Chairs Briefing Meeting
Oldham Governor Support Service
Tuesday 16 May 2017

Gerri Barry
Information and Advice Service Manager

Blessed John Henry Newman RC College
1. Welcome and introductions
Chairs Briefing Meeting | Tuesday 16 May 2017

• Gerri Barry
  Information and Advice Service Manager
Top Awards 2017

The TOP Awards 2017 are now open to nominations until Friday 29 September 2017, giving you plenty of time to nominate your colleagues for the fantastic work they do.

You can nominate colleagues under the categories of:

> Employee of the Year
> Front Line Services Award
> Volunteer of the Year
> Leader of the Year
> Team of the Year
> Young Employee of the Year

More detailed information on each of the categories is also available on Oldham Council’s website [www.oldham.gov.uk/TOPAwards](http://www.oldham.gov.uk/TOPAwards)

You can nominate employees from Oldham Council, Unity Partnership, Oldham Care and Support, Oldham Community Leisure and Oldham schools, and nominations are open to staff, governors and residents.
Question Time

• Back in January, we emailed a short survey to all Chairs asking which venue they would prefer for us to hold future Chairs Briefings.

• Which venue do you think got the most votes?

Primary Schools?
Secondary schools?
Earl Mill?
Honeywell Centre?
Venue Choice Results

• **Earl Mill** 48%
• Secondary School 26%
• Honeywell Centre 19%
• Primary School 7%
Question Time

• Can you guess the percentage of male and female governors?
Governor Gender

- Female: 61.97%
- Male: 38.03%
2. General Service Update

• Andy Collinge
  Head of Education Support Services
2. Inclusion Policy / SEND update

• Andy Collinge
  Head of Education Support Services
2. Inclusion Policy / SEND update

• The LA continues to develop its “inspection-ready” position.
• All schools should remain vigilant in ensuring that they have evidence based answers to the three key questions:
  1. How well does the school identify and assess children with SEND?
  2. How well does the school make appropriate provision for children with SEND?
  3. How well does the school improve outcomes for children with SEND?
2. Inclusion Policy / SEND update

• The inspection is made of the local area, not just the local authority, so every school needs to ensure that they are able to evidence the excellent practice that we have across the borough’s schools and settings.

• The focus is on children at SEN Support - the 80% of those with identified SEND, hence the importance of schools understanding their own position and being able to evidence what they do.
2. Inclusion Policy / SEND update

- The inclusion Policy was fully supported by cabinet and has been accepted as Council Policy.
- It will be uploaded to the council website and links sent to all participants, including schools.
- The 3 year Inclusion Strategy is under development.
- We will be consulting all primary and secondary heads as part of its development.
- It will be ready for implementation in September 2017.
3. Summer Term Governing Body Agenda
Gerri Barry – Information and Advice Service Manager

• Local Authority Items for Action
• Scheme of Delegation/School Finance Policy
• A Competency Framework for Governance – January 2017
• New Proposals - Closing the Gap Lead Governor for EAL Leaners
• Management of Health and Safety
3. Summer Term Governing Body Agenda
Gerri Barry – Information and Advice Service Manager

- Management of Health and Safety
- School Financial Management and Efficiency
- Schools Workforce Planning
- Oldham Council’s Free School Policy
- Schools Forum
- New Guidance for Governors - Keeping children safe online
  https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
  This guidance is non-statutory and should be read alongside the DfE's Keeping Children Safe in Education statutory guidance:
A Competency Framework for Governance

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

- The framework recommends the knowledge, skills and effective behaviours that members of the governing bodies should nominate one person from the governing body to lead on:
  - Special Educational Needs and Disabilities (SEND)
  - Safeguarding of children including Prevent Duty
  - Health and safety in education
  - Analyse information and data
  - Financial health and efficiency compared to organisations locally and nationally
  - Human Resource Education Policy

- Governors are asked to nominate a lead governor with responsibility for:
  - Closing the gap for EAL* Learners.
* (English as an Additional Language)
Timings of Full Governing Body meetings

• It is good practice to hold FGB at least four weeks after the start of term.

• This is to ensure that the most up to date agenda is available to be discussed and to allow time to issue the key documents to governors to read before the meeting.
4. Oldham School Improvement Model and Oldham Education Partnership Memorandums of Understanding

• Adrian Calvert
  Education Partnership Leader

• Andy Collinge
  Head of Education Support Services
Oldham School Improvement Model

Governors Meetings – Summer 2017
The Oldham Position

• Results are not where they need to be
• We need to make improvements for the children and young people in Oldham
• The Council has education as a key priority – OESC is an example of this

To improve the quality of education for all children and young people in Oldham
The Oldham Position

- External agencies including Ofsted need to see improvements in Oldham
- Oldham is an Opportunity Area – a central government scheme to address social mobility

To improve the quality of education for all children and young people in Oldham
Some improving outcomes

• Ofsted judgements: Improvement in proportion of Good and Outstanding schools and settings (over 3 years and in the last year)

• In Early Years: 3 year improvement in the early years good level of development measure - narrowed the gap to national by 3%

• In Key Stage 1: improvement in outcomes for Y1 phonics 2015 to 2016 - Increase of 5% compared to national increase of 4%

• In Key stage 4: Improvement in attainment 2015 to 2016 - 4.3% improvement in Basics (English & Maths), 2% improvement in the English Baccalaureate and 1.3 improvement in Attainment 8

BUT … Other local authorities are improving more quickly
OFSTED outcomes (As of February 2017)

- Primary schools 95% good and outstanding (80% in 2014)
- Secondary schools 62% good and outstanding (33% in 2015)
- 95% primary children go to a good or outstanding school
- 67% secondary children go to a good or outstanding school
- Non-domestic childcare providers 97% (excluding Out of School Clubs) good and outstanding
- Childminders 87% good and outstanding

To improve the quality of education for all children and young people in Oldham
A Partnership Approach

- Oldham Education Partnership
- Schools and Academies
- The Local Authority
- Multi Academy Trusts
- Standalone Academies
- Local Diocese

To improve the quality of education for all children and young people in Oldham
Governors and Leaders in your School

- First responsibility to your school or academy
- Broader responsibility to all of the children and young people in Oldham

To improve the quality of education for all children and young people in Oldham
The Vision – From the OESC

“We think Oldham can have a local education system that is ‘self-improving’. That is one where schools, the local authority and other partners come together to take collective responsibility for improving all schools, colleges and training across the board. It’s one where they set ambitious targets together, share information, resources and data, and offer closer support to each other.”

Estelle Morris

To improve the quality of education for all children and young people in Oldham
The New Model

Oldham School Improvement Model
The new Oldham School Improvement Model

- Joined up model
- Co-ordinated local knowledge
- Support available and accessed

- Benefits everybody

To improve the quality of education for all children and young people in Oldham
Designing the model

- Part of ongoing Partnership Work
- Building on current working
  - Closer Partnership Working
  - Oldham Schools Alliance Restructure
  - Memorandums of Understanding
  - Local Authority Restructure

To improve the quality of education for all children and young people in Oldham
Designing the model

• A draft came from a meeting with a working group of Headteachers and Principals (Cross phase, Local Authority Schools and Academies)

• Final version after feedback at the OSA Leadership Conference (Leaders from across Oldham’s Schools and Academies)
4 Parts to the model

- Monitoring and Challenge
- System Leadership
- Support
- System Governance

To improve the quality of education for all children and young people in Oldham
Oldham School Improvement Model

Governance

- Local Authority
- Oldham Education Partnership Board
- Regional Schools Commissioner

Support

- A range of support including:
  - School to School Support
  - NLE, LLE and SLE Support
- Commissioning/Brokering Support
- Conferences (inc Leadership)
- NLG Support
- CPD and Training
- Workhubs/Working Groups
- Research and Development

System Leadership

- Oldham Teaching Schools and NLEs

Monitoring and Challenge

- OAPHP (Primary Headteachers and Principals)
  - Governors
- Local Informed Knowledge
  - Data (current and end of Key Stage)
  - Self-Evaluation and Review
  - Independent review (defined under Monitoring and Challenge)

OASHP (Secondary and College Headteachers and Principals)
  - Governors
Memorandum of Understanding

The members of the Oldham Education Partnership (OEP) are committed to a self-improving education system across all phases and areas of Oldham.

To this end, we hope that all Leaders within our Schools, Colleges, Early Years Settings and Children’s Centres, Local Authority Officers, Governing Bodies and Teaching School Alliances will want to be actively involved.

In signing up to this Memorandum of Understanding schools, colleges, settings and children’s centres will wish to not only benefit from support but actively provide it to others as appropriate.

The Oldham Education Partnership is committed to improving the life chances of children and young people in Oldham to ensure they are School Ready, Work Ready and Life Ready.

Members of the OEP agree to the following principles of Partnership Working

<table>
<thead>
<tr>
<th>The Role of The Oldham Education Partnership</th>
<th>02 The Role of The Oldham Education Partnership.pdf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to School and Early Years Settings Performance Data Information and Evaluative Information (Self review and External reviews) – Memorandum of Understanding</td>
<td>03 Access to Performance Data and Evaluative Information.pdf</td>
</tr>
<tr>
<td>Guiding Principles for colleagues working with schools and settings and Standards for Professionals Involved in Educational Improvement</td>
<td>04 Guiding Principles for colleagues.pdf</td>
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<tr>
<td>Support Categories for Schools and Early Years Settings</td>
<td>05 Support Categories for Schools and Early Years Settings.pdf</td>
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<tr>
<td>Disengagement Protocol</td>
<td>06 Disengagement Protocol.pdf</td>
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</table>

In signing up to this Memorandum of Understanding (by a minute from a full Governors Meeting or Board Meeting) it is taken that the school, college, setting, children’s centre agree with the relevant memorandums of understanding and that Governors and Headteachers/Managers commit to actively participate in the work of The OEP to improve the quality of education of all children and young people in Oldham.
Having a better understanding of Oldham Schools and Academies

- Regular collection of data
- Regular collection of self review information
### SCHOOL PREDICTIONS

**School:**

**Submitted by:**

<table>
<thead>
<tr>
<th><strong>EARLY YEARS:</strong></th>
<th>All</th>
<th>Boys</th>
<th>Girls</th>
<th>EYPP</th>
<th>Barriers for borderline children</th>
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<tr>
<td>Cohort Size</td>
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<td>Number of children expected to achieve the GLD</td>
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<td>Number of children expected to be in bottom 20% performers in Oldham. (In 2016, this was children with a total points score less than 22)</td>
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<tr>
<th><strong>KS1 – Year 1 Phonics:</strong></th>
<th>All</th>
<th>Boys</th>
<th>Girls</th>
<th>EYPP</th>
<th>Barriers for borderline children</th>
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<tr>
<td>Cohort Size</td>
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<tr>
<td>Number of children expected to meet the national standard</td>
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<tr>
<th><strong>KS1 – Year 2 SATs: Please give numbers of children expected to meet the expected standards</strong></th>
<th>All</th>
<th>Boys</th>
<th>Girls</th>
<th>Disadvantaged</th>
<th>Barriers</th>
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<tr>
<td>Cohort Size</td>
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<td>Reading</td>
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<td>Writing</td>
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<td>Mathematics</td>
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<td>RWM</td>
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<tr>
<th><strong>KS2 – Year 6 SATs Attainment: Please give numbers of children expected to meet the expected standards</strong></th>
<th>All</th>
<th>Boys</th>
<th>Girls</th>
<th>Disadvantaged</th>
<th>Barriers</th>
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<tr>
<td>Cohort Size</td>
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<td>Reading</td>
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<td>Mathematics</td>
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<td>RWM</td>
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### KS4 – Year 11 Prior Attainment

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<tr>
<th></th>
<th>All</th>
<th>Boys</th>
<th>Girls</th>
<th>Disadvantaged</th>
<th>Barriers</th>
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<tbody>
<tr>
<td>Cohort Size</td>
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<tr>
<td>Mathematics KS2 Average Points Score</td>
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<tr>
<td>Reading KS2 Average Points Score KS2</td>
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<tr>
<td>Average of Mathematics and Reading KS2 Points Score</td>
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### KS4 – Year 11 Predicated Attainment

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<th></th>
<th>All</th>
<th>Boys</th>
<th>Girls</th>
<th>Disadvantaged</th>
<th>Barriers</th>
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<tr>
<td>Attainment 8 Score</td>
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<tr>
<td>Number of students expected to get GCSE English 4+</td>
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<td>Number of students expected to get GCSE English 5+</td>
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<tr>
<td>Number of students expected to get GCSE Maths 4+</td>
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<td>Number of students expected to get GCSE Maths 5+</td>
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<tr>
<td>Number of students expected to get GCSE English and Maths 4+</td>
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<tr>
<td>Number of students expected to get GCSE English and Maths 5+</td>
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</table>
The following framework is based around the key OFSTED judgments in Bold and other areas that may lead to vulnerabilities in schools and academies.

<table>
<thead>
<tr>
<th>Directly OFSTED Linked Area - ratings should be based on the current OFSTED framework, comments/evidence can be given as appropriate</th>
<th>Outstanding (1)</th>
<th>Good (2)</th>
<th>Requires Improvement (3)</th>
<th>Inadequate (4)</th>
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<tbody>
<tr>
<td>Last Ofsted Grading</td>
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<td>Judgment of Current Ofsted Grading</td>
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<td>Overall effectiveness: the quality and standards of education</td>
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<tr>
<td>Effectiveness of the Early Years provision; quality and standards (If Applicable)</td>
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<td>Effectiveness of the 16 to 19 study programmes (If Applicable)</td>
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<td>Outcomes for pupils</td>
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<td>External progress measure/s including groups of students</td>
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<td>Progress of pupils currently in the school</td>
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<td>Effectiveness of leadership and management</td>
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<tr>
<td>Effectiveness of Governance</td>
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<td>Quality of teaching, learning and assessment</td>
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<td>Curriculum Provision</td>
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<td>Personal development, behaviour and welfare</td>
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<td>Attendance including Persistent Absence</td>
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Key Agreements sought and gained at the OSA Leadership Conference

- Independent review
  - SIPs with external verification
  - Partnership/System Review
- Regular collection of predicted data and self evaluation information
- Agreement of the new model

To improve the quality of education for all children and young people in Oldham
The OSA Leadership Conference

Oldham School Improvement Model

- Conference gave feedback which is incorporated within the final model
- Conference gave unanimous agreement to take forward the proposed model
Governor Consultation

- Improved Structures Needed
- A stage missed this time
- Possible restructuring of the Governor Link Meetings
- Parallel Governor Improvement System Needed
- The School Improvement Model will evolve
Request for agreement from Governors

- Agree to the Memorandums of Understanding
- Adopt the School Improvement Model
- Agree to support your school/academy in playing a full part in the Oldham Education Partnership

Please minute agreement to these
(please send a copy of the minutes to GB.Support@Oldham.gov.uk)
Partnership Contact Details

- Adrian Calvert
- Education Partnership Leader
- Email: adrian.calvert@OEPartnership.org
- Telephone: 07725 938807

To improve the quality of education for all children and young people in Oldham
Teach Oldham Website
www.teacholdham.co.uk

Welcome to Oldham

Whatever stage of your teaching career you are at, Oldham has a lot to offer. Oldham’s future success and social regeneration. We want you to be part of that. Explore our website and discover why Oldham is a great place to be a teacher.

New to Oldham
Investing in Oldham's future
Transport links
Oldham - a great place to work
Range of schools
Oldham Education & Skills Commission
Oldham's community

Developing your teaching career in Oldham
Train to teach
Classroom teachers
Leadership development
Headteachers
Vacancies
Primary teaching pool
Link Governor Feedback Form

• Suggestions and ideas on how to develop the Link Governor role and Network Meetings:
  → Governor improvement role linking to school improvement, monitoring and evaluation
  → Governor consultation on key documents and policies
  → Help develop governing body agendas
  → Support with developing training and development for governors
  → Meetings frequency e.g. twice a year etc.
  → Meeting at different times within the term
5. Update and Information on Key Issues Affecting Oldham School Governors

• Gerri Barry
  Information and Advice Service Manager
DBS Checks

- DBS checks are still outstanding
- 70 governors have still not responded/confirmed if they have a current DBS check or not
- DBS checks are valid only for the school they are currently a governor at and is not transferable from a previous school, job or alternative employment
Free Prevent Training
Channel General Awareness

• The National Centre for Applied Learning Technologies (NCALT) are offering free e-learning which includes information on how Channel links to the government's counter-terrorism strategy (CONTEST) through the Prevent strategy.

• It also provides guidance on how to identify people who may be vulnerable to radicalization and how to refer them into the Channel programme.

• There are case studies to help you understand the process of identifying and referring vulnerable individuals, in addition to providing you with support

• **This training is required for all governors to complete.**
  – **288 Governors** are yet to complete/confirm that they have done the training
  – The training takes approximately 20 minutes to complete in which a certificate can be printed off at the end.
  – Governors must provide a copy of the certificate to the school to be kept on file for any future Ofsted inspections.

• You can access the e-learning by clicking on the website link below
  [http://course.ncalt.com/Channel_General_Awareness](http://course.ncalt.com/Channel_General_Awareness)
## Safeguarding Training

<table>
<thead>
<tr>
<th>Date</th>
<th>Course name</th>
<th>Time</th>
<th>Venue</th>
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<tbody>
<tr>
<td>Wednesday 5 July 2017</td>
<td>Workshop Raising Awareness of Prevent*</td>
<td>6 - 7.30pm</td>
<td>The Honeywell Centre OL8 3BP*</td>
</tr>
</tbody>
</table>

*Links included for booking on course and venue directions

www.oldham.gov.uk/governortrainingprogramme
Governor Training still available

<table>
<thead>
<tr>
<th>Date</th>
<th>Course name*</th>
<th>Time</th>
<th>Venue*</th>
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<tbody>
<tr>
<td>Wednesday 17 May 2017</td>
<td>Freedom of Information</td>
<td>6 - 7.30pm</td>
<td>The Honeywell Centre, OL8 3BP</td>
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<tr>
<td>Wednesdays 17 and 24 May 2017</td>
<td>SEND Reforms and the Code of Practice (2 Session course)</td>
<td>6 - 8pm</td>
<td>The Honeywell Centre, OL8 3BP</td>
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<tr>
<td>Tuesday 23 May 2017</td>
<td>Headteacher and Teacher Appraisal for Governors</td>
<td>6 - 8pm</td>
<td>The Honeywell Centre, OL8 3BP</td>
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<tr>
<td>Monday 12 June 2017</td>
<td>Art of Taking the Chair</td>
<td>6 - 8pm</td>
<td>The Honeywell Centre, OL8 3BP</td>
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<tr>
<td>Tuesdays 13, 20 and 27 June 2017</td>
<td>Induction for New Governors (3 Session course)</td>
<td>3 - 5pm or 6 - 8pm</td>
<td>The Honeywell Centre, OL8 3BP</td>
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</tbody>
</table>

*Links included for booking on course and venue directions

www.oldham.gov.uk/governortrainingprogramme
DfE Competency Framework for Governance – knowledge for everyone

- Priority Years for Governor Training

- **Induction** - Yellow
- **Year 1** - Green
- **Year 2** - Blue
- **Years 3 & 4** - Pink
Re-constitution Process

• Proposals agreed and minuted at a governing body meeting
• Minutes signed by the Chair
• Oldham Council approval process and sign off
• Legal check and sealed by legal team
• New constitution issued to governing body (Black book)
• Scanned copy sent to Chair and Headteacher

• Reconstitution process flowchart will be issued soon
5. Thank you…and some good news

- EDUBASE maintained schools from 0% to 30% to **100%**
- Prevent online training from 0% to **71%**
- DBS from 0% to **93%**
- Governor Challenge/Support in minutes up to **97%**
An initial version of the replacement to RAISEonline has now been released.

DfE’s new service – Analyse School Performance (ASP).

Additional data will continue to be added to the service over the coming months.

This will begin with an 8-week testing and familiarisation period where users are asked to:

– ensure they can log in.
– familiarise themselves with the main functions and how to use the service.
– provide any feedback as regards usability and ideas for future development (via feedback surveys which are built into the new service).
Analyse School Performance (ASP)
Formerly known as RAISEonline

• The new service uses the same data as that in the existing RAISEonline, if you do spot any difference in the data between ASP and RAISEonline please let the DfE know.

• Following this period, we intend to release an updated version of ASP, which will contain more functions and data similar to those in RAISEonline; and build upon the common elements of feedback collated during the 8-week testing and familiarisation period.

• The existing RAISEonline service remains in place until 31st July 2017 and should continue to be seen as the authoritative version used by schools, governors, LAs, Ofsted and RSCs whilst this new service is being tested.
National and Local Leaders Of Governance Recruitment

• NLG Applications
  – The application round closed on Friday 12 May 2017 at 11:59pm,
  – References should be submitted by 11:59pm on Friday 19 May for applications to be progressed.

• LLG Applications
  – Full information is available including Application form, Job description and Person Specifications on the link below
  – https://www.oldham.gov.uk/localleaderofgovernance
Clerking Competency Framework – April 2017

• Clerking Competency Framework published on 21 April 2017

• www.gov.uk/government/publications/governance-handbook

• Accredited programme
Succession Breeds Success

Succession breeds success

How to grow leaders in your governing body

• Document is also available to download from the Chair of Governors webpage: [www.oldham.gov.uk/chairofgovernors](http://www.oldham.gov.uk/chairofgovernors)
‘New’ Governor Skills Audit and Matrix

• Completed Matrix for your school – please send copy to gb.support@oldham.gov.uk

• Ofsted will expect to see these completed at the start of a school inspection

• Individual Governor NGA Skills Audit
  ➢ www.oldham.gov.uk/downloads/file/4390/individual_governor_nga_skills_audit

• Collated Governing Body Skills Audit Matrix
  ➢ www.oldham.gov.uk/downloads/file/4392/collated_governing_body_skills_audit

• Access both forms through the friendly link below
  ➢ www.oldham.gov.uk/schoolgovernorspolicies
New recruitment guide ‘The right people around the table’

• Designed to help school governors and trustees plan and carry out recruitment and induction.
• Designed to complement the inspiring Governance Online Service.
• The guide highlights good practice for induction, training and succession.
• Five short chapters cover:
  – **Evaluating**: composition and current practice
  – **Recruiting**: attracting good candidates
  – **Appointing**: interviewing and references
  – **Inducting**: training and support
  – **Succession planning**: ensuring there is leadership of the board.

Governor Vacancies

- Adverts have been placed here:
  - Your Council Jobs Website
  - Voluntary Action Oldham Newsletter and website
  - Oldham Business Leaders Network
  - Oldham Council Team Brief
  - Oldham Council Manager Brief
  - Borough Life Magazine – every house in Oldham
  - Feature in the Oldham Chronicle
  - Governor Newsletter
  - Flyers distributed
  - Housing
  - Pennine Care NHS Foundation Trust
  - Several school’s own websites (Banners)

- Schools can borrow pull up stands and banners for parents evening and events contact gb.support@oldham.gov.uk
Newsletter Features

• Governor in the spotlight - application forms
• Good news and celebrations
• What governors need to know

• Following on from the last newsletter:
  – Record of Governor Visit to School form
6. Closing the Gap Lead Governor for EAL Learners

- Jenny Christopher
  Schools and Learning Settings Performance Adviser

- New Proposals - Closing the Gap Lead Governor for EAL* Learners
- Governors are asked to consider a new proposal document attached for nominating a lead governor with responsibility for Closing the gap for EAL Learners.

* (English as an Additional Language)
An Overview of EAL Performance from Early Years to Key Stage 4

Jenny Christopher
Schools and Learning Settings Performance Adviser

Link Governor Network Meeting
9 May 2017
Areas to be covered

• Changing demographics and impact on schools and settings
• Who are our EAL learners? (Early Stage – Advanced Learner)
• Analysis of EAL performance: Early Years to Key Stage 4
• School and settings with high proportions EAL and good progress
• Priority areas for action
International new arrivals in Oldham schools

![Graph showing international new arrivals in Oldham schools from 2013/14 to 2015/16. The numbers are as follows:
- 2013/14: 318
- 2014/15: 780
- 2015/16: 1182]
Drivers of migration into Oldham

- Impact of expansion of European Union
- Secondary migration
  - Former asylum seekers e.g. Africans moving on from Ireland, Italy, Portugal and Spain
  - Roma people from southern Europe (may originally have lived in Eastern Europe)
- Asylum seekers
- Continuing in-migration from Pakistan and Bangladesh of people marrying Oldham residents
Top ten languages spoken by pupils in Oldham schools - 2016

- Bengali: 5480
- Panjabi: 3041
- Urdu: 2773
- Romanian: 757
- Pashto/Pakhto: 344
- Polish: 202
- Portuguese: 162
- Italian: 118
- Czech: 111
- French: 96
INA Children by postcode in Oldham and Manchester locations

- **OL1** - Central Oldham
- **OL4** - Clarksfield and Glodwick
- **OL8** - Medlock, Limeside, Coppice, Fitton Hill
- **OL9** - Westwood and Coldhurst

<table>
<thead>
<tr>
<th>Postcode</th>
<th>Number of INA Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>M12</td>
<td>1</td>
</tr>
<tr>
<td>M24</td>
<td>1</td>
</tr>
<tr>
<td>M35</td>
<td>9</td>
</tr>
<tr>
<td>M40</td>
<td>4</td>
</tr>
<tr>
<td>OL1</td>
<td>82</td>
</tr>
<tr>
<td>OL2</td>
<td>15</td>
</tr>
<tr>
<td>OL3</td>
<td>9</td>
</tr>
<tr>
<td>OL4</td>
<td>374</td>
</tr>
<tr>
<td>OL5</td>
<td>2</td>
</tr>
<tr>
<td>OL8</td>
<td>399</td>
</tr>
<tr>
<td>OL9</td>
<td>152</td>
</tr>
</tbody>
</table>
The key issues for schools were:

- Integration, community cohesion
- Language translation
- Pupil access to the curriculum
- Pupil attendance problems
- Staffing concerns - adequate numbers to support pupils
- Staff expertise to support the needs of INA and early EAL
- Lack of resources
Other issues ....

- Although we have a diversity of EAL learners with different abilities and different levels of English fluency – our greatest focus has been on INAs.
- Year on year underperformance of EAL groups, particularly Pakistani and Bangladeshi learners.
- Underperformance begins in the EYs and continues through to KS4 – Literacy (Reading).
- Performance data should also include Attendance and Exclusion data by ethnicity to provide a fuller picture to monitor, challenge and support.
Who are our EAL learners?

• The official DfE definition of an EAL learner:
  – A pupil’s first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community
  – If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of a child’s proficiency in English
The EAL group could therefore include:

- **Second or third generation ethnic minority pupils** who may be exposed to a language other than English as part of their cultural heritage, but may use English as their everyday language and be quite fluent in it.

- **New migrants** arriving in England who speak no English at all and may have varying levels of literacy in their first language.
## Proficiency Levels Overall

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Pupil Numbers</th>
<th>% Pupils achieving proficiency level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - New to English</td>
<td>1374</td>
<td>10</td>
</tr>
<tr>
<td>B - Early acquisition</td>
<td>2432</td>
<td>18</td>
</tr>
<tr>
<td>C - Developing competence</td>
<td>3540</td>
<td>27</td>
</tr>
<tr>
<td>D - Competent</td>
<td>2388</td>
<td>18</td>
</tr>
<tr>
<td>E - Fluent</td>
<td>2162</td>
<td>16</td>
</tr>
<tr>
<td>N - Not Yet Assessed</td>
<td>1363</td>
<td>10</td>
</tr>
</tbody>
</table>
Percentage Achieving a Good Level of Development (GLD)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>57</td>
<td>66</td>
<td>61</td>
<td>69</td>
</tr>
<tr>
<td>EAL</td>
<td>46</td>
<td>60</td>
<td>48</td>
<td>61</td>
</tr>
<tr>
<td>E1L</td>
<td>64</td>
<td>68</td>
<td>68</td>
<td>70</td>
</tr>
<tr>
<td>WBRI</td>
<td>66</td>
<td>69</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>ABAN</td>
<td>46</td>
<td>60</td>
<td>47</td>
<td>59</td>
</tr>
<tr>
<td>APKN</td>
<td>49</td>
<td>58</td>
<td>53</td>
<td>62</td>
</tr>
</tbody>
</table>
# Percentage Achieving Early Learning Goals in Communication and Literacy

<table>
<thead>
<tr>
<th></th>
<th>Listening &amp; Attention</th>
<th>Understanding</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LA</strong></td>
<td>76.1</td>
<td>86</td>
<td>86</td>
<td>75.5</td>
<td>85</td>
</tr>
<tr>
<td><strong>EAL</strong></td>
<td>63.2</td>
<td>81</td>
<td>78</td>
<td>59.6</td>
<td>75</td>
</tr>
<tr>
<td><strong>E1L</strong></td>
<td>82.7</td>
<td>88</td>
<td>88</td>
<td>83.5</td>
<td>88</td>
</tr>
<tr>
<td><strong>WBRI</strong></td>
<td>83.8</td>
<td>88</td>
<td>89</td>
<td>84.9</td>
<td>88</td>
</tr>
<tr>
<td><strong>ABAN</strong></td>
<td>62.6</td>
<td>81</td>
<td>70</td>
<td>58.9</td>
<td>77</td>
</tr>
<tr>
<td><strong>APKN</strong></td>
<td>69.0</td>
<td>81</td>
<td>79</td>
<td>66.5</td>
<td>78</td>
</tr>
</tbody>
</table>
# Key Stage 1 Attainment
## Percentage Meeting Expected Standard

<table>
<thead>
<tr>
<th>KS1</th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
<th>RWM Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oldham</td>
<td>National</td>
<td>Oldham</td>
<td>National</td>
</tr>
<tr>
<td>All</td>
<td>67</td>
<td>74</td>
<td>59</td>
<td>66</td>
</tr>
<tr>
<td>EAL</td>
<td>60</td>
<td>70</td>
<td>51</td>
<td>64</td>
</tr>
<tr>
<td>E1L</td>
<td>72</td>
<td>75</td>
<td>64</td>
<td>66</td>
</tr>
<tr>
<td>WBRI</td>
<td>70</td>
<td>75</td>
<td>63</td>
<td>66</td>
</tr>
<tr>
<td>ABAN</td>
<td>63</td>
<td>75</td>
<td>52</td>
<td>69</td>
</tr>
<tr>
<td>APKN</td>
<td>65</td>
<td>71</td>
<td>58</td>
<td>63</td>
</tr>
</tbody>
</table>
### Key Stage 2 Attainment
#### Percentage Achieving Expected Standard

<table>
<thead>
<tr>
<th>KS2</th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
<th>RWM Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oldham</td>
<td>National</td>
<td>Oldham</td>
<td>National</td>
</tr>
<tr>
<td>All</td>
<td>58</td>
<td>66</td>
<td>68</td>
<td>74</td>
</tr>
<tr>
<td>EAL</td>
<td>46</td>
<td>58</td>
<td>68</td>
<td>73</td>
</tr>
<tr>
<td>E1L</td>
<td>66</td>
<td>68</td>
<td>70</td>
<td>74</td>
</tr>
<tr>
<td>WBRI</td>
<td>65</td>
<td>68</td>
<td>68</td>
<td>74</td>
</tr>
<tr>
<td>ABAN</td>
<td>55</td>
<td>64</td>
<td>73</td>
<td>80</td>
</tr>
<tr>
<td>APKN</td>
<td>45</td>
<td>56</td>
<td>70</td>
<td>73</td>
</tr>
</tbody>
</table>
## Key Stage 2 Progress
Percentage Expected Progress - Reading, Writing, Maths

<table>
<thead>
<tr>
<th></th>
<th>Oldham</th>
<th>National</th>
<th>Oldham</th>
<th>National</th>
<th>Oldham</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>-0.34</td>
<td>0.0</td>
<td>-0.59</td>
<td>0.0</td>
<td>0.66</td>
<td>0.0</td>
</tr>
<tr>
<td>APKN</td>
<td>-2.14</td>
<td>-0.6</td>
<td>0.13</td>
<td>0.8</td>
<td>0.20</td>
<td>0.9</td>
</tr>
<tr>
<td>ABAN</td>
<td>0.64</td>
<td>0.3</td>
<td>2.47</td>
<td>2.0</td>
<td>2.96</td>
<td>1.8</td>
</tr>
<tr>
<td>Non EAL</td>
<td>-0.09</td>
<td>-0.1</td>
<td>-1.55</td>
<td>-0.3</td>
<td>0.19</td>
<td>-0.4</td>
</tr>
<tr>
<td>EAL</td>
<td>-0.85</td>
<td>0.3</td>
<td>1.36</td>
<td>1.5</td>
<td>1.62</td>
<td>2.0</td>
</tr>
<tr>
<td>WBRI</td>
<td>-0.09</td>
<td>-0.1</td>
<td>-1.55</td>
<td>-0.4</td>
<td>0.14</td>
<td>-0.5</td>
</tr>
</tbody>
</table>
Key Stage 4 Attainment

% Achieving A* to C in English and Maths

<table>
<thead>
<tr>
<th></th>
<th>Pakistani</th>
<th>Bangladeshi</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oldham</td>
<td>54</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>National</td>
<td>58</td>
<td>67</td>
<td>63</td>
</tr>
<tr>
<td>Gap</td>
<td>4</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>
Progress 8

<table>
<thead>
<tr>
<th></th>
<th>Pakistani</th>
<th>White</th>
<th>Bangladeshi</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oldham</strong></td>
<td>-0.03</td>
<td>-0.5</td>
<td>0.19</td>
<td>-0.34</td>
</tr>
<tr>
<td><strong>National</strong></td>
<td>0.13</td>
<td>-0.1</td>
<td>0.33</td>
<td>0</td>
</tr>
<tr>
<td><strong>Gap</strong></td>
<td>0.16</td>
<td>0.4</td>
<td>0.14</td>
<td>0.34</td>
</tr>
</tbody>
</table>
Improving EAL Performance: Priorities for Action

• Short, intermediate and longer term:
  – Developing an EAL Strategy that is framed within OEP implementation of OESC recommendations
  – Developing an EAL Action Plan for improving performance (INA and Early to Advanced Stage EAL)
  – Annual EAL report to stakeholders – Hubs, Partnerships, Collaboratives, Governance (collective response)
  – Identifying good practice and disseminating
  – Accountability - Monitoring, challenge and support
  – **Building capacity within the system – EAL Champions, Closing the Gap for EAL Learners Governors, Hub schools**
Resources – highly recommended!

- **New INA Support Toolkit** - produced by Practitioners in Oldham schools and settings
- Price £30 – available on memory stick

**Available from:**
- Helen Hampson, Chair Of INA Work Hub, Headteacher Higher Failsworth School
  h.hampson@higher-failsworth.oldham.sch.uk
- Jenny Christopher; Lead EAL Officer
  Jenny.christopher@oldham.gov.uk

Thank you
7. Governor feedback in recent Ofsted Inspections

• Pupil progress
  – Governors have not ensured that pupils make consistently good progress during their time at the school
  – Governors do not use information about pupils’ progress effectively and hold the school to account through sharper challenge to school leaders, including middle leaders, about the outcomes achieved by different groups
  – Governors have not held leaders to account for ensuring that the quality of teaching and learning, and pupils’ outcomes, is consistently good.
7. Governor feedback in recent Ofsted Inspections

• Funding
  – Governors have not monitored the deployment of the pupil premium grant well enough.
  – Governors have not monitored additional funding to support disadvantaged pupils ensuring it is well managed and spent wisely to improve outcomes for these pupils, including those who are most able.

• Training
  – Governors have not monitored refresher training for staff in terms of Prevent and Safeguarding
  – Staff training certificates had expired
7. Governor feedback in recent Ofsted Inspections

• **Safeguarding**
  – Governors understand their statutory duty to keep pupils safe in school and have the skills and knowledge to hold the school’s leaders to account

• **School Curriculum**
  – The school curriculum has not been reviewed or refreshed
7. Governor feedback in recent Ofsted Inspections

- **School Website** - remember to keep checking!
  - Governors have not ensured that the school’s website meets statutory requirements
  - The school website contains information which is out of date
  - The school website does not include regular and relevant information about the school for parents
  - The school website does not include an evaluation of the impact of pupil premium funding spending on pupils’ outcomes for 2016/17
  - Year 7 catch funding not reported on the school website
  - Governors fulfil their statutory duties and ensure that the equality policy is up to date and the school’s website meets statutory requirements
7. Governor feedback in recent Ofsted Inspections

- School Website

Percentage of schools **who have not** provided governor information in the following areas of their website:

<table>
<thead>
<tr>
<th>Information Provided</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details type of governors e.g. Chair, Link Governor, parent governor etc</td>
<td>28%</td>
</tr>
<tr>
<td>Term of office (years and end date)</td>
<td>35%</td>
</tr>
<tr>
<td>Name of committee(s) appointed to</td>
<td>48%</td>
</tr>
<tr>
<td>Attendance at governing body meetings</td>
<td>41%</td>
</tr>
<tr>
<td>Register of Business or Personal interest</td>
<td>41%</td>
</tr>
</tbody>
</table>
DfE guidance on what schools must publish online

The information that schools maintained by their local authorities must publish on their websites in brief are:

- School contact details
- Admission arrangements
- Ofsted reports
- Exam and assessment results
- Performance tables
- Curriculum
- Behaviour policy
- School complaints procedure
- Pupil premium

- Year 7 literacy and numeracy catch-up premium
- PE and sport premium for primary schools
- Special educational needs and disability (SEND) information
- Governors’ information and duties
- Charging and remissions policies
- Values and ethos
- Requests for paper copies

Full guidance in detail can be found in the following link:
https://www.gov.uk/guidance/what-maintained-schools-must-publish-online
DfE guidance on what academies, free schools and colleges must publish online

The information that all types of academies, free schools and 16 to 19 colleges should publish on their websites are:

- School or college contact details
- Admission arrangements
- Exclusion arrangements
- Ofsted reports
- Exam and assessment results
- Performance tables
- Curriculum
- Behaviour policy
- Pupil premium
- Year 7 literacy and numeracy catch-up premium
- PE and sport premium for primary schools
- Special educational needs and disabilities (SEND)
- Equality objectives
- Complaints policy
- Annual reports and accounts
- Governors’ information and duties
- Charging and remissions policies
- Values and ethos
- Requests for copies

Full guidance in detail can be found in the following link:
https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online
Ofsted Grade Descriptors - Good/Outstanding
Ofsted’s School Inspection Handbook

• Questions for governors to consider in preparation for an Ofsted school inspection

• Chairs to consider how to support new governors in understanding the descriptors
Governor Service Database

• Please encourage all governors who have changed address, email address or name etc. to please email the team at gbsupport@oldham.gov.uk who will be happy to update your details on the database.
Chair of Governors Web Page

Access Oldham closure
Access Oldham is closed to the general public while essential repairs are being made.

Governor Information

- School governors policies, procedures and forms
- Chairs of Governors
- Governor Support Services
- Link Governor
- Local Leader of Governance

Chairs briefing report can be found here
10. Any other urgent business
9. Date and time of next meeting

• **TBC September 2017 | Time 5.30-6pm Light refreshments and networking, 6-8pm Meeting**

• Chair/Vice-Chair are requested to book a place on the next chairs briefing using the online booking system: [www.oldham.gov.uk/governortrainingprogramme](http://www.oldham.gov.uk/governortrainingprogramme)
Heads Together
Charity Partners

- Through their work with young people, emergency response, homeless charities, and with veterans, The Duke and Duchess of Cambridge and Prince Harry have seen time and time again that unresolved mental health problems lie at the heart of some of our greatest social challenges.
- The Heads Together campaign aims to help change the national conversation on mental health with a team of charity partners working on a wide range of mental health issues that are close to the Duke and Duchess and Prince Harry’s passions.
- Heads Together brings together inspiring charities with decades of experience in tackling stigma, raising awareness, and providing vital help for people with mental health challenges.

www.headstogether.org.uk
The Pledge to Peace - Brussels Declaration was officially launched at the "Peace and Prosperity, founding values ​​of the European Union" Conference held on 28 November 2011 at the European Parliament in Brussels. The initiative was endorsed by the 1st Vice-President of the European Parliament and the Italian Senate.

This Declaration is intended to encourage civic organisations to carry out actions to promote peace in their school, place of worship, business, community, nation or internationally. The overall objective is to promote a ‘culture of peace’ across Europe.

The Declaration is inspired by the universal ideals of human dignity, freedom, equality and solidarity enshrined in the "Charter of Fundamental Rights of the European Union", and is a manifestation of the Nobel Prize for Peace awarded to the European Union in 2012.

The Declaration was the first of its kind to be promoted in the European Parliament in order to help build a world of peace and prosperity.

Despite Article 50, UK civic organisations are still eligible for, and actively encouraged to seek, membership of the Pledge to Peace.
• **How is it different from other similar initiatives?**

The difference is in the approach; the Pledge to Peace is not asking organisations to just endorse a declaration or simply share a vision, but calls upon them to commit to tangible actions and solutions that can make peace a more reachable goal. The Pledge is about ‘doing something’ for peace, not just talking about it.

• **Signatories and organization**

The first signatories of the Pledge were the First Vice-President of the European Parliament, Hon. Gianni Pittella, and Mr. Prem Rawat, a prominent international advocate of peace, who was later awarded the title of Ambassador to the Pledge to Peace.

Oldham Council is the only UK local authority to have signed the Pledge to Peace, 14 schools and 1 college have also signed the Pledge, with 8 more lined up to follow. The current Mayor, Cllr Derek Heffernan, is the Council’s Champion of Peace and is now Oldham’s first Mayor of Peace. Richard Outram and Maria Ellis are supporting his work to bring peace education and the Pledge into Oldham’s schools and colleges.

The Declaration aims at inspiring and supporting signatories in identifying and developing actions that can lead to a culture of peace within the European Union. It allows every member to act independently, but at the same time wants to promote synergies and mutual cooperation.

Logistical support and coordination is provided by a Secretariat run by Percorsi Association, a non-profit organisation based in Italy that created and promoted the Declaration.

• [http://www.pledgetopeace.eu](http://www.pledgetopeace.eu)
• [https://www.peacepartners.co.uk/pledge-to-peace](https://www.peacepartners.co.uk/pledge-to-peace)
School workforce planning
Guidance for schools

• This guidance is for:
  – school leadership teams
  – school business managers and finance directors
  – executive headteachers
  – academy CEOs
  – governors and trustees
• It applies to all schools.
• It will help school leaders review their staff structures regularly, as part of annual school improvement, curriculum and financial planning.
Governor training and development

Induction for new governors

All new governors will be provided with a resource pack by the Governors Business Support Service. New governors are advised to familiarise themselves with the Mentoring and Induction Policy for New Governors and to work through the New Governor Checklist.

As well as training and information from the School Performance Team, guidance is also offered by the Department for Education, and National Governor Organisations.

Training courses

Whilst not compulsory, all governors, however experienced, need training to improve their effectiveness in the role and to keep abreast of developments that may affect their school and their role as governor.

To book a place follow the instruction or email gb.support@oldham.gov.uk or if you need support you can call the Business Support Service on 0161 770 3640.

- Local authority training programme
- Oldham LSCB Multi Agency Training
- Training evaluation form

Courses are held at various venues across Oldham.

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
Governor Training Calendar (update screenshot)

- More training is added on a regular basis - decorate

Booking on is simple
Just click on the relevant course title
Governor’s Webpage - Training
www.oldham.gov.uk/governors

Training information