

# GOVERNOR HEADLINES

Welcome to issue #29 of Governor Headlines for November 2019. This edition of the newsletter contains advice on the new Education Inspection Framework, what to publish on your school website and what you should know about your Pupil Premium report, as well as new guidance on the LADO process. There is also information from other parts of the Local Authority, including a Relationship, Sex Education (RSE) and Health update, Religious Education in the new Inspection Framework and the latest SEND strategic brief, together with notification of future SEND training opportunities for governors.

As always, if you have any thoughts or suggestions regarding Governor Headlines please contact [governorheadlines@suffolk.gov.uk](mailto:governorheadlines@suffolk.gov.uk).

## The Knowledge

Please find the latest edition of **The Knowledge** for November 2019 [here](#).

Please note that The Knowledge is a half-termly document and therefore not included in every monthly issue of Governor Headlines.



## CORE GOVERNANCE INFORMATION

New Education Inspection Framework (EiF)

**IMPORTANCE: STATUTORY**  
**WHO IT'S FOR: ALL SCHOOLS**

As you will be aware, Ofsted inspection changed in September 2019. However are you aware of the implications for governance from the new [Education Inspection Framework](#)?

There is not a separate judgement or grading for governance but there is now a specific section on governance in the inspection report. Governance is assessed as part of the overall judgement on Leadership and Management.

Ofsted inspectors will be looking at how well governors understand their role and how effectively their role is carried out. To do this they will be looking into how the three core governance aspects are managed in your school:

- How do you ensure your school has a clear vision, ethos and strategic direction?
- How successfully do you hold Senior Leaders to account?
- How do you oversee school finances and ensure money is well spent?

They will also be looking at how your school promotes the welfare of its learners and ensures that the quality of education provided has a positive impact on all pupils.

It's therefore vital that you are able to evidence effectiveness in each of these areas. If you were meeting with an inspector would you know what's working well and what needs improving? Could you articulate the quality of education provided by your school, regarding the intent, implementation and impact on outcomes for children?

You can find the EiF document, including a section on Leadership and Management [here](#).

If you feel you would benefit from learning more about Ofsted and how to prepare for inspection, you may like to book onto the Schools' Choice Preparing for Ofsted course. Further information on Schools' Choice training opportunities can be found in their [online training brochure](#).

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## Guide to Becoming an Evidence-Informed Governor and Trustee

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

The Education Endowment Foundation (EEF) have published a guide to becoming an evidence-informed school governor and trustee:

“School governors and trustees play a crucial role in improving school performance by providing support and challenge to the Headteacher and their leadership team. It is essential, therefore, that you can access and use the best available evidence-based resources.”

To read the full guide please click [here](#) .

## What Should you Publish on Your School Website?

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

It is inevitable that Ofsted will look at your school website prior to inspection and, as this will be their first impression of your school, it's therefore important that your website conforms to the Department of Education's statutory guidance.

The guidance for maintained school and academies, free schools and colleges can be found below:

[What maintained schools must publish online](#)

[What academies, free schools and colleges should publish online](#)

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## Pupil Premium (PP)

**IMPORTANCE: STATUTORY**  
**WHO IT'S FOR: ALL SCHOOLS**

Pupil Premium (PP) is the additional funding that is issued to maintained schools and academies in order to narrow the attainment gaps between disadvantaged pupils and other pupils. The governing body is responsible for making sure this money is spent appropriately and should therefore monitor its spending and impact.

All schools are required to publish a PP impact report and we would like to remind governors that this should now be on your school website. According to the Department for Education (DfE) this statement, written by your schools' Senior Leadership Team, should explain:

- How much you have been allocated this year;
- how you intend to spend the PP;
- the rationale for your spending decisions, including the barriers you're looking to overcome;

- the intended impact;
- what effect last year's pupil premium spending had within your school.

Whilst this report is written by the Headteacher, it is for the information and benefit of parents and governors and you should therefore be aware of its contents and of the impact of last year's pupil premium spending on closing the gaps for disadvantaged pupils, as well as what pupil premium funding will be spent on this year.

Ofsted inspectors will be looking at how well governors hold school leaders to account for effective use of PP, as well as progress of disadvantaged pupils evidenced in performance data. You may like to consider delegating responsibility for the PP report to one governor, who can then meet with your Headteacher to discuss the document before feeding this information back to the rest of the governing body at a full governing body meeting.

To learn more about pupil premium please read the DfE's guidance on [Pupil Premium: Effective Use and Accountability](#).

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## Local Authority Designated Officer (LADO) Guidance for Governors

### **IMPORTANCE: USEFUL TO KNOW WHO IT'S FOR: ALL SCHOOLS**

It's unusual for Governors to be invited to a Local Authority Designated Officer (LADO) meeting, but the below guidance has been written specifically for governors in response to feedback we've received from those governors who have been in this situation. It is intended to de-mystify the process and jargon, but also to highlight what the decision-making responsibilities are for the Chair of Governors within the LADO process. This guidance is not supposed to replace the support available from Local Authority officers, instead it is a reference guide in addition to support.

Please read our LADO guidance [here](#).

Should you have any feedback or comments to make, please do not hesitate to contact Joanna Howell, Senior Governance Advisor by calling 01473 263972 or emailing [Joanna.howell@suffolk.gov.uk](mailto:Joanna.howell@suffolk.gov.uk).

**Top Tip:**

We have recently had several queries from schools regarding the identification of external advisers for Headteacher performance management. Please be aware that, as a Local Authority, we must remain impartial and are therefore unable to recommend external advisers to you. Instead, our advice would be to contact other local schools and enquire who they use. You should also collect a CV and references for any potential advisers, and you may also want to interview them before choosing whether to employ them.

## **OTHER RELEVANT INFORMATION FROM THE LOCAL AUTHORITY**

### **RSE & Health Education Update Events**

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

In preparation for the statutory relationships, sex and health education guidance coming into effect from September 2020, the Schools Engagement Coordinator is hosting the remaining events to provide schools with the information they need to get ready for the statutory guidance and network with other PSHE Leads. Booking is via Eventbrite.

As part of the support package being offered, Public Health are hosting **free training** for schools to prepare for the new guidance during each term in 2019 and 2020, including when the guidance goes live. The events in the North and West of the county have recently been hosted and were well received with positive feedback from the attending schools.

Due to a **limited number of places** being available at the remaining two sessions, it is politely requested that one delegate only per setting attends to enable a broad representation across all schools and that sign up is completed using your school email so it can be confirmed that places are being fairly allocated. Tickets may not be released if it cannot be confirmed that these have been requested by Suffolk schools (please email Jane Stannard at the below address if you need to use a personal email).

The agenda is as follows:

- **Familiarisation with the guidance – the key points**
- **Why should PSHE be high profile in your setting?**

- **The picture across Suffolk**
- **The three P's – Principles, Practice, Policy**
- **Planning effective PSHE lessons**
- **Managing disclosures and providing support mechanisms**
- **Parent engagement and dealing with contentious issues**

Links to the events are as follows and you can book on whichever is most suitable (these are not geographically allocated):

**[Stratford St Andrew – Riverside Centre](#)**

**[Kesgrave – War Memorial Conference Centre](#)**

Please do not hesitate to contact Jane Stannard on 01473 263296 or at [jane.stannard@suffolk.gov.uk](mailto:jane.stannard@suffolk.gov.uk) with any booking queries and do consider other areas if you cannot book a place at your chosen venue. We anticipate these events being popular and will aim to fill existing spaces rather than create waiting lists that may not be able to be fulfilled. If you are unable to book a place due to the event being sold out, please contact Jane as additional sessions will be considered if the demand supports this.

The agenda has been informed by the summer PSHE survey which was sent to all schools and it is requested that this is completed as a priority by the remaining 69 schools that have not yet done so (an email has been sent to the school office during September to advise of this). Without this, Jane will not have a direct email for your PSHE Lead or their views to help inform the session. Can the remaining schools please complete the survey via the following link or contact Jane if you are unsure if your setting has already done so (many schools have partially completed the survey but not submitted and there isn't identifiable detail on these for Jane to make contact).

Please copy and paste the below link to access the survey as soon as possible as time is of the essence.

**<https://www.smartsurvey.co.uk/s/R8CQ7/>**

Thank you in advance for your support in making these events a success and we look forward to meeting you (or other duly appointed representative).

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**Religious Education in the New Ofsted Inspection Framework**

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

The Standing Advisory Council for Religious Education (SACRE) would like to alert governors to the presence of Religious Education (RE) in the new Ofsted Inspection framework.

Governors should be aware that under the new framework inspectors are likely to look carefully at RE provision as part of the basic curriculum in the school. This applies to academies as well as other maintained schools. In VA schools RE inspection is carried out under the Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection process.

The below is a quote taken from a paper issued by the National Association of Teachers of Religious Education (NATRE) which will give you an idea of the types of things related to RE that may be enquired about during an Ofsted inspection:

'Governors should ensure, among other things, that:

- RE is included in the school curriculum for each year group with a breadth of study of both religious and non-religious world views
- Teachers of RE have appropriate skills and knowledge, and access to the resources they require.
- Visits to differing places of worship and inviting to the school visitors of differing faiths, are seen to be important in contributing to an authentic understanding of the various faiths.
- RE is seen as a significant subject by Governors and the Senior Leadership Team, not least in the way it can contribute to literacy and oracy.
- Governors should be aware that poor quality RE provision could have an adverse effect on the school's overall judgement.
- Governors should be aware of the strengths and the weaknesses of RE provision in their schools and of any actions being undertaken to ensure improvement.'

To learn more about NATRE and the resources they provide please visit their [website](#).

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## Annual Parent Carer Satisfaction Survey

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**



It's that time of year again when we ask families across Suffolk to make their voices heard about education, health and care services. Your experiences are essential for all the work we do and direct where our efforts should be focused. This year your views are even more important as the survey results will be presented to the Special Educational Needs and Disabilities (SEND) Programme Board in November which the Department for Education and NHS England will be also be attending as one of the Monitoring Visits for Suffolk. Also, we will be co-producing the next version of Suffolk's SEND Strategy during 2020 and your experiences will help shape this.

Any parent carer of a child or young person aged 0-25 with any additional need or disability who either lives in Suffolk or receives services in the county is eligible to fill in the survey. Last year 539 families responded but there are over 14,000 children and young people in Suffolk with special educational needs and disabilities and we are much stronger the more voices we have.

**Please share with everyone you know and encourage them to take the time to fill out this survey – one per child/young person.**

The link to the survey can be found [here](#), or you can use the QR code at the top of this article.

If you have any queries please contact us on [admin@spcn.org.uk](mailto:admin@spcn.org.uk) or phone 07341 126455.

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## Special Educational Needs and Disability (SEND) Strategic Brief October 2019

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

Please click the link to view our latest Special Educational Needs and Disability (SEND) Strategic Brief – this gives you an overview of the recent news and activity within our SEND programme and transformation. If you require any additional information, please contact [Jaime.hawkins@suffolk.gov.uk](mailto:Jaime.hawkins@suffolk.gov.uk) .



## SEND Strategic Brief October 2019

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## **TRAINING AND DEVELOPMENT OPPORTUNITIES**

### **Whole School Special Educational Needs and Disabilities (SEND) Governor Training**

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

#### **Save the Date**

The following Special Educational Needs and Disabilities (SEND) training will be delivered by the Whole School SEND regional leaders for the East of England:

26/02/2020 – SEND governor training and exclusions – 1:30pm – 7pm

The course will be held at Ashlar House, Bury St Edmunds and will be free of charge. Further information will follow in December's newsletter.