Chairs Briefing Meeting

Oldham Governor Support Service

Wednesday 20 September 2017

Gerri Barry
Information and Advice Service Manager

The Honeywell Centre
Welcome and introductions
Clerks Briefing | Wednesday 20 September 2017

• Gerri Barry
  Information and Advice Service Manager

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www.oldham.gov.uk/chairsofgovernors
www.oldham.gov.uk/linkgovernor
Access to Chairs of Governors Webpage

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Full Service Update – Restructure Phase 3

Economy, Skills and Neighbourhoods Directorate

1. Director of Education & Early Years
   Andrew Sutherland

2. Head of Schools & Learning (LASI)
   Tony Shepherd

3. Head of Inclusion (SEND)
   Gill Hoar

4. Head of Post 16 & Business Development
   Donna Lewis

5. Head of Education Support Services (Compliance)
   Andy Collinge

6. Head teacher Virtual School
   Jennie Davies

7. Education Improvement Manager
   Paula Healey

8. Inclusion Manager
   Anne Clark

9. SEND Manager
   Matthew Prenton

10. SEN Support & Lead Educational Psychologist
    Helen Wyton

11. Education Provision Manager
    Paula Green

12. Information & Advice Service Manager
    Gerri Barry
Clerks Competency Framework 2017 – Accredited Training – WELL DONE!
Andrew Sutherland - My Background

- Scottish College of Educational Leadership
- Executive Director of Learning and Leisure (education CLD, culture and sport)
- Director of Education Services
- Head of Schools
- Secondary Head Teacher (1100 pupil academy)
- History Teacher
- Father, Grandfather and mediocre sportsman…. 
Initial Observations

• Committed staff in schools/colleges and in the authority

• Strong sense of shared moral purpose

• Good and improving systems developing along with policy and practice

• Mood lifting and increased perception that we are in a phase of opportunity to improve outcomes for all children and young people across the borough
Aspirations for children, young people and families

- Great Learning
- Self efficacy & resilience
- Health and well being
- Family/corporate nurturing
Some health data...

- Life expectancy 2.1 years lower for males and 2.5 years lower for female residents than the UK average
- Child poverty affects 25.3% of the borough children (UK 19%)
- Childhood mortality higher than UK average
- 2015/16 School readiness 39.5% (UK 30%)
- 38% mothers breastfeed (UK 43.2%)
Mental health and wellbeing

• According to the Mental Health Foundation, nearly one in ten children and young people aged 5-16 years are affected by a mental health problem.
• Oldham is estimated to have about 3,800 children aged 5-16 years with mental health problems, a prevalence of 10% - slightly higher than national and regional averages.
• Self-harm rates (10-24) are significantly worse than national.
General Health

- Of the ten Greater Manchester Districts, Oldham had the lowest proportion of young people that rated their general health as ‘Excellent’ across Greater Manchester.

http://content.digital.nhs.uk/catalogue/PUB19244
• **Skill levels** are one of the most important determinants of socio-economic outcomes. Skills are not only an important route out of poverty for individuals, but a key driver of economic prosperity. Unfortunately Oldham has traditionally had a weak skills base, which is a legacy of generations of manual employment. This has resulted in residents finding it difficult to enter new growth sectors over recent years.

• While Oldham has continued to improve attainment rates across the borough, adult skill levels still remain a concern. There are a higher proportion of residents with no qualifications and fewer residents holding degree level qualifications compared to GM and national averages.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Oldham (%)</th>
<th>Greater Manchester (%)</th>
<th>England (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVQ 4 and above</td>
<td>27.6</td>
<td>33.6</td>
<td>36.7</td>
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<tr>
<td>NVQ 3</td>
<td>16.5</td>
<td>18.0</td>
<td>17.3</td>
</tr>
<tr>
<td>NVQ 2</td>
<td>15.2</td>
<td>16.6</td>
<td>16.3</td>
</tr>
<tr>
<td>NVQ 1</td>
<td>15.0</td>
<td>11.2</td>
<td>11.6</td>
</tr>
<tr>
<td>Other qualifications</td>
<td>7.8</td>
<td>7.1</td>
<td>6.6</td>
</tr>
<tr>
<td>No qualifications</td>
<td>15.0</td>
<td>10.1</td>
<td>8.4</td>
</tr>
</tbody>
</table>

Source: ONS – Annual Population Survey 2016
Early Years

• Oldham’s children enter the education system at a lower level of development than most of the rest of the UK. This is primarily due to high deprivation levels and above average proportions of children with English not their first language.

• Child development at age five is assessed by the Early Years Foundation Stage Profile.

• While Oldham’s results have improved consistently over time, they have failed to bridge the gap to statistical neighbours, and remain far below national.
Ofsted judgements

- **Ofsted judgements of overall effectiveness** are consistently above average at Primary level.
- Secondary judgements are less reliable over time: a tranche of “Inadequate” schools have recently moved to “Good”, but this still leaves Oldham with significant challenges.
Key Stage 4

- Pupils in Oldham make below average progress at secondary school, so by the time they take their GCSE’s, attainment is some way short of the England average. This is a relatively consistent pattern over time.

Source: DfE LAIT
Overall attainment

- **Overall attainment** has remained broadly in line with our statistical neighbours, but consistently below national.
- With 50.7% of children achieving the measure, Oldham is in the bottom 15% of Local Authorities nationally.

Source: DfE
EAL in Early Years

• Compared to national gaps, in Early Years we see significant issues with the development level of children with English as an additional language (EAL), above and beyond what is expected nationally.

Difference between performance gaps for demographic groups in Oldham and gaps for groups nationally for percentage of pupils reaching a Good Level of Development at EYFSP (Three year average: 2013-15)

Oldham gap minus National gap

-4 -2 0 2 4 6 8 10 12

Gender
FSM
SEN without statement/EHC
English as Addtnl Language
Asian

Gaps in Oldham less wide than nationally
Gaps in Oldham wider than nationally

Source: DfE
By Key Stage 2...

- Most attainment gaps are less than would be expected.

- For Bangladeshi pupils, however, progress does not meet expectations. Notably this is perhaps the most deprived community within Oldham, and the dual impact of deprivation and poor starting English skills may be a factor.

![Graph showing difference between performance gaps in Oldham and nationally for percentage of pupils achieving Level 4 or above at Key Stage 2 Reading, Writing and Mathematics (Three year average: 2013-15)](chart)

Source: DfE
In terms of inclusion…

- We have larger than expected gaps for boys, disadvantaged pupils, and particularly Bangladeshi Pupils.
Exclusions

- Exclusions in primary schools have generally remained below the national average in recent years, and are low in absolute terms.
- At secondary level, however, while fixed period exclusions present a mixed picture, permanent exclusions are significantly and consistently above the national rate, and usually more than twice that rate.

Source: DfE LAIT
16 – 18 Study

- Following GCSEs, young people are able to study a range of academic and vocational qualifications at Level 3 (A levels and vocational equivalents).
- Looking across these measures, Oldham performs in line with Statistical Neighbours, but well below England as a whole.
- Thus outcomes for those 16-18 year olds who are candidates are not high.

Source: DfE LAIT
New measures: Attainment 8 and Progress 8

- Attainment 8 and Progress 8 have recently been introduced as the new model for measuring overall KS4 attainment and progress from KS2.

<table>
<thead>
<tr>
<th></th>
<th>Attainment 8</th>
<th></th>
<th>Progress 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014-15</td>
<td>2015-16</td>
<td>2015-16</td>
</tr>
<tr>
<td>Oldham</td>
<td>44.50</td>
<td>46.00</td>
<td>-0.34</td>
</tr>
<tr>
<td>Stat. Neighbours</td>
<td>46.13</td>
<td>47.84</td>
<td>-0.13</td>
</tr>
<tr>
<td>England</td>
<td>47.40</td>
<td>48.50</td>
<td>(Nominally zero)</td>
</tr>
</tbody>
</table>

Source: DfE LAIT

- While some time will be needed for measures to bed in, Oldham’s performance appears far worse on these measures than on those previously used, particularly on Progress 8 where we are outperformed by all Statistical Neighbours.
• However, from an overall Oldham perspective, outcomes appear better. The graphs below shows qualifications achieved by all young people by 19 (rather than just success by those that remain in a college cohort).

• Over the last two years, Oldham outcomes have improved to be in line with national, despite Oldham’s background or deprivation. This represents a significant success in retention and achievement within the FE sector.

Source: DfE LAIT
School Improvement – Making a difference to outcomes for Children & Young People

- Oldham Education partnership
- Opportunities Area
- Working with maintained schools and MAT’s
- Leading by influence with moral purpose
- Focusing on improving excellence and equity
In a hundred years no one will remember what car you drove, what house you lived in or how much money you made…. but they will remember if you were important in the life of a child…

*Margaret Fishback-Powers*

Thank you
General Data Protection Regulations (GDPR)

- General Data Protection Regulation (GDPR)
- Effective from 25 May 2018
- UK DP Bill expected
- Largest reform of data protection law for decades
- Applies to all sectors including, public bodies and authorities, schools and academies
- Will replace the 1998 Data Protection Act
- Many principles remain but significant differences schools need to be aware of and act on
Why is the law being changed?

• Change in information technology
• Changes to the way information is shared between organisations
• Harmonises the law across the EU
• Will be implemented despite Brexit
Why do we need to know about this?

• Current legislation applies to schools and GDPR will be no different

• Schools process a great deal of personal data relating to staff and pupils

• Schools acquire a lot of personal data in addition to the above (parents, carers, governors, trustees, contractors etc.)

• Important that personal data handled in line with new regulations

• ICO can issue fines to those organisations who break the regulations (these can be for very significant sums)

• Reputational risk on non compliance in addition to severe financial penalties and a range of enforcement action.
What are the changes we need to know about?

- Mandatory Data Protection Officer
- More emphasis on transparency, accountability and record keeping
- Strengthened individual rights including, access, erasure, complaint
- Need to review current policies and contracts to ensure they meet with the GDPR
- Less time to comply with subject access requests and the £10 fee can no longer be charged
- Information must be provided within one month (not 40 calendar days as per current requirements). Can extend beyond one month in very limited circumstances
Changes contd..

• New accountability principle to show how you comply not just comply

• Data protection by design and default. i.e. data protection inherent in processing activities, use of PIA (Privacy Impact Assessments)

• Review Privacy notices to ensure they meet with GDPR requirements. Including:
  – the legal bases which allows you to process data
  – whom the information is shared with
  – who your Data Protection Officer is, and right to complain
  – If relying on consent, need to use ‘opt in’ as opposed to ‘opt out’ and manage/record active/withdrawal of consent
Schools with over 250 staff

- **In addition, must** maintain additional internal records of processing activities:
  - Name and details of your controller or data protection officer
  - Purposes of the processing
  - Descriptions of the categories of individual and categories of personal data
  - Categories of recipients of personal data
  - Details of transfers to third countries
  - Retention schedules
  - Description of organisational land security measures
What do schools need to do?

- Check current policies comply with the GDPR
- Review the schools privacy notices and privacy policy
- Schools will have to appoint a Data Protection Officer, this can be via an SLA or shared with other schools
- Ensure that security breach management processes are in place and that any high risk data breach is notified to the ICO within 72 hours
- Ensure that you understand individual rights and the statutory timelines for response.
Useful links

• Information Commissioners Office

• European Data Protection
Support Staff Terms and Conditions

• Changes made to LA staff T&C’s in April 2017

• Currently consulting with Trade Unions on rolling out these changes to schools for adoption

• Implementation by September 2018

• Consultation will commence with unions on 21 September 2017
Support Staff Terms and Conditions

• Proposed changes to include:-
  – Revised car mileage scheme.
  – Changes to overtime payments to plain time.
  – Removal of two days extra holiday for no sickness absence
  – Salary protection scheme down from two years to one year

• Final decision rests with Governing Bodies.
Teachers Pay and Conditions

• No changes to terms and conditions (as in 2016)

• Gov recommendation of 2% on M1 and M6 and 1% on other statutory points

• Likely to recommend 2% on all mainscale points and 1% on all other points (leadership, UPS, TLR etc)

• Governor will be provided with options with final decision resting with the GB

Thank you
National Governance Review - Feedback

• The Governance Unit have now started to look at the external reviews of governance (ERG) and in particular the facilitated self-review toolkit.
• An ERG looks at how well a school or academy’s governing body is working.
• It may be recommended as an outcome of an Ofsted inspection and in this case, the purpose of the review will be to enable a school to move from a rating of ‘requires improvement’ or ‘inadequate’ to at least ‘good’.
• The review is undertaken by an external system leader or governance professional working with the governing body, Headteacher and Clerk.
• The objective of a review is to improve the performance of the governing body. It should help the governing body identify priorities for improvement, and provide support on what steps it needs to take.
• AGOG.Communications@education.gov.uk
• Chairs are advised to have a conversation about this
Inspiring Governance

- https://inspiringgovernance.org
- www.inspiringthefuture.org

Claire Leman
Regional Manager, North
07715 201855
claire.leman@educationandemployers.org
Oldham Chair of Governors Briefing
20 September 2017

Claire Leman
Regional Manager, North
The Evolution of the Inspiring Governance Service

- The central ethos of Education and Employers is to support young people through working in partnership with employers and volunteers.
- Research conducted by the Charity has illustrated the impact skilled volunteers have on the lives of young people within state sector education.
- To maximise potential for impact at no cost to schools or volunteers the charity pioneered the creation of an online Platform ‘Inspiring the Future’ enabling individual schools to connect for free, to volunteers from the world of work to organise events within schools such as careers talks and carousels. 35,000 volunteers now registered, over 1 million ‘events’ have happened within schools.
- We work with a wide range of employers and professional networks to source volunteers.
- 2015 added the option to express an interest in governance, Nov 2016 Inspiring Governance was launched.
What is Inspiring Governance?

A new **free** service that:

- revolutionises the way in which schools can find skilled volunteers for their governing boards using an on-line, electronic, matching platform;
- provides new governors and trustees with induction, support and guidance.

Funded by the DfE and delivered by Employers and Education in partnership with the National Governance Association.

Benefits from having 4 Regional Managers across the country.
Why does it matter?

• 61% of governing boards have difficulty attracting new recruits to serve as governors and trustees - NGA/TES Oct 16

• “Schools, particularly in challenging circumstances and where pupil attainment could be substantially improved find it hardest to recruit good governors.
  
  – So those schools that need good governors most, can't recruit them, and their performance declines yet further.

  – This vicious cycle, results in a spiral of decline in educational quality” - Professor Chris James, University of Bath
Creating the Service Governor Recruiters Want and Need

- Some aspects of the service are not working as we would like, primarily the ability of the platform to facilitate easy use by multi-school recruiters...So we are re-building the Platform:
  - Undertaken consultation across over 1,000 of our users, via questionnaire and focus groups (including focus group with multi-school recruiters) in March 2017
  - Captured over 90 user stories which tell us how our users want to use the Platform
  - With our developers now, to be ready for Autumn 2017.
Creating the Service Governor Recruiters Want and Need

• Key functionality for multi-school recruiters being enabled through re-build includes:
  – One log in;
  – Flexible search options by self-determined geographical areas, postcode and radius;
  – More intuitive look, feel and functionality;
  – Ability to invite volunteers (as now) and/or post vacancy to wider audience.
  – Motivated volunteers contact you about roles they are interested in, removing a lot of legwork for recruiters.
In the meantime we can work with you...

To access volunteers:

1. Go to [www.inspiringgovernance.org](http://www.inspiringgovernance.org)

2. Click ‘Sign-up’, select ‘To find governors for Multiple schools – register here’

3. Complete the short form asking for some details and our central team will contact you to work with you to help find suitable volunteers.

We can now provide a single log in for MOST local authority recruiters
Example profile: Manchester

- 149 volunteers at present, 79 of whom have registered this academic year.
Benefits for Governing Boards

• The ability to search quickly and easily for volunteers by skills, experience and location.

• Over 3,000 volunteers have already signed up across the country.

• Covers primary / secondary schools and colleges.

• Bespoke recruitment service for finding chairs.

• Support and advice for new governors from the NGA

• Local authorities will be able to use the service for multiple schools.
Benefits for Volunteers

- Easy and quick way to register interest in volunteering as a governor / trustee.
- Ability to register indicating individual skills, preference for type of school,
- Support and advice to help new governors for the first year.
- Induction and training materials including fact sheets, top tips & specific guidance.
- Free access to the NGA’s 8 e-learning induction modules.
- Dedicated support from the NGA via telephone and email.
Oldham schools who have registered their governor vacancies

1. Focus Trust
2. St Hilda's CofE Primary School
3. Yew Tree Community School
4. St Paul's CE Primary School
5. St Anne's CofE Lydgate Primary School
6. Crompton Primary School
7. Greenfield St Mary's CE School
8. St Anne's CofE Lydgate Primary School
9. St Hilda's CofE Primary School
10. Blackshaw Lane Primary School
11. Central Governors Team
Any Questions?
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
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.

Top Awards 2017

The TOP Awards 2017 are 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.
Inclusion Policy / SEND – Reminder!

• 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:
  Q How well does the school identify, Ofsted assess and meet the needs of children with SEND?
  Q How well does the school make appropriate provision for children with SEND?
  Q How well does the school improve outcomes for children with SEND?
Children and young people with special educational needs and disabilities (Local Offer)

Oldham’s Local Offer is an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) aged 0-25 and their families.

Education, Health and Care Plans (EHC Plans)
EHC Plans will replace statements of SEN and LDAs

Learning disabilities and autism
Support and advice for parents with children who have learning disabilities and autism.

Activities and short breaks
Opportunities to spend time away, relaxing with friends and having fun.

Organisations giving support and advice
Support and advice on health, social care, education and personal issues

Benefits and budgets
Grants, benefits and personal budgets

Health
Doctors, dentists and health specialists

Leisure, sport, activities, socialising, travel
Activities for children or young adults (to 25) who have special educational needs or a disability

Support for carers
Careers’ groups, short breaks and respite care

Transport, travel and mobility
Blue badges, concessionary fares and help with travel
Oldham Council’s Local Offer Web Page

Supported housing
Homes with support for over 18s

Living at home
Care and carers, domestic help, equipment and adaptations

Directory of services
Directory of services that have a SEND "Local Offer" provision

Early years (under 5s) childcare, education, support
Specialist support, nurseries, childminders, children’s centres, free childcare

Primary school education and support
Finding, choosing and starting a primary school, special needs advice

Secondary school education and support
Finding, choosing and starting a secondary school, special needs advice

Preparing for adulthood
Support, education, training and work for over-18s

More ...
- Complaints, feedback, service improvement
- Add your child to our ‘additional needs’ register
- Strategies, values, codes of practice

Advice and support for parents
Oldham SEND Information Advice and Support (IAS) Service (formerly Parent Partnership Services) offers free, impartial and confidential advice, information and support to parents and carers about special educational needs.

Oldham SEND Information Advice and Support (IAS) Service
Italia House,
Pass Street
Oldham, OL9 6HZ
0161 6672055
Email: lass@pointoldham.co.uk
Website: http://www.lassoldham.co.uk

www.oldham.gov.uk/localoffer
Electronic Agenda and Papers

- Thank you to the 19 schools who volunteered to trial paperless access to minutes and agendas.

<table>
<thead>
<tr>
<th>Bare Trees Primary</th>
<th>SS Aidan &amp; Oswald’s RC Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadfield Primary</td>
<td>St Anne's, Lydgate CE Primary</td>
</tr>
<tr>
<td>Crompton House</td>
<td>St Herberts RC Primary</td>
</tr>
<tr>
<td>Diggle</td>
<td>St Joseph’s RC Primary</td>
</tr>
<tr>
<td>Fir Bank School</td>
<td>St Mary's RC Primary School, Failsworth</td>
</tr>
<tr>
<td>Holy Trinity CE Primary, Dobcross</td>
<td>St Matthew’s CE Primary</td>
</tr>
<tr>
<td>Horton Mill Primary</td>
<td>St Paul's CE Primary</td>
</tr>
<tr>
<td>Medlock Valley Community</td>
<td>The Kingfisher Community Special</td>
</tr>
<tr>
<td>Rushcroft Primary</td>
<td>Thorp Primary</td>
</tr>
<tr>
<td>Saddleworth School</td>
<td></td>
</tr>
</tbody>
</table>
Egress Switch – Safe and Secure emailing

- Egress Switch email is simple and free to use to protect personal information and commercially sensitive information when sending emails between Oldham Council and other users e.g. governors, members of the public, partner organisations etc.
- All governors and Clerks to be set up ready to use and access this service when receiving or sending confidential and sensitive information/documents.
- Logging onto the Egress website is required in order to send and receive secure emails.

To create an egress account, please follow the set up guide provided.
Autumn Term Governing Body Agenda
Gerri Barry – Information and Advice Service Manager

- Register of Business, Pecuniary and Personal Interests
- Governor Vacancies and Recruitment
- Governors Skills Matrix
- Management of Health and Safety
- Membership and Terms of Reference of Committees
Local Authority Items for Action

• School Admission Arrangements for Admissions in the Academic Year 2019/20
  – All governing bodies are asked to note the content of briefing paper attached to the Agenda, “School Admission Arrangements September 2019”.
  – Governors of schools that are their own admissions authority and Academies/Free Schools are asked to ensure that they meet key deadlines:
Local Authority Items for Action

• Local Safeguarding Children’s Board (LSCB) Schools Safeguarding Audit 2017

• Governors are to be aware that the new Schools Safeguarding Audit tool will be issued to schools to complete in the Autumn term and is designed to help governing bodies prepare for:
  – the safeguarding aspect of Ofsted Inspections;
  – carrying out an annual review of their policies and procedures; and
  – to provide information to the LSCB about how the duties set out in the guidance have been discharged under section 175 of the Education Act 2002 and the DfE requirement of Keeping Children Safe in Education 2016.
Local Authority Items for Action

• The Oldham Whole School / College Approach to Emotional Health and Mental Wellbeing.
  – Governors are asked to consider how the school is going to implement the Oldham whole school and college approach to the emotional health and mental wellbeing framework.
  – The whole school and college approach to emotional health and mental wellbeing and supporting documents are available online at: www.oldham.gov.uk/emhworesources
Local Authority Items for Information

• **Schools Forum**
  – Governors are asked to receive and note the summary papers outlining discussions held at the meetings of the Schools Forum held during last term on 17 May 2017

• **Teachers Pay Award 2017**
  – Governors are to be aware that the DfE have not yet published the School Teachers Pay and Conditions Document (STPCD) for 2017.
  – The schools teacher’s pay policy will be reviewed once this document is available along with the annual pay award.
  – Governors are to note that they will be advised of any decisions that need to be made once the document (STPCD) has been received and approved.
Outstanding Agenda Item
responses from Summer Term
Full Governing Bodies 2017
Prevent Online Training

60 Governors still outstanding

Certificate of Completion

This is to certify that
Geraldine Barry
of
Oldham Council

has completed the

Channel General Awareness module

On
30/6/2016

http://course.ncalt.com/Channel_General_Awareness
DBS Checks

• DBS checks are still outstanding
• 29 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
A Competency Framework for Governance

To date, the following number of governors have been nominated as lead governors in specific areas:

<table>
<thead>
<tr>
<th>Lead governor</th>
<th>Total in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Educational Needs and Disabilities (SEND)</td>
<td>72</td>
</tr>
<tr>
<td>Safeguarding of children including Prevent Duty</td>
<td>55</td>
</tr>
<tr>
<td>Health and safety in education</td>
<td>34</td>
</tr>
<tr>
<td>Analyse information and data</td>
<td>46</td>
</tr>
<tr>
<td>Financial health and efficiency compared to organisations locally and nationally</td>
<td>41</td>
</tr>
<tr>
<td>Human Resource Education Policy</td>
<td>36</td>
</tr>
<tr>
<td>Closing the gap for EAL Learners (English as an Additional Language)</td>
<td>40</td>
</tr>
</tbody>
</table>

- Suggested relevant training has been signposted to these governors
- **Vacant lead governor responsibilities must be filled this term**
Planning full governing body

• It's good practice to plan your full governing body meeting 12 months in advance.

• This supports with:
  – Attendance
  – Distribution of agendas and minutes
  – Staff planning and availability
# Meeting Schedule - Autumn 2017

## Agendas

<table>
<thead>
<tr>
<th>Month</th>
<th>No of FGB Meetings</th>
<th>Committees</th>
<th>Cancelled</th>
<th>Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>9</td>
<td>0</td>
<td>FGB Comm</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>37</td>
<td>14</td>
<td>FGB Comm</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>34</td>
<td>3</td>
<td>FGB</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>5</td>
<td>2</td>
<td>FGB Comm</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>85</strong></td>
<td><strong>19</strong></td>
<td><strong>FGB Comm</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Poor Practice*
## Service Level Agreement (SLA)
### Fees and Charges - for all types of school and academies

<table>
<thead>
<tr>
<th>Service Level Agreement Package Annual Costs 2017/18</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>£1460</td>
</tr>
<tr>
<td>Training and Development</td>
<td>£31 (per governor)</td>
</tr>
<tr>
<td>Clerking (up to 6 meeting per financial year– 2 per term)*</td>
<td>£848</td>
</tr>
<tr>
<td>Complaints Management - Primary</td>
<td>£310</td>
</tr>
<tr>
<td>Complaints Management - Secondary</td>
<td>£410</td>
</tr>
<tr>
<td>Access to Modern Governor Online training package</td>
<td>£131</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Fees and Charges ‘pay as you go’ 2017/18**</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training – Pay As You Go</td>
<td>£80 (per governor/session)</td>
</tr>
<tr>
<td>Clerk for 1 hour special meeting</td>
<td>£160</td>
</tr>
<tr>
<td>Additional clerking per Full Governing Body meeting (up to 2 hours)</td>
<td>£350</td>
</tr>
<tr>
<td>Extra Full Governing body Supporting papers</td>
<td>£250</td>
</tr>
<tr>
<td>Bespoke training for a Governing Body (2 hour session)</td>
<td>£300</td>
</tr>
</tbody>
</table>

*Please note that any governing body meeting exceeding three hours will incur an additional charge of £160 per hour.

** By negotiation and subject to availability
The BIG Push 2017!!
Forms and Information to collect this term

- Competency Framework for Governance – Lead Governors
- Governor Contact Details Form
- Governor Database Information Form
- Governors Skills Audit and Matrix
- Prevent online training
- DBS checks
Governor preparation for the Ofsted Inspections

- Ofsted have launched their first governance webinar through ‘YouTube’ entitled ‘The inspection process and what it means for governors’.
- The webinar lasts almost 40 minutes and we hope that you can find the opportunity to watch this on your own or as a group of governors.

https://www.youtube.com/watch?v=LgwsB4vkP7Y
‘New’ Governor Skills Audit and Matrix

• Completed Matrix for your school – please send your collated 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
## Governor Contact Details

**Oldham Governor Support Service**  
Grange Hill Primary School

<table>
<thead>
<tr>
<th>Name</th>
<th>Post</th>
<th>Email Address</th>
<th>Home Tel</th>
<th>Work Tel</th>
<th>Mobile</th>
<th>DBS</th>
<th>Prevent Training</th>
<th>Fin Audit</th>
<th>Skills Audit</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mr Ray Charles</td>
<td>Headteacher</td>
<td><a href="mailto:Jazzlegend@gmail.com">Jazzlegend@gmail.com</a></td>
<td>0161 850 424</td>
<td>0161 770 0000</td>
<td>07878 877987</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>Yes</td>
<td>No</td>
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<td></td>
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<td>Yes</td>
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<td>Yes</td>
<td>No</td>
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<td>Yes</td>
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<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Clerk’s signature to confirm all Governors have signed and updated or added details.  
Signed:  
Signed:  
Date:  

Please return with liaison sheet to GB.Support@oldham.gov.uk

*Tuesday 12 September 2017*
Governor Information Cleanse and Update

- This term we will be continuing to update the governor database and fill out all the gaps.
- Chairs are asked to support the Clerks to collect the missing information.
- We are also asking to update information on the Chair’s day job so that we hopefully signpost and access additional training through the Oldham Business Leaders Network across Greater Manchester.

<table>
<thead>
<tr>
<th>Required Governor Information on Database</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Forename</td>
</tr>
<tr>
<td>Surname</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Postcode</td>
</tr>
</tbody>
</table>
# Governor Information Cleanse and Update

*Governor Database Information Form*

**Oldham Governor Support Service**  
**Cranberry Hall Secondary School**

<table>
<thead>
<tr>
<th>Name of Clerk</th>
<th>Mary Shelley</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Forename</th>
<th>Surname</th>
<th>Address</th>
<th>Post code</th>
<th>Date of birth</th>
<th>Home Tel</th>
<th>Work Tel</th>
<th>Mobile</th>
<th>Email address</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Special needs</th>
<th>Job title</th>
<th>Business Owner/Director</th>
<th>Name of business</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr</td>
<td>Thomas</td>
<td>Crook</td>
<td>23 Beale Street, Oldham</td>
<td>OL4 8MX</td>
<td>12/4/65</td>
<td>0161 528 982</td>
<td>0161 770 000</td>
<td>07898 288 288</td>
<td><a href="mailto:Tomcrook@doe.com">Tomcrook@doe.com</a></td>
<td>Male</td>
<td>White</td>
<td>British</td>
<td>No</td>
<td>Post Office Supervisor</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
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</tr>
</tbody>
</table>

**Clerk’s signature to confirm all Governors have signed and updated or added details.**  
Signed: _________________  
Date: _________________

Please return with lilac sheet to GB.Support@oldham.gov.uk

---

*Governor to tick to confirm correct or provide updated details*

*If there are gaps then details need to be provided*

**CHAIRS PLEASE HELP THE CLERK!**

---

*Tuesday 12 September 2017*  
*Page 1 of 1*
Recent Updates
Updated DFE statutory guidance:
The constitution of governing bodies of maintained schools


- The guidance has been updated to cover the new power that means from 1 September 2017, maintained school governing bodies have the power to remove elected parent and staff governors in the same way as they can remove co-opted governors – that is, by majority decision of the governing body.
The Department for Education (DfE) has published provisional data about attainment in the 2017 key stage 2 tests taken this summer. 61% of pupils reached the expected standard in reading, writing and mathematics. This is an increase on 53% in 2016, the first year pupils were tested on the new curriculum. The statistics also include comparisons by characteristics such as pupil gender, school type, and local authority. Alongside these statistics, the DfE has updated its primary school accountability guidance with confirmation of the 2017 floor standard. In 2017, a school will be above the floor if either of these conditions are met:
- at least 65% of pupils meet the expected standard in reading, writing and mathematics
- the school achieves progress scores of at least -5 in reading, -7 in writing and -5 in mathematics (all three subjects)
The coasting definition for 2017 is expected to be published later in the Autumn.
PE and Sports Premium

• On 28 July 2017, the Department for Education released the latest rate of funding for the **PE and sports premium** in primary schools. Most state primary schools receive this money (for years 1 to 6).
• Due to the **levy on soft drinks** to take effect in April 2018 as part of the governments **“obesity strategy”**, the rate of funding for the PE and sport premium has doubled when compared to 2016.
• The high level changes are that from September 2017:
  – Schools with 16 or fewer eligible pupils receive £1,000 per pupil; and
  – Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil
• This money can be used for a range of sporting and exercise activities in schools, but cannot be used to “teach the minimum requirements of the national curriculum” or “employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements”.
• Like the pupil premium, governors and trustees are responsible for ensuring that this money is well spent.
• The attached article details how the premium came into existence and how schools can make the most of the money as well as providing questions for governors to ask their headteachers.
Oldham Music Service

• Oldham Council’s Music Service offers a variety of training for schools.

• Governors can see the range of training available and can book on themselves if they think it will benefit their governor role.

• The training schedule can be downloaded here: https://www.oldham.gov.uk/downloads/file/4748/cpd_schedule

Website: www.oldham.gov.uk/music
Email: musicservice@oldham.gov.uk
Next New Developments 2017/18
Lead Governor Checklist

• Checklists and toolkits are being developed to support Lead governors.

• We are currently working on three which we will consult governors on before we roll out to governing bodies:

  1. Health & Safety checklist
  2. SEND checklist
  3. Safeguarding checklist
New Newsletter format

• Future issues of Newsletters will now be sent to all governors by email using MailChimp®, an email marketing software (EMS) which the council currently use to send all internal communications.

• This will enable us to send Newsletters easier whilst also collecting information to produce data reports and statistics based on the activity of the email recipients.
## Governor webpage statistics

<table>
<thead>
<tr>
<th>Webpage</th>
<th>Unique page views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor training and development programme</td>
<td>740</td>
</tr>
<tr>
<td>Governor training and development</td>
<td>1,614</td>
</tr>
<tr>
<td>Children and young people with special educational needs and disabilities local offer</td>
<td>5,116</td>
</tr>
<tr>
<td>Family Information Service</td>
<td>925</td>
</tr>
<tr>
<td>Free Early Education for 2 year olds</td>
<td>8,004</td>
</tr>
<tr>
<td>Providers guidance to 2, 3 &amp; 4 year old Free Education Entitlement</td>
<td>3,680</td>
</tr>
<tr>
<td>Early Years</td>
<td>6,819</td>
</tr>
<tr>
<td>Children and young people with special educational needs and disabilities</td>
<td>7,078</td>
</tr>
<tr>
<td>Children and Family Benefits</td>
<td>1,539</td>
</tr>
</tbody>
</table>
The Chair’s Handbook – 6th Edition out now!

The Chair’s Handbook is NGA's essential guide for Chairs and aspiring Chairs of governing boards. As well as a basic introduction, this guide will help you develop your team of governors or trustees, work effectively with the Headteacher and senior management team, lead the school toward improvement and manage the strategic business of the board. Seven packed chapters explore the challenges of being the Chair and:

- Leading governance in schools
- Becoming the Chair
- Leading and developing the team
- The Chair, the Headteacher and accountability
- Leading school improvement
- Leading governing board business
- Leaving the chair and succession planning

www.nga.org.uk/chairshandbook
Making Every Contact Count in Oldham

What is Making Every Contact Count (MECC)?

MECC is a health education training programme providing guidance on behaviour changes such as stopping smoking, increasing physical activity, eating healthily and improving mental health.

What is MECC training?

MECC training teaches you how to have health chats with colleagues and residents, and where to direct them to support services.

Who does it help?

MECC can benefit everyone - it helps residents, employees and organisations improve health, increase productivity and empowerment.

How to book

Join over 500 council colleagues who are MECC trained. Choose from full MECC training which lasts two hours or a 30 minute MECC overview which we can present at your next staff meeting.

For support contact
Andrea Tait, Public Health Programme Manager
E: andrea.tait@oldham.gov.uk
T: 0161 770 8708

To book contact
E: scheduler@oldham.gov.uk
T: 0161 770 8700

The Local Government Association (LGA) value the role of MECC training within local authorities and the connections to the wider influences on health e.g. housing and social care.

(LGA 2014)
• MindEd is a free educational resource on children and young people's mental health for all adults.
• MindEd was created by the organisations below and is funded by the Department of Health and Department for Education.
• MindEd is suitable for all adults working with, or caring for, infants, children or teenagers; all the information provided is quality assured by experts, useful, and easy to understand, with the aim to provide:
  – the knowledge to support their wellbeing
  – the understanding to identify a child at risk of a mental health condition
  – the confidence to act on their concern and, if needed, signpost to services that can help
• MindEd is cross-professional, and can be used by teachers, health professionals, police and judiciary staff, social workers, youth service volunteers, school counsellors among others to support their professional development.
Date and time of next meeting

- **Wednesday 17 January 2018** | 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)
Link Governor Update

• Network Meeting – 4 December 2017

→ Governor improvement role linking to school improvement, monitoring and evaluation
→ Follow feedback from national events
→ Governor consultation on key documents and policies
→ Help develop governing body agendas
→ Support with developing training and development for governors
→ Meetings frequency - twice a year
→ Meeting at different times within the term
10. Any other urgent business
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

Governors homepage
www.oldham.gov.uk/governors

School governors

Governor training and development
Help and advice is available from a number of sources.

Became a school governor
You don't need any special qualifications to be a school governor.

Governor information
Important information for governors.

Oldham Governor Conference
Presentation and feedback information from the 2016 conference.

Local Leader of Governance application form
Local Leader of Governance application form.

Newsletters
Download the latest edition of the Oldham Governor.

Chairs briefing report can be found here or
www.oldham.gov.uk/chairsofgovernors

Password protected

Password protected
Link to the training calendar

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

- More training is added on a regular basis - decorate

Booking on is simple
Just click on the relevant course title
Internal and External Training (Certificates)

• Difference between internal and external training completed by governors

• Reminder – Certificates for training will be issued to governing bodies the following term.
Governor’s Webpage - Training
www.oldham.gov.uk/governors

Training information or www.oldham.gov.uk/governortraining