

Governors News

Edition 11

7th November 2014

Welcome to the second Governors News of the new academic year. Governors News is our regular briefing for all Hackney governors

Dear Governor

Centrally provided training continues to be well received overall. So far this term, we have held 7 central training sessions (3 have had to be cancelled due to very low or no take up from governors. Overall, the training evaluations have averaged 1.47 (where 1 is outstanding and 2 is good).

40 governors have attended training from 23 different schools. However, 43 schools have purchased the central training package and therefore a significant number of schools are failing to take the opportunities on offer to help improve their knowledge of effective governance.

Best wishes
Ophelia Carter & Derek Powell
Joint Heads of Governor Services

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HASGA

HASGA is the independent school governors' association for maintained schools, academies and free schools in Hackney. They also welcome governors from PRUs/alternate settings and Children's Centres. The association meets twice each term. All Hackney governors are welcome at all meetings. They recommend schools appoint at least 2 link governors to HASGA to try to ensure they are represented at meetings. To sign up to the mailing list go to <http://eepurl.com/UtD-n>

The first HASGA meeting of the school year took place on Tuesday 30th September. We had a number of guest speakers:

- Alan Wood, Director of Children's Services highlighted the importance of governors from all Hackney schools to work together and share best practice.
- Antoinette Bramble, Hackney Cabinet Member for Children and Young People, stressed the importance of governance in school improvement.
- Jill Pitt from the School Food Plan/Food for Life Partnership spoke about how her organisation can help schools increase the uptake of school meals, especially among families eligible for free school meals.
- Matt Clack from Hackney Council Public Health Team introduced governors to the Healthy Hackney Fund and explained how schools can benefit from these grants.

The next HASGA meeting is on the 8th December. We will be meeting at The Garden School, a Hackney special school. We will start with a tour the school. We will be joined by a panel of SEN experts including specialist teachers, therapists and educational psychologists from both special and mainstream schools.

It is also our AGM. We will be voting in this year's HASGA executive. Please think about joining the executive. If you have any questions contact Lisa Neidich - lisa.neidich@talk21.com. We will also select substitute primary, secondary, special and academy governor representatives for Schools Forum. Schools Forum is the statutory body that deals with schools' block financial issues including the local funding formula. HASGA meeting dates for this academic year are as follows:

Day	Date	Venue
Monday	8 th December 2014	The Garden school
Wednesday	11 th February 2015	Hackney Learning Trust
Tuesday	24 th March 2015	Hackney Learning Trust
Tuesday	12 th May 2015	Hackney Learning Trust
Wednesday	8 th July 2015	Hackney Learning Trust

Minutes and papers from all meetings are available from our website as are other resources.

For more information please contact the Chair, Lisa.neidich@talk21.com or visit <http://www.hasga.org.uk>.

Hackney Annual Governors Conference

The Hackney Annual Governors Conference is scheduled for Sunday 25th January 2015 (10:00-13:30).

As in previous years, there will be a main keynote address, followed by variety of workshops.

The keynote will be 'Music in the Curriculum and Beyond' which will be delivered by James Thomas, head of hackney Music Service.

The workshops planned are:

- Hackney Assessment Tool (HAT)
- The New Curriculum (primary and secondary workshops)
- Data for Governors (primary and secondary workshops)
- Governors – the essentials (especially if you missed induction)
- Early Years – curriculum changes and assessment
- Governing Body Self-Evaluation
- Safeguarding for Governors
- Exclusion – what every governor should know
- Excellent Outcomes for All – How using the new SEND Reforms for pupils with Additional Needs benefits your whole school
- Governance and the Quality of Teaching
- Behaviour – questions for governors to ask
- The Link Governor Role

You can book your place on the conference at <https://www.formstack.com/forms/?1867837-xpvQLq16zr>

School Websites

Last week, Nick Gibb, Minister of State for School Reform, wrote to all Directors of Children's Services asking them about the action they intend to take to ensure that maintained schools are in "full compliance" with Regulation 10 and Schedule 4 of the [School Information Regulations 2012](#).

This letter has been prompted by the concern that a number of maintained schools do not provide information to parents that is a statutory requirement.

Failure to publish statutory curriculum information can be a trigger for an Ofsted without notice inspection, as some schools across the country have already experienced.

As a matter of urgency, if not already done so, governors should ensure that their school website is fully compliant.

RAISEonline (Primary)

The primary RAISEonline summary reports became available during half-term and contain (unvalidated) data for Year 1 (and Year 2) Phonics, KS1 and KS2.

The picture across Hackney is that 28 schools had a KS1-KS2 overall value added score that was significantly positive, with 6 schools ranking in the top 5% of schools nationally. The number of schools achieving a top 5% ranking in individual subjects were; 10 schools in mathematics, 9 schools in reading and 8 schools in writing.

Pages that governors should look at in the summary report are marked with a  in the top right hand corner of the page.

Pages 4-8 of the summary report are specifically aimed at governors and include an explanation of the data tables and questions governors should be asking of school leaders.

N.B. publication of the secondary RAISEonline summary reports is scheduled for December.

FFT (Fischer Family Trust) Governor Dashboards

The FFT 2014 Governor Dashboards for KS1 and KS2 will be available for schools to download on 11th November.

The 2014 KS4 dashboards are scheduled for release on 25th November. The lateness of the KS4 dashboards is because:

- KS4 data was provided to FFT by the DfE a month later than in previous years
- The delayed release of KS1/2 having a knock on effect on KS4
- KS4 data is unusually complicated this year - indicators available will be for 4 years, for old DfE rules (2013), new Wolf rules (2014), show first and best entry and also provide schools with Attainment 8 data

Statutory Policies

The February 2014 version was [updated](#) several times in September.

Changes from the previous version(s)

- **Charging and remissions**
Amendment to indicate that legislation applies to academies and free schools via their funding agreements. Updated links provided
- **Special educational needs**
Updated links provided
- **Teachers' pay**
Revised arrangements for the appointment of headteachers and calculating leadership group pay came into force with effect from September 2014. Updated link provided to the new legislation
- **Data Protection**
Amendment to indicate that schools must register with the Information Commissioner's office.
- **Admissions arrangements**
Amendment to indicate that legislation applies to academies and free schools via their funding agreements. Updated links provided
- **Governors' allowances**
Legislation: Updated link provided
- **Minutes of, and papers considered at, meetings of the governing body and its committees**
Updated link provided
- **Equality information and objectives (public sector equality duty) statement for publication**
Amendment to indicate that equality objectives must be published every 4 years.
- **Register of pupils' admission to school**
Legislation: Updated links provided

- **Register of pupils' attendance**
Minor amendment to the approval section, advising that the governing body of a school can delegate to the headteacher the keeping of the attendance register and that the register can be kept and updated daily by appropriate school staff. Updated links provided
- **Child protection policy and procedures**
Updated link provided
- **Statement of procedures for dealing with allegations of abuse against staff**
Updated link provided
- **New Policies**
Supporting pupils with medical conditions

Ofsted Consultation – Better Inspection for All

On 9th October, Ofsted published its consultation. [‘Better Inspection for All’](#), on the future of school inspection.

The consultation is seeking views on its proposals to have a common framework for the inspection of maintained schools, academies, further education and skills providers, non-association independent schools and registered early years settings.

The consultation closes on 5th December.

Ofsted - Below the radar: low-level disruption in the country's classrooms

This [HMCI survey](#) was published on 25th September. The survey was commissioned to ascertain the nature and extent of low-level disruptive behaviour in schools. The report identifies elements of good practice.

- *“The findings set out in this report are deeply worrying”*
- *“YouGov surveys show that pupils are potentially losing up to an hour of learning each day in English schools because of this kind of disruption in classrooms. This is equivalent to 38 days of teaching lost per year.”*
- *“Too many school leaders, especially in secondary schools, underestimate the prevalence and negative impact of low-level disruptive behaviour. Many teachers have come to accept some low-level disruption as a part of everyday life in the classroom.”*
- *“In the best schools inspected since January 2014, senior leaders set high expectations and enforce codes of conduct. They recognise that good discipline is needed to create a positive climate for learning and that this is a responsibility that should be shared by leaders, teachers, parents and pupils. Where needed, effective school leaders are uncompromising in their expectations and never settle for lower standards of behaviour. If low-level disruption exists, they challenge it readily and do not hesitate if students need admonishment or if parents need to be involved.”*
- *“The best headteachers and their senior leaders are usually visible in classrooms, corridors and around the school grounds.”*

SEN Code of Practice - Young person's guide to the Children and Families Act 2014

This [DfE guide for young people](#) was published at the end of September.

The document is written in clear uncomplicated language and may be useful as an introduction for governors new to SEND.

Focus on: Careers Education and Guidance

Published 12-Sep-14

A [briefing note](#) from the NGA for school governors that provides 'need to know' information about CEG & questions to help governors challenge & drive improvement

1. What careers guidance is currently provided in our school?
 - What is your school doing to fulfil its responsibilities? Does your school have a Careers and Guidance policy?
 - Are advice and guidance sessions being provided, and if so to whom?
 - Who is providing the guidance? Is it independent?
 - Which senior leader leads on careers education?
2. How can we ensure that our school is providing the best quality careers education and guidance?
 - Is guidance provided by qualified staff?
 - How is the impact of the provision measured?
 - What happens to your pupils when they leave school?
 - How can we evidence our good practice?
3. How well is careers education promoted in our school's curriculum?
 - How does your school use the resources of local industry to enhance the curriculum and provide inspiration and vision to its pupils?
 - How does the school avoid stereotyping?

Advancing Ambitions - the role of careers guidance in supporting social mobility

The [Sutton Trust research report](#) was published on 15th October. It demonstrates:

- At **GCSE**, 'Quality Awards' are associated with an improvement in GCSE performance & a decrease in persistent unexplained absences
- At **A-level**, 'Quality Awards' are associated with a decrease in persistent unexplained absences. For state schools and sixth-form colleges, 'Quality Awards' are also associated with an increase in A-level performance

They are further associated with improved destinations, with a higher proportion of A-level students destined for top-third higher education institutions and a lower proportion of A-level students with NEET outcomes

- similarities exist between the study school practices – there is a substantial consensus about how to provide school-based career guidance effectively:

Infrastructure

- Effective career guidance requires a strong infrastructure. Typically this includes: strong buy-in from senior leaders and governors; close alignment with the school mission or ethos;

dedicated staff to co-ordinate or deliver it; and the development of a systematic approach to record-keeping.

Programmes

- The case-study schools and colleges all offered a structured career education programme starting in Year 7 or 8 and continuing until students left the school.

Stakeholders

- The case-study schools and colleges all offered students a variety of opportunities to interact with employers and post-secondary learning providers.

Individual

- The case-study schools and colleges all offered students an entitlement to see a careers adviser and encouraged a range of informal career conversations.

Findings

- Career guidance needs to be integrated into a school's activities and underpinned by the buy-in of senior leadership.
- Students should start thinking about their careers early (at least in Years 7 or 8) and be supported to develop their ideas through a progressive programme of learning and support. Ideally this should be supported by access to good-quality information and resources and delivered by trained professionals in partnership with other key stakeholders such as employers.

Forthcoming Training

The [2014-15 training programme](#) was sent to chairs and clerks at the end of the summer term. The brochure is available.

Our training sessions are led by experienced tutors. Governors can book courses online through our Services for Schools website [click here](#).

Autumn 2014 Training Dates:

Title	Day	Date	Time
Disciplinary and Grievance Handling	Monday	10-Nov-14	18:00-20:00
Pupil Premium	Tuesday	11-Nov-14	10:00-12:00
Data Analysis for Governors	Monday	17-Nov-14	10:00-12:00
Budget Setting	Monday	17-Nov-14	18:00-20:00
Governing Body Self-Review	Wednesday	19-Nov-14	10:00-12:00
The Roles of the New Parent and Staff Governors	Monday	24-Nov-14	18:00-20:00
Independent Review Panels/the Role of the SEN Expert	Wednesday	26-Nov-14	17:00-20:00
Governor Induction	Monday	01-Dec-14	10:00-12:00
Exclusions Overview and Exclusions Review	Tuesday	02-Dec-14	17:00-20:00
Stepping Up – Taking the Chair	Monday	08-Dec-14	10:00-12:00
The Effective School Finance Governor	Tuesday	09-Dec-14	18:00-20:00

Spring 2015 Training Dates:

Title	Day	Date	Time
Preparing for Ofsted	Monday	12-Jan-15	18:00-20:00
Governor Induction	Tuesday	13-Jan-15	18:00-20:00
Inclusion and the New Legislation for SEN	Tuesday	20-Jan-15	10:00-12:00
Governing Body Self-Review	Tuesday	27-Jan-15	18:00-20:00
Disciplinary and Grievance Handling	Wednesday	28-Jan-15	10:00-12:00
Independent Review Panels/the Role of the SEN Expert	Tuesday	03-Feb-15	09:30-12:30
Effective Link Governors	Wednesday	04-Feb-15	10:00-12:00
Effective Link Governors	Wednesday	04-Feb-15	18:00-20:00
The Roles of the New Parent and Staff Governors	Tuesday	10-Feb-15	10:00-12:00
Budget Setting	Wednesday	25-Feb-15	10:00-12:00
Stepping Up – Taking the Chair	Monday	02-Mar-15	18:00-20:00
Recruiting the Senior Leadership Team	Monday	09-Mar-15	10:00-12:00
The Effective School Finance Governor	Tuesday	10-Mar-15	10:00-12:00
Safeguarding and Child Protection	Wednesday	11-Mar-15	18:00-20:00
Exclusions Overview and Exclusions Review	Tuesday	17-Mar-15	09:30-12:30
Governor Induction	Wednesday	18-Mar-15	10:00-12:00

All training takes place at the Tomlinson Centre, Queensbridge Road, E8 3ND

Governors Quiz

The answers to the questions posed in Governor News Edition 10 are:

School Geography

- | | |
|---|---|
| 1. Which school in Hackney is the most Northerly | Springfield |
| 2. Which school in Hackney is the most Southerly | St Monica's |
| 3. Which school in Hackney is the most Easterly | Parkwood |
| 4. Which school in Hackney is the most Westerly | Gainsborough |
| 5. Next to canals or rivers | The Bridge Academy, Skinners' Academy, Gainsborough, Hackney New School, Woodberry Down |
| 6. Which of the following postcodes do not include a Hackney School E2, E4, E5, E8, E9, N1, N4, N5, N16 | E4, N5 |

Novel Schools

In which schools did these fictional teachers work?

1. Minerva McGonagall
2. Thomas Gradgrind
3. Thomas Arnold
4. Miss Grayling
5. Camilla Fritton
6. Jean Brodie
7. Herbert Henry Locke
8. Mrs Lintott
9. Miss Trunchbull
10. Wackford Squeers

Contact us:

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