices supplement the existing sanctions currently available under Section 444 of the Education Act 1996 or Section 36 of the Children's Act 1989 to enforce attendance at school where appropriate.

The School Attendance Improvement Service delivers this council responsibility. Parents and pupils are supported at school and council level to overcome barriers to regular attendance through a wide continuum of assessment and intervention strategies. Sanctions of any nature are for use only where parental co-operation in this process is either absent or deemed insufficient to resolve the presenting problem.

Sanctions are never used as a punishment, only as a means of enforcing attendance where there is a reasonable expectation that their use will secure an improvement.

## **Circumstances where a Penalty Notice may be issued**

A Penalty Notice can only be issued in cases of unauthorised absence.

Use of Penalty Notices will be restricted to one per pupil per academic year. In cases where families contain more than one poor attending pupil, multiple issue may occur but this will be the subject of careful consideration and co-ordination.

There will be no restriction on the number of times a parent/carer may receive a formal warning of a possible issue of a Penalty Notice.

The issuing of a Penalty Notice is considered appropriate in the following circumstances:

- Overt truancy (including pupils caught on truancy sweeps).
- Parentally condoned absences.
- Unauthorised holidays in term-time (currently suspended).
- Excessive delayed return from extended holidays without prior school agreement.
- Persistent late arrival at school (after the Register has closed).

To ensure consistent delivery of Penalty Notices the following criteria will apply:

- At least 10 sessions (five school days) but no more than 40 sessions, lost to unauthorised absence by the pupil during any 12 week period (this includes late arrival after the register has closed).

- Other than in specific circumstances\* the liable parent/carer will receive a formal warning of the possibility of a Penalty Notice being issued and given a maximum of 15 school days to effect an improvement.

\*the deliberate taking of a holiday in term time without/against school permission (where it can be clearly demonstrated that the parent/carer understood that permission had not/would not be given) and where this has created a period of unauthorised absence in the current term of at least 10 sessions.

- Schools must consider every aspect of pupil's case before considering whether a Penalty Notice would be appropriate. This must include strategic discussions with the assigned Attendance Adviser/Officer and any other attendance support staff who have involvement with or knowledge of the pupil/family.

## **Procedure for issuing Penalty Notices**

The School Attendance improvement Service will issue Penalty Notices in Oldham.

This will ensure consistent and equitable delivery, retain school-home relationships and allow cohesion with other enforcement sanctions.

Penalty Notices will only be issued by post and never as an on the spot action; this is to satisfy that all evidential requirements are in place and to meet health and safety requirements.

The Attendance Adviser/Officer will receive requests to issue Penalty Notices from schools and the police. These requests will be actioned provided that:

- All relevant information is supplied in the specified manner.
- The circumstances of the pupil's absence meets all the requirements of this protocol.
- The issue of a Penalty Notice does not conflict with other intervention strategies in place or other enforcement sanctions already being processed.

The Attendance Adviser/Officer will respond to all requests within 10 school days of receipt and where all criteria are met will:

- Issue a formal written warning to the parent/carer of the possibility of a Penalty Notice being issued.
- In the same letter, set a period of 15 school days within which the pupil must have no unauthorised absence.
- Issue a Penalty Notice through the post at the end of the 15 day period if there have been two or more sessions of unauthorised absence during the warning period.




**Anne Clark**  
Inclusion Manager



# Ideas for improving attendance across Oldham schools

Here are a few ideas adopted by some schools to help them improve attendance – you could consider adopting some too!

- 1. Attendance letter sent to parents and carers**  
regarding what the School expects regarding attendance and punctuality. The letter should also be available on the school's website and as part of the induction to the school pack. The letter should also contain frequently asked questions (FAQs) that informs parents and carers what to do in certain situations and notes that the school expect each pupil to have at least 98% attendance.

<b>Below 95% is flagged red</b>	
<b>96% will be flagged as amber</b>	
<b>97% or above will be flagged green</b>	

- 2. Attendance is RAG rated on reports that go home to parents / carers**

Schools have reported that if parents can visually see that 90% is actually a low figure for attendance it may have an impact. RAG rate attendance with a description of why the pupil's attendance needs to improve. These are given out on a regular basis and discussed at parents evenings.

- 3. Attendance clinics for students that hit three separate absences in a full term**

If a student has three instances of absence, a meeting will be held with parents and staff to discuss the time out of school. If the parents / carers do not attend a letter will be sent out.

- 4. If a child is absent and no contact has been made from parent / carers a home visit is done immediately that morning.**

This can be all children or targeted children.

- 5. Fixed penalty notice letters**

- 6. Follow up call is made by the school between 1.30 – 2.30pm to every child who is off school that day**

Parents are telephoned and asked how the child is doing and encouraged to get them back to school the next day. If parents / carers don't answer telephone call then a text message will be sent.

- 7. At every parents evening up to date data is collected from parents as they sign in**

Many parents and carers will have 12 month phone contracts and some will change their contact numbers on a regular basis. It is suggested that a data sheet be completed by parents / carers at each parents evening whilst they are waiting to see the teacher so details are kept up to date.

- 8. Staff supportively challenge parents and carers**

Staff are trained to supportively challenge parents and carers when they take a call to say that their child will not be in. They develop techniques to encourage parents to get their child back in school quickly. Parents will be asked the reason for the pupil being absent, when are they expected to be back in and if there is any way for the pupil to make it into school later that day.

- 9. Family receive email alerts when a child's attendance falls below 95%**

The school sends a text alert as soon as a child's attendance figure falls below 95% or schools may choose to use a different percentage. This proposal makes the challenge to the family straight away. It was also noted that a letter should be sent to parents showing the link between attendance and grades.

- 10. Attendance incentives for good attendance for pupils**

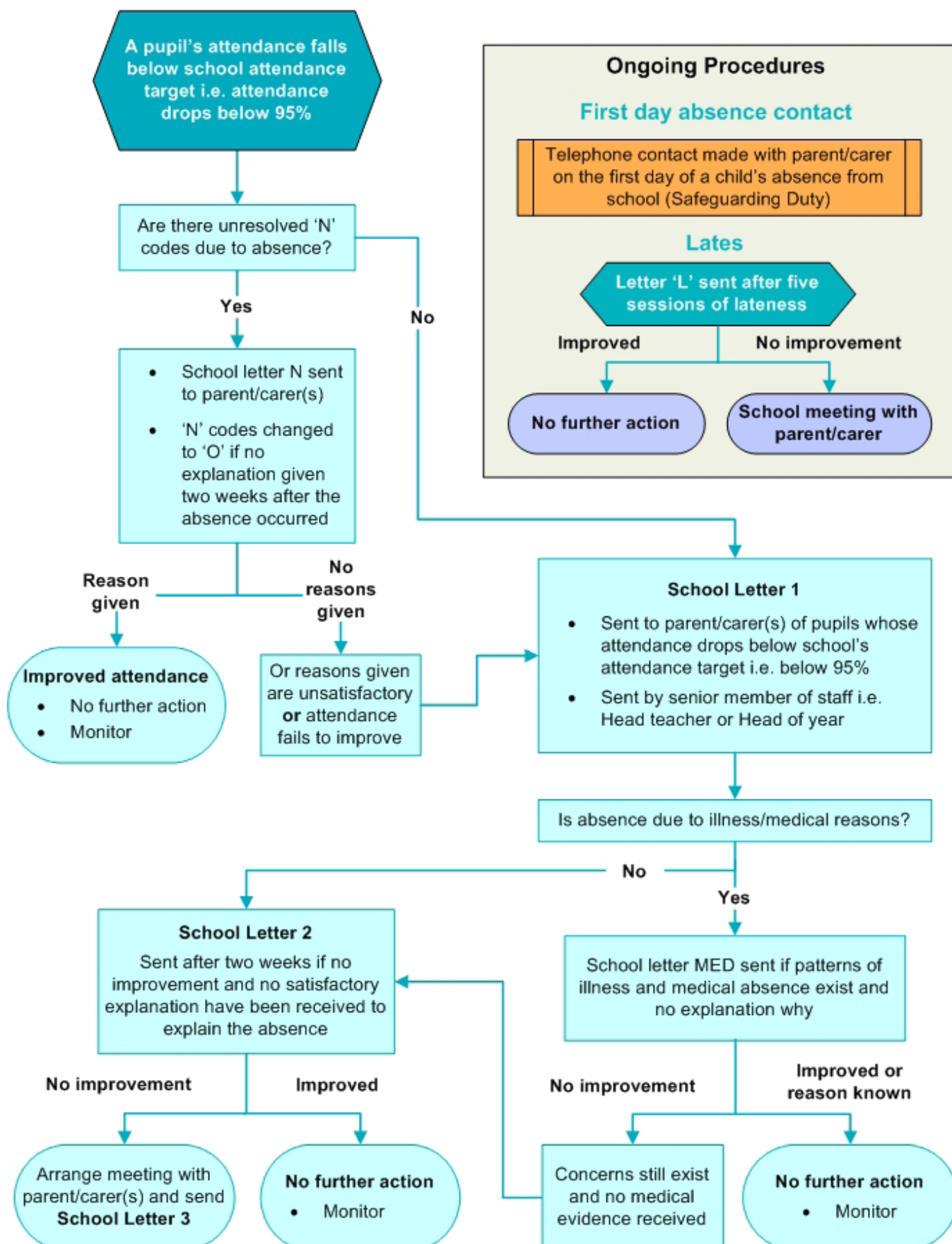
Schools can continue to use good attendance incentives for good attendance e.g. badges, special meal for excellent attending pupils, certificates and other rewards.

- 11. For school nurseries (2,3 & 4 year olds) where attendance and punctuality can become an issue check out the councils guidance on promoting good attendance and punctuality.**

[www.oldham.gov.uk/downloads/file/3891/guidance\\_on\\_promoting\\_good\\_attendance\\_and\\_punctuality](http://www.oldham.gov.uk/downloads/file/3891/guidance_on_promoting_good_attendance_and_punctuality)

## Stage one

### School Attendance Staged Intervention Model



# Governor in the spotlight

## Dave Shenton – St. John's Church of England Primary School Failsworth

**Q. How long you have been a governor?**

17 Years.

**Q. What attracted you to the role?**

Originally a Parent Governor because my children were at our School, they left and I started becoming diocesan governor and Chair.

**Q. How did you progress to the chair?**

I was retired, keen and available! The then current Chair had other things he was more interested in. That was 12 years ago.

**Q. What training you have undertaken**

In the first five years as a governor I undertook/attended every course then available. I

have also attended courses with my Headteacher on safeguarding and Child Protection and although unsuccessful in achieving Governor Mark, I enjoyed the journey.

**Q. Any training you would recommend to other governors?**

The process leading to Governor Mark successful or not.

**Q. What difference you or your governing body have made?**

Certainty, continuity.  
Re-invigorated links with our church.

**Q. What message do you have to other people who are thinking of becoming governors?**

Talk to someone about it first, governors become governors



with the best of intentions but four years is a long time. Once settled get involved – ask questions without being a nuisance understand your role/s, rewarding part for me is seeing the students laugh and the pride they take in being part of school life.

## Meet the team...

Meet officers from across Oldham Council's directorates who provide a wide range of support to Oldham Schools. Here the team came together to discuss key priorities at a recent Headteacher induction and welcome session.



**In order from left to right:** Gerri Barry, Paula Green, Collette Morris, Anne Clark, Carol Hyde, Andy Collinge, Liz Caygill, Paula Healey, Diane Thorpe, Laura Smith, David Devane, Caroline Sutton, Tracy Haslop



# Inspiring Governance

Inspiring Governance connects schools and colleges with skilled volunteers interested in serving as governors and trustees and provides support, advice and guidance to ensure that volunteers newly appointed to boards are able to govern effectively right from the outset.

The service is an innovative, free, online match-making service, which allows individuals to register their skills and boards to find governors no matter where they are in the country.

Over 3,000 volunteers have already signed up online and recruiting boards can search quickly and easily for the skills and experience they need. Hands on support is also available where it is not possible to make matches online.

Inspiring Governance is run by the charity Education and Employers in partnership with the National Governors' Association working closely with Academy Ambassadors, the Association of School and College Leaders, the National Association of Headteachers and other key partners.

It is funded by the DfE until 2020 and powered by the Inspiring the Future technology platform. Visit <http://inspiringgovernance.org> for more information.

## Retiring Teachers 'letter of thanks'

**In the run up to Easter and the end of the academic year, schools start to prepare for teachers who are retiring.**

The Government have launched a Nomination Form for the retiring teacher to receive an official letter of thanks. If you have teachers retiring, please can you consider completing the short nomination form.

It really is special to be appreciated. You will find the form located here:

<https://www.gov.uk/government/publications/retiring-teachers-nomination-form-for-official-letter-of-thanks>

# The changing nature of bullying

ChildLine has published a report which highlights the continued prevalence and changing nature of bullying.

See [www.nspcc.org.uk/services-and-resources/research-and-resources/2016/childline-annual-review-2015-16-turned-out-someone-did-care/](http://www.nspcc.org.uk/services-and-resources/research-and-resources/2016/childline-annual-review-2015-16-turned-out-someone-did-care/)

## FFT Aspire

**Fischer Family Trust (FFT Aspire) is the reporting and data tool for schools, local authorities and academy chains.**

FFT Aspire provides key target setting and school performance evaluation information using the latest curriculum and accountability measures - quick and easy to access and providing in-depth analysis to support future planning and preparation for Ofsted inspections.

FFT Aspire's national analysis of Progress 8 and Attainment 8 can be found at [https://public.tableau.com/profile/fftedu3897#!/vizhome/FFTAspireSecondaryRoadshowAttainmentProgress8\\_0/Dashboard1](https://public.tableau.com/profile/fftedu3897#!/vizhome/FFTAspireSecondaryRoadshowAttainmentProgress8_0/Dashboard1)

## Speech by Sir Michael Wilshaw, HM Chief Inspector of Schools and Head of Ofsted

Her Majesty's Chief Inspector Sir Michael Wilshaw's speech to launch Ofsted's 2015/16 annual report for education, early years and skills can be found here: [www.gov.uk/government/speeches/the-power-of-education](http://www.gov.uk/government/speeches/the-power-of-education)

In addition, the speech he made at the Education Policy Institute conference on 25.11.16 can be found at [www.gov.uk/government/speeches/sir-michael-wilshaws-speech-at-the-education-policy-institute-conference](http://www.gov.uk/government/speeches/sir-michael-wilshaws-speech-at-the-education-policy-institute-conference)

# Meet the Team... HR Advisory



**From left to right:** Kathryn Pickford, Jay Bailey, Adele Savage, Tahira Akhtar, Diane Thorpe, Victoria Fitzpatrick

## The team is comprised of five Senior HR Advisers who are all CIPD qualified.

Schools accessing the 'Gold Standard' SLA are allocated a specific named adviser who will support schools with a full range of HR processes.

Advisers act on behalf of School Management and provide written advice and outcome letters following meetings, including presentation of the case for management at hearings as appropriate.

Schools can sign up and access the HR Advisory service by contacting **Diane.Thorpe@unitypartnership.com**

## Breaking news...

Just before this edition went to print the following articles were hot off the press.

More information will be available throughout the term and in the next newsletter.

### Governor Mark awarded

Congratulations to St Hugh's CE Primary School who have been successful in achieving the Governor Mark Award which is a National Governors Association (NGA) approved quality standard for governing bodies.



### Governance handbook

The updated governance handbook (for academies, multi-academy trusts and maintained schools) has been published

You can view the document on the following webpage:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/582868/Governance\\_Handbook\\_-\\_January\\_2017.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf)

### New Competency Framework

A New Competency Framework for Governance was released by the DfE on 13 January 2017:

To download your copy visit:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/582869/Competency\\_framework\\_for\\_governance.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582869/Competency_framework_for_governance.pdf)

# Early Years Foundation Stage

## Reception Baseline Assessment Update

To improve how the government measures primary schools' progress a new reception baseline was planned to become statutory in September 2016. This was preceded by a pilot in September 2015.

The Standards and Testing Agency initially approved six providers for the reception baseline assessment. Schools had the flexibility to choose the reception baseline that best fitted their school's needs and approach to assessment. The assessment focuses on children's communication and language, literacy and mathematics skills.

The government stated that each provider must enroll a prescribed number of schools to remain approved. Early Excellence enrolled in excess of 11,000 of 17,000 schools this has the effect that all the other providers could not meet their quota. The three approved providers were then Early Excellence, the Centre for Evaluation and the National Federation for Education Research.

In Oldham, 73% of schools reported that they have registered for the pilot; of these 94% have registered with Early Excellence, 4.5% with The Centre for Evaluation and Monitoring and 1.5% with the National Federation for Educational Research. One school has

reported that they will not be registering for the pilot.

Following the pilot a comparability study was conducted, the outcome of which was to inform how the Reception Baseline was to be implemented in September 2016. However, the outcome of the study was that the three different baselines were not comparable and the government announced that they would not use them as the starting point for measuring progress. Instead when this year's reception classes leave primary school in 2022 key stage 1 will continue to be the starting point from which to measure pupils' progress to key stage 2.

Schools can opt to use baseline assessments as on-entry assessments for the 2016-17 academic year. The Department for Education is committed to a reception baseline and will fund the basic cost of approved baselines for local authority maintained schools, academies and free schools.

In Oldham fewer schools are choosing to use the approved provider reception baselines preferring to use either the updated Oldham reception baseline with or their own school processes.

### Sheila Miles

Schools Education and Assessment Adviser  
Early Years and Primary

## Key Stage Assessment changes and Accountability changes at a snapshot

### Key Stage Assessment changes

#### Accountability changes

- Early Years National baseline discontinued
- Foundation Stage Early Years profile will remain for 2016/17
- No national reporting of these measures

#### Key Stage 1

- Now teacher-assessed against new standard for KS1
- Phonics and phonics
- Retakes unchanged

#### Key Stage 2

- Now assessed against new standard
- For KS2 Multiplication recall tests added from 2017
- New floor standards and coasting definition introduced

#### Key Stage 3

- Now teacher-assessed against new standard for KS3

#### Key Stage 4

- New GCSEs, new grading system
- New floor standards and coasting definition introduced

#### Key Stage 5

- New A Levels and vocational qualifications
- New 'minimum standards' based on progress measures

## Tax-Free Childcare: Is your School ready?

Throughout this year, Tax-Free Childcare will become available to around two million households. Designed to help working parents with their childcare costs, the scheme allows parents to open an online bank account to pay registered childcare providers directly. For every £8 parents pay into these accounts, the government will add £2. The money can then be spent on childcare. Parents can receive up to £2,000 in government support per child, per year, or £4,000 for disabled children.

Local authority schools, who provide early years clubs or after schools clubs, can sign up to Tax-Free Childcare at <https://childcare-support.tax.service.gov.uk>

You will need:

- The bank account details for the account you wish to receive payments into.
- The Unique Taxpayer Reference (UTR) number that will be sent to you by the Council's Schools Finance Team shortly.

It is important that you as a provider sign up as soon as possible to be ready for the scheme's launch. You can find more information on the scheme by visiting the Top things providers need to know on Gov.uk.

**Jenny Dennis**, Early Years Service Manager  
Early Years Strategy, Policy and Projects



## Oldham's Holocaust Memorial Day (HMD)

Oldham's Holocaust Memorial Day 2017 event will be held at the Blessed John Henry Newman College, Broadway, Oldham, OL9 9QY on Friday 27th January 2017. 11:30am – arrival, 11:45am – 1:30pm – Commemoration.

The school is working in partnership with Oldham Interfaith Forum and Oldham Council to deliver a commemorative event.

### How can life go on?

'For the survivor, death is not the problem. Death was an everyday occurrence. We learned to live with death. The problem is to adjust to life, to living. You must teach us about living.'

### Elie Wiesel – author and survivor of the Holocaust

The event will be opened by The Worshipful, The Mayor of Oldham, Cllr Derek Heffernan.

Followed by: Presentations and reflections by pupils from Blessed John Henry Newman RC College and its feeder primary schools. How can life go on after a genocide? The aftermath of the Holocaust and of subsequent genocides continue to raise challenging questions for individuals, communities and nations. How do people react in the immediate aftermath of unimaginable suffering? How can life be rebuilt after such trauma?

Is justice after genocide possible? What role do we in the UK have towards individuals, communities and nations who have survived genocide? Holocaust Memorial Day is not only about commemorating past genocides and honouring those who died, but about standing with those who survive. The event has been planned in partnership with Oldham Council, Blessed John Henry Newman RC College and Oldham Interfaith Forum. If you would like to attend, please contact Anthony Booth, Business Support Officer, by email: [Anthony.Booth@oldham.gov.uk](mailto:Anthony.Booth@oldham.gov.uk)

Artwork by a pupil from Blessed John Henry Newman RC College



## Recruiting Governors - Good Practice Tips

- Register with Inspiring Governors Alliance (SGOSS) at [www.inspiringgovernors.org](http://www.inspiringgovernors.org)
- Register with Academy Ambassadors (Academies and MAT's only).
- Link with other local governing boards to consider a local 'recruitment drive' (many hands make light work).
- Link with local organisations and businesses and see how much they can support.
- Use the 'personal touch' – use governors' networks to ask others, many are flattered to be asked and some may say yes.
- Ensure that you regularly 'raise the profile' of governance – the knowledge base of school governance within the ordinary population is very low – what can you do to contribute to this?
- Have a 'governor's assembly' – to inform the pupils and invite the parents.
- Be available at public events to meet people other than parents.
- Aim to have a 'good news story' published in a local newspaper at least once a year – a long serving governor or a governor achievement.
- Make good use of the school website with a governors' page which allows for regular updates on what the governing board has been doing and supports good links with key stakeholders. Advertise any vacancies on this site as parents may well promote this for you.
- Proactive governors can play a useful role when visiting the school and raising the profile of governors with pupils and parents – think about contributing to school news blogs after such visits- "what I learned when I visited..." being mindful of required confidentiality.
- Retention and development of governors is key to a stable governing board. Nurture new governors carefully; support governor development by encouraging them to observe each of the relevant committees to understand how they all work, even if they are not intending to become members of such committees. Ensure all governors are clear about how to sign up for training and make good use of the free training available from Oldham Council if you have signed up to the SLA for training.

# Annual SACRE Conference 2017



Graham McGuffie, Oldham's consultant to SACRE is currently planning for the 2017 SACRE Conference in October.

Leaders and Teachers of Religious Education can book online at [www.oldham.gov.uk/sacreconference](http://www.oldham.gov.uk/sacreconference).

The conference is on Tuesday 17 October 2017, 8.30am – 4pm in the Council Chambers, Oldham Civic Centre.

## School Governors: responsibilities for RE

Dr Barbara Wintersgill, has produced two briefing papers for governors (one each for primary and secondary) which outline schools' responsibilities with regard to RE, give an overview of the problems identified by the report and suggest some actions governors might undertake to bring about improvement in their schools.

### Primary

[www.nasacre.org.uk/file/nasacre/Primary\\_governors\\_briefing\\_paper.pdf](http://www.nasacre.org.uk/file/nasacre/Primary_governors_briefing_paper.pdf)

### Secondary

[www.nasacre.org.uk/file/nasacre/Secondary\\_governors\\_briefing\\_paper.pdf](http://www.nasacre.org.uk/file/nasacre/Secondary_governors_briefing_paper.pdf)

## Calls for more honours nominations from schools

Sir Daniel Moynihan, the Chair of the Education Honours Committee, is encouraging more schools to nominate their unsung heroes for awards.

Subject leaders, long-serving teachers, support staff and lollipop ladies are among those the committee wants to see put up for a nomination.

Honours are awarded biannually through the New Year's honours list, which is announced on New Year's Day, and the Queen's Birthday list, announced in June.

"Schools don't think that it [the honours] is for them... and it is for them," said Sir Daniel.

"We're looking for people who have made a sustained and significant contribution, or done something innovative and gone beyond their job. There are loads of people in our schools who do that stuff. We need to find out about them."

Schools can nominate staff through the GOV.UK website. The process involves filling in an initial form to say why someone is worthy of an honour, with letters of support testifying why the nominee does a good job, with supporting evidence.

<http://schoolsweek.co.uk/chair-of-education-honours-committee-calls-for-more-nominations-from-schools/#comment-102271>

<http://www.inourhands.com/wp-content/uploads/2016/08/Governors-do-the-honours-2.doc>



Jobskilla is a new free online platform designed to promote local courses, support services and provisions for unemployed people.

You can search, find information and book onto provision on the website [www.jobskilla.co.uk](http://www.jobskilla.co.uk) and its available now completely free!

A simple search in Oldham, will show you what's available at the moment.

Jobskilla are adding new services, courses and provisions every day. If you have any services that you would like to promote with us, please feel free to contact us as we want to get everything that is available to unemployed residents in Oldham on the system as soon as possible.

## Good news for Parent Governors

### Justine Greening MP changes policy on parent governors and discusses her role.

Justine Greening was questioned by the House of Commons Education Select Committee on her new role as Secretary of State for Education.

NGA was pleased to hear that she does not intend to follow through on her predecessor's proposal to remove the required places for elected parents on academy trust boards. NGA has stridently opposed this move since March through our campaign to #KeepParentsGoverning.

Emma Knights, NGA's Chief Executive, welcomed the announcement, saying: "we are extremely pleased that Justine Greening, the new Secretary of State, is not going to remove the requirement for academy boards to have reserved places for elected parents after all.

"The proposal in March's White Paper was wrong on a number of counts. We need to make sure governing boards have a range of people with diverse backgrounds, skills and knowledge. Parents with pupils in the school bring important knowledge as well as other skills.

Almost half of those governing in schools began as elected parent governors and it is incredibly important we continue to value this source of volunteers."

## How the Schools Admissions System is policed

The office of the Schools Adjudicator	Local Authorities
Schools adjudicators look into potential unlawful admissions policies once someone has complained.	Local Authorities are required to send an annual admissions report to the OSA – which includes information on how school arrangements affect the interests of looked-after children and previously looked after children, an assessment of fair access protocol procedures and the number of parental appeals.
An adjudicator will then decide whether to uphold, partially uphold or reject the complaint by comparing the practice to the school admission code. Schools will be asked to change their admission arrangements if the objection is valid.	They must publish a prospectus for parents that contains the admissions arrangements and any supplementary information forms for each of the state schools in the area.
Sometimes the schools will object to the decision and an appeal will be heard.	They must refer an objection to the schools adjudicator if they suspect that the admission arrangements that have been determined are unlawful.
The Chief Schools Adjudicator currently Shan Scott – addresses the findings of Local Authority reports on school admissions in her annual report.	

## Governor Vacancies

To help with governor recruitment we have leaflets and pull up banners schools can borrow for parents evening and events.

To arrange loan of the bannerstands and a supply of leaflets contact:

**gb.support@oldham.gov.uk**

### Become a school governor



We have more than 1,100 school governors volunteering across Oldham making a positive difference to the lives of our children, young people and their families.

Would you like to join them and become a school governor?

Visit [www.oldham.gov.uk/schoolgovernors](http://www.oldham.gov.uk/schoolgovernors)





# Schools Financial Health and Efficiency

Schools are increasingly experiencing a tightening of financial resources and now, more than ever, it is critical that those responsible for the allocation and use of resources in schools ensure that they continually seek value for money in all that they do. It is useful to remind ourselves what constitutes value for money.

## There are three tests;

**Effectiveness** – Are you delivering the outcomes that your stakeholders require of you?

**Economy** – Do you exercise careful management of available resources to meet outcomes?

**Efficiency** – Have you delivered the outcomes required with the least resource necessary?

Challenging every aspect of your use of resources and in particular looking at what you should stop doing will bear fruit in terms of identifying savings. One further question which schools are increasingly looking at is how can schools share resource for their mutual benefit.

The DfE has launched a Schools Financial Health and Efficiency webpage to support schools in finding efficiencies. This provides information to schools on a variety of aspects of financial health and planning. The web page is available at the following address:

**[www.gov.uk/government/collections/schools-financial-health-and-efficiency](http://www.gov.uk/government/collections/schools-financial-health-and-efficiency)**

Whilst the site includes information on benchmarking, it is key to remember that benchmarking data is by its nature out of date. It is therefore very useful if school leaders can compare their benchmarking data with similar schools that they know. This gives a greater opportunity to understand the differences in cost drivers between schools.

An article which Governors will find particularly useful is the “Top ten Planning tips for Governors” available at:

**[www.gov.uk/guidance/schools-financial-efficiency-top-10-planning-checks-for-governors](http://www.gov.uk/guidance/schools-financial-efficiency-top-10-planning-checks-for-governors)**

This document provides a useful reminder of the following key areas of scrutiny when monitoring or challenging school resource planning;

- Staff pay as a % of total expenditure.
- Average teacher cost.
- Pupil teacher ratio.
- Class sizes – the smaller the class size the more expensive the cost per pupil. Schools need to balance outcomes for pupils with affordability.
- Teacher contact ratio.
- Proportion of budget to be spent on leadership time.
- Three to five year budget plans – scrutiny of the sustainability of the school plans.
- Spend per pupil for non-pay expenditure compared to similar schools.
- School Improvement plans and the relative cost of options.
- List of contracts with renewal dates.

These should be considered in the context of the three tests of Efficiency, Effectiveness and Economy.

School leaders have already been placing considerable focus on addressing financial challenges. It is important for schools to continue to re-double their efforts to find efficiencies and secure their financial position as we move into a fast changing era of funding changes and structural changes in the delivery of education.

## Governors Facebook page top tips

- Tell parents exactly why you are doing it and explain that you have control of your page and, in many respects, it is no different from your schools website.
- Ensure that your governors are also fully on board. Explain clearly that even though a page may be personal to you, it still represents the school.
- Put new posts up regularly – several per day – so that parents really feel as though they know what is going on and that it is not another version of your website that largely remains static.
- Use it proactively to target parents who find face-to-face contact difficult.
- Allow all your staff to contribute and share the workload – **all our staff have iPads and, with the Facebook app, it takes seconds to post something new.** Children like to contribute too. Staff can answer messages themselves and refer any that require delicate handling to the chair and headteacher.
- Take time to read the newsfeed daily to find out more about the families of your pupils (it is amazing what people put in status updates), be prepared to be called “hun”, “babe”, “love” and to get lots of messages with kisses on the end.

# Governor training and development programme 2017

All the courses detailed below are free to those governing bodies who have subscribed to the training package service level agreement offered through the school performance team.

Prices for 'Pay as you go' training are available on request.

Training aims and objectives can be viewed at [www.oldham.gov.uk/governortrainingprogramme](http://www.oldham.gov.uk/governortrainingprogramme)

Date	Course title	Time	Venue
January 2017	Art of Taking the Chair	6-8pm	The Honeywell Centre
Monday 23 January 2017	Changes to School Assessment – 'what governors need to know'	6-8pm	The Honeywell Centre
Tuesday 24 January 2017 or Wednesday 15 February 2017	The Role of Schools in Health – 'focussing on diet and oral health'	5.30-7.30pm	The Honeywell Centre
Tuesday 31 January 2017	Understanding RAISEonline	5-7pm	Mills Hill Primary School
Wednesday 1 February 2017	SEND Reforms and the Code of Practice	6-8pm	The Honeywell Centre
Tuesdays 7, 14 and 21 March 2017	Induction for new Governors	3-5pm 6-8pm	The Honeywell Centre
Thursday 9 March 2017	Disciplinary Exclusion from School, Fair Access and Managed Moves Protocols	1-3pm 6-8pm	TBC
Thursday 16 March and Thursday 23 March 2017 (two day course)	Understanding School Finance	6-8pm	The Honeywell Centre
Wednesday 3 May 2017	Introduction to Safeguarding for School Governors	6-8pm	The Honeywell Centre
Friday 10 May 2017	Data Protection and Information Security	6-7.30pm	The Honeywell Centre
Tuesday 16 May 2017	Headteacher and Teacher Appraisal for Governors	6-8pm	The Honeywell Centre
Wednesday 17 May 2017	Freedom of Information	6-7.30pm	The Honeywell Centre

## Getting Ready for your Ofsted Inspection

To help you prepare for Ofsted you can watch the video's featuring Belita Scott, Ofsted's National Lead for Governance.

In the short clips she talks about governors' experience of the Ofsted inspection.

They are available at [www.youtube.com/user/Ofstednews](http://www.youtube.com/user/Ofstednews)

The videos cover:

- What questions governors might be asked by inspectors (4 mins)
- What governors can expect at inspection (1.36 mins)
- Governors in the final feedback session (1.38 mins)

Governance and inspection presentation that governors may find useful to read.

[www.slideshare.net/Ofstednews/governanceandinspection041016](http://www.slideshare.net/Ofstednews/governanceandinspection041016)

# Book Governor Training Online

## Online training

You can access the following courses anytime:

- Safeguarding Training Calendar – Local Safeguarding Board training
- Prevent Duty Online Training
- Individual bespoke sessions
- Responding to School Complaints – please note that these sessions are arranged at your school.

## Book your training online here:

[www.oldham.gov.uk/governortraining](http://www.oldham.gov.uk/governortraining)

## Training certificates

Training certificates will be provided to all governors at their governing body meeting the term following the course attendance.

It is important that certificates are copied for the Ofsted evidence folder held in school.

## Cancellation

It is important that you do your best to attend the training, however if an urgent circumstance arrives and you cannot make the training, then please notify the Business Support Team - Governance to let them know that you are unable to attend.

Courses will only be cancelled if the minimum number of governors needed to make the course viable is not met, this is normally a minimum of five governors.

Applicants will be notified of any cancellations.

We do not like to cancel courses and make every effort to run all courses as advertised. Sometimes we can re-arrange for a later date or combine a daytime and evening course.

We do appreciate that governors give up a lot of valuable time by taking on the role of governor and that governor training is an additional take up of that time too.

In order to avoid any wasted journeys, please always check that the course you booked on is still going ahead before attending.



## Governor website

Friendly web links to key governor information

Website page	Friendly Link
Become a School Governor	<a href="http://www.oldham.gov.uk/becomeaschoolgovernor">www.oldham.gov.uk/becomeaschoolgovernor</a>
Chairs of Governors Information	<a href="http://www.oldham.gov.uk/chairsofgovernors">www.oldham.gov.uk/chairsofgovernors</a>
Constitution of governing bodies of maintained schools	<a href="http://www.oldham.gov.uk/constitutionofgoverningbodies">www.oldham.gov.uk/constitutionofgoverningbodies</a>
Governor Conference Information	<a href="http://www.oldham.gov.uk/governorconference">www.oldham.gov.uk/governorconference</a>
Governor Training and Development Programme	<a href="http://www.oldham.gov.uk/governortrainingprogramme">www.oldham.gov.uk/governortrainingprogramme</a>
Governors Support Services	<a href="http://www.oldham.gov.uk/governorssupport">www.oldham.gov.uk/governorssupport</a>
Governors Training and Development	<a href="http://www.oldham.gov.uk/governortraining">www.oldham.gov.uk/governortraining</a>
Governors Website	<a href="http://www.oldham.gov.uk/governors">www.oldham.gov.uk/governors</a>
Link Governor Information	<a href="http://www.oldham.gov.uk/linkgovernor">www.oldham.gov.uk/linkgovernor</a>
Local Leader of Governance Application Form	<a href="http://www.oldham.gov.uk/localleaderofgovernance">www.oldham.gov.uk/localleaderofgovernance</a>
SACRE Conference Information	<a href="http://www.oldham.gov.uk/sacreconference">www.oldham.gov.uk/sacreconference</a>
School census 2016 to 2017: guide for schools and LAs	<a href="http://www.oldham.gov.uk/schoolcensus2016">www.oldham.gov.uk/schoolcensus2016</a>
School governors policies, procedures and forms	<a href="http://www.oldham.gov.uk/schoolgovernorspolicies">www.oldham.gov.uk/schoolgovernorspolicies</a>