

Children's Services Directors' report to governors Autumn term 2019

This report informs governors of current educational developments, both within Ealing and nationally. It includes items of major significance and items on which some form of action may be required by governing boards/trustees.



Autumn Term 2019 – Directors’ Report to Governors

Introduction by Judith Finlay, Executive Director Children, Adults and Public Health

Contents	Page
1 Children’s services achievements	6
2 Ealing Learning Partnership (ELP) summer 2019 update	9
3 ELP vision and shared ambition survey 2019	11
4 ELP progression and pathways to employment update	15
5 The new Education Inspection Framework (EIF) from September 2019	17
6 Safeguarding updates	19
7 Attendance, behaviour and exclusions	20
8 Ealing Safeguarding Children’s Partnership	23
9 Supporting pupils with medical conditions in schools	24
10 Preparing for changes to statutory relationships education, relationships and sex education and health education	25
11 Supportive action for families in Ealing (SAFE): An update on teams and service delivery	27
12 Early Help Assessment and Plan (EHAP) update	29
13 Update on Ealing’s Local Offer	30
14 Schools with excessive balances 2018-19	32
15 Academies finance and governance	34
16 Healthy pupil’s capital fund (HPCF) update	36
17 Determined admission arrangements 2021/22	38
18 Change of date for May Day Bank Holiday	39
19 Private fostering and understanding the school’s obligations	40
20 Early education and childcare entitlements for 2/3/4year olds	42
21 Family information service- information available for families in Ealing	44
22 Ealing Early Start service 0-19	46

23	Children’s centres consultation and outcome	48
24	General education updates for governors	50
25	School complaints policy	53
26	Governing boards work schedule/annual plans	54
27	Governor and clerk recruitment	59
28	The Ealing Learning Partnership (ELP) headteacher induction handbook - now online	61
29	Ealing governance accreditation programme (New)	62
30	Governor development update and governance training 2019/20	64
31	Ealing Primary Teaching School Alliance (EPTSA) - training and development	68
32	The West London Teaching Alliance (WLTA) at Montpelier Primary School continuing professional development programme autumn 2019	70

If you wish to receive further details, or make enquiries about any item in the report, please contact directly the named officer whose details are given at the beginning of the item.

This will be the last time that the Directors’ Report will be produced using this format. From November 2019 the Directors’ Report will be sent to you half termly in a format more akin to Governors News. Current and past editions are always available on Ealing Grid for Learning <https://www.egfl.org.uk/elp-services/school-governance/school-governance-news>

In this way information and guidance will be more up to date and will better support you to incorporate, as relevant, in your governing board meetings. If you have any questions please email: governors@ealing.gov.uk Thank you for your continued support



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Dear colleagues,

I want to thank you for your ongoing commitment to improving the education and life chances of Ealing's children and young people.

I am delighted that 88 Ealing schools have joined the Ealing Learning Partnership (ELP) for a further two-year period until July 2021. At the heart of the partnership is its' mission: *No learner left behind; no school left behind*. Driving greater collective responsibility for outcomes through ELP will make the best use of expertise across the sector and the best use of resources for the benefit of Ealing's children and young people.

It is clear from reading the results of our first ELP survey just how much value is placed on new ways of working and the empowerment of schools, as agents of change, working on behalf of the partnership. We should be proud of the impact of our collective endeavour and the number of school leaders who have embraced the opportunity to take on greater shared responsibility for all children in the area.

It was great to see so many of you at this year's ELP governors' and leaders' conference in June and to receive such positive feedback on the partnership. Estelle Morris, Chair of Birmingham Education Partnership provided us with a powerful reminder on the importance of building civic responsibility for all children and young people in our care. Your commitment to building professional capital through focused collaboration and working together on common challenges was clearly evident in the feedback we received.

It has been a great year for school inspections. 19 schools were inspected in 2018 – 2019 with 11 schools maintaining their good overall rating; three schools moving from requires improvement to good and four schools moving from good to outstanding! 93% of all our schools are now judged to be good or outstanding and I know that we are on a strong trajectory to even greater success. It has been an exceptional year for our secondary schools with nine out of 15 schools now judged to be outstanding and strong performance across all schools likely to be reflected in our 2019 outcomes. It is great to see further improvements in outcomes at the end of Key Stage 2 with 70.9% of pupils now achieving the combined reading, writing and mathematics performance measure, an improvement of nearly 3% from 2018.

Children and young people with special educational needs and disabilities (SEND) continues to be at the centre of our collective drive to improve outcomes across the borough. The recent local authority SEND Ofsted inspection reinforced that the priorities in our strategy are the right ones. The strategy has been approved by the multi-agency SEND Executive Board and the clinical commissioning group (CCG) and has five key priorities one of which is to support schools and other educational settings to

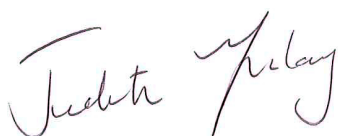
embed the highest expectations for children and young people with SEND – reducing the variation in the quality of provision and outcomes. As part of this, the ELP SEND and inclusion committee is overseeing strategies to promote consistency in the expectation and practice of schools and the local authority towards all vulnerable children and young people, including those with SEND. We have recently published revised guidance on SEND support expectations which will assist in promoting more consistent support across schools.

High needs funding is designed to meet the needs of children and young people with the most complex educational challenges. With the increasing numbers of children presenting, we all need to redouble efforts to make sure that the funds are distributed fairly, transparently and are effective in improving outcomes for children and young people with SEND.

We are rightly proud of the social care provision in Ealing and despite the many challenges, strive to provide a quality first service. New initiatives going forward include the contextual safeguarding pilot, an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. Ealing is one of 11 authorities (four in London) that is looking at developing practice in this area, which will be evaluated by the Behavioural Insights Team who have been commissioned by the Home Office. In addition, lessons learnt from the Mentors in Violence Prevention high school pilot, is intended to be rolled out to other schools.

As always, I wish to thank the young people, staff and governors for their commitment to ensuring no learner is left behind. I look forward to continuing to work with you all as we move to the next phase of partnership working and in further realising the strength of collective ambitions for our children and young people.

Best wishes

A handwritten signature in black ink, appearing to read 'Judith Finlay'. The signature is written in a cursive style with a large, stylized 'J' and 'F'.

Judith Finlay
Executive Director Children, Adults and Public Health

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 1	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Children's services achievements		
SUMMARY	This item provides an opportunity for schools and children's services staff in the council to share their successes and achievements since January 2019 with other schools and colleagues in the Ealing education community.		
KEY ACTION POINTS	If you have a success or achievement in your school that you would like to tell us about, please submit an item for the next Directors' Report by Friday, 20 December 2019. The item should be sent to egflwebteam@ealing.gov.uk with 'children's services achievements' in the title line.		
AUTHOR / TITLE	Ealing Grid for Learning (EGfL) webteam / various contributors		
TELEPHONE NO.	020 8825 8245	EMAIL ADDRESS	Egflwebteam@ealing.gov.uk

Awards and achievements at Featherstone Primary and Nursery School

Staff, parents, pupils and governors have been celebrating several achievements and awards this term, including:

- The Woodland Trust Green Tree Schools Silver Award**
 Awarded for completing environmental projects and encouraging outdoor learning. Featherstone is particularly proud of the lessons and activities planned by their teachers, which have developed the children's understanding of environmental issues and aided in opportunities for children to spend time in nature
- The Artsmark Silver Award**
 Awarded for demonstrating the school's commitment to embedding arts and cultural provision at the heart of the school
- The EAL Gold Quality Mark**
 Awarded to Featherstone for their achievements in meeting the needs of pupils learning English as an additional language and in recognition of the school's work with pupils, parents and communities learning English as an additional language
- The Gold School Games Award**
 A government-led award scheme to reward schools for their commitment to the development of competition across their school and into the community. Featherstone are particularly proud of giving their children many diverse opportunities within physical education (PE) and school sport to experience competition, leadership and particularly the feeling of pride in representing the school and becoming part of #TeamFeatherstone
- FSSP School of the Year**
 Across the Featherstone School Sports Partnership (FSSP), all PE leaders from the 23 partnership schools were asked to nominate a school as School of The Year. Featherstone is particularly proud of being voted joint winners of this award, as they were chosen by the other schools in recognition for their Sport for All approach, team spirit and to recognise the work that is done within school and in competitions to develop and enrich the children's experiences of physical activity and sport.

West Acton Primary School became the first Ealing school to receive the Wellbeing Award for Schools

Just a few of the positive comments include:

- The school's approach to promoting positive wellbeing and mental health is contributing to an empowering culture in which wellbeing and learning are integrated and in which all members of the school community are valued and supported
- Pupils appreciate the positive relationships that exist with their teachers, know how to manage their own wellbeing and where to go for support. As one pupil commented, "If I am sad, I can rely on everyone and if something is wrong there is always a solution."
- Parents feel that the staff are approachable, and that the school is welcoming. They can voice concerns and suggestions without feeling judged and due to this, parents feel listened to, involved and in partnership with the school.

West Acton pupils take to the airwaves

West Acton Primary School pupils were interviewed by Leading Britain's Conversation (LBC) to commemorate the 50th anniversary of the landing on the moon.

Reporter Rachael Venables interviewed pupils in years 2 - 5 and asked them a range of questions i.e. Who was the first man on the moon? What did he say? What did they eat on the moon? The children's conversation played during Nick Ferrari's show on the 19 July.



Mayfield Primary – much to be proud of!

Taking nearly three years to complete, the new school and playground is now fully open with much improved provision and facilities for the children and staff. A unique school, in a unique setting, the building, both inside and out, is sympathetically built to fit in with the green surroundings.

The old postage-stamp sized playground has been much extended, enhanced and developed to provide children with activities different to those found at the local park; to engage children in physical play and to stimulate their mind. Further projects are planned with the introduction of chickens and raised beds, a climbing wall, nature garden and outdoor library. In addition, Mayfield had a very successful Ofsted Inspection in May 2019, maintaining the Good grading of the school. There is much to be proud of in this small, friendly school that is tucked away in Hanwell!

Grove House Nursery and Children's Centre award for green fingers!

Grove House Nursery and Children's Centre was successful in the Schools' Gardening competition this year. The judges really enjoyed their visit to the school and were just so impressed with the time, endeavour and skill on display. Their result was very highly commended, and the judges also selected them for the New Entrant Special Award.

London Headteacher of the Year awarded to Kerry Shilling

Mrs Kerry Shilling, Headteacher of Selborne Primary School was awarded 'Overall London Headteacher of the Year' and 'Headteacher of the Year' in the Ealing and Hillingdon category. The event organised by educational charity Inspire Schools/KM Charity, celebrated the expertise, skill and dedication of teachers and support staff across London. The awards were presented to Mrs Shilling at the event held at the Royal Aeronautical Society's headquarters in Mayfair on 14 June.

Welcoming the award, the Chair of Governors, Prash Mehta adds: “To be recognised as the London Headteacher of the Year 2019 is a fantastic and well-deserved achievement for Mrs Shilling. She is an outstanding leader at Selborne and with the support of teachers, staff and governors over the last few years, has turned the school around to be Ofsted graded outstanding and has had a hugely positive impact on the local community. Thank you, Mrs Shilling, and very well done.”

Tudor Primary are proud of their achievements

Woodland Trust award – the students and headteacher are very proud to have achieved both bronze and silver awards from the Woodland Trust. The following activities were completed to achieve the awards:

- Visiting a local park completed an activity for ‘identifying different types of leaves.’
- Assembly talking about ‘The man who planted trees’
- Creating images of woodland animals using leaves
- Creating a poster describing the different types of leaves and why they change colour
- Taking part in an online survey sharing experience with trees.

The school has also achieved the Sustainable Travel: Active, Responsible, Safe (STAR’s) sustainable travel bronze award and the Healthy Schools London bronze award. They are now aiming for silver in both awards.

Beaconsfield Primary and Nursery School success in the Schools for Success programme

Congratulations to Beaconsfield Primary and Nursery School for being one of just 34 London schools eligible to be a School for Success for the third year in a row. An excerpt from the Mayor of London’s congratulatory letter reads: ‘As you will know, the programme gives exceptional schools like yours the chance to share their story. I want others to learn how you helped your low-achieving students last year to make progress in the top six per cent of London schools. It is clear you are doing something right to ensure all your students have a bright future.’ The headteacher Mr Woods, has been invited to a special event on Friday 27 September at City Hall to pick up the school’s certificate and be recognised for the amazing work.

Petts Hill Primary School pupils perform at the National Theatre for the Centre for Literacy in Primary Poetry Awards (CLiPPAs)

On Wednesday 3 July, three Petts Hill Primary School pupils gave a superbly confident performance to a 900 strong audience at the National Theatre of ‘Air Jordan’ from poet Kwame Alexander’s book ‘Rebound’. They did this alongside famous children’s poets and the other four winning schools.

Petts Hill had participated in the CLPE’s (Centre for Literacy in Primary Education) Schools Shadowing Scheme. This runs alongside CLiPPA – their prestigious poetry award and the only UK award for children’s poetry writers. The school’s entry was one of five winning shadowing schools from across the country.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 2	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ealing Learning Partnership update (ELP) summer update 2019		
SUMMARY	An end of year summary pending the full ELP Evaluation Report for schools to be published October 2019		
KEY ACTION POINTS	For information		
AUTHOR	Julie Lewis, Director Learning, Standards and School Partnerships		
TELEPHONE NO.	020 8825 6473	EMAIL ADDRESS	jlewis@ealing.gov.uk

ELP Vision and Shared Ambition Schools' survey 2019

Thank you to all schools that supported the evaluation of the Ealing Learning Partnership (ELP) through completing the part 1 and part 2 surveys. The ELP board reviewed 47 responses to part 1, "Vision and shared ambition" testing out the extent of schools' engagement and their perceptions of progress made in 2018 – 2019. See item no. 3 ELP vision and shared ambition survey 2019 for a summary of results.

The ELP board was delighted with the overall results at this stage in the partnership's development. Your responses tell us clearly what is going well and the areas we need to focus on in 2019 – 2020.

It is absolutely clear from the survey just how much value is placed on the strapline of the partnership – *No learner left behind; no school left behind* – and the efforts made to set up clear structures to support this ambition. Many of you commented on the huge benefits that have come about from working in ELP clusters and through the peer-review triads. Many of you commented on ELP's work to empower schools to be agents of change and the huge potential of establishing more school-led communities and networks.

In looking forwards to 2019 – 2020, you want ELP to do more to attract and retain a high quality workforce; you want us to develop clear systems for identifying and publicising leading practice; you want us to get better at communicating successes and showcasing great work; you want us to become as agile and responsive as possible and ensure that our committees retain momentum and drive change.

Empowering schools to take leading roles

87% of you reported that ELP had made real progress in setting up structures for greater school-led activity. Over 37 schools are now directly involved in shaping the work of committees or leading on ELP programmes. The contribution of school leaders to ELP's work this year has been exceptional.

In 2019 – 2020, 14 primary and special schools and nine secondary schools will be leading on ELP commissioned programmes and networks. All details will be made available to support school participation in September on our [Ealing Grid for Learning \(EGfL\)](#) website.

Ofsted

19 of our schools were inspected in 2018-2019. 11 schools maintained their good overall rating; three schools improved from requires improvement to good and four schools moved from good to outstanding including, **Three Bridges Primary; Elthorne Park High; Villiers High and Ellen Wilkinson School for Girls.**

Ealing schools are now in a very strong place with 93% judged to be good or outstanding. The trajectory to even greater success is clear when we look at the significant improvements made in those schools that were judged to require improvement in 2017 – 2018 and in those schools that have undergone structural change.

Primary phase results 2019

Key stage 2 outcomes have improved in all subjects with grammar, punctuation and spelling (GPS) up by 1.7%; reading up by 0.6%; writing up by 2% and mathematics up by 2.4%. **70.9% of pupils achieved the combined reading, writing and mathematics performance measure – an increase of 2.8!** Progress measures have also improved in all subjects. At the time of writing, the national and London averages were not published but the performance of Ealing's primary schools looks very strong and improving at Key stage 2.

Key stage 1 outcomes are similar to 2018 with Ealing schools performing in line with the national average for the expected standard in reading and 1% above in writing and mathematics. It is likely that Ealing schools will remain above the national average but below the London average for greater depth in reading and writing.

Phonics outcomes continue to remain strong at the end of year 1 (84%) and year 2 (91.7%) but the proportion of children achieving a good level of development across Ealing schools has fallen slightly and may drop just below the national average.

The full analysis of results will be published in October 2019.

Please visit the [Ealing Grid for Learning \(EGfL\) website](#) for all ELP updates and key communications.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 3	FOR INFORMATION	ATTENTION OF: All governors
TITLE	ELP vision and shared ambition survey 2019		
SUMMARY	Feedback from stakeholders on their perceptions of progress 2018 – 2019		
KEY ACTION POINTS	Share with governors and members of staff.		
AUTHOR	ELP Board		
TELEPHONE NO.		EMAIL ADDRESS	jlewis@ealing.gov.uk



We asked all ELP headteachers and stakeholders to complete this survey focused on the progress and strength of our commitment to the partnership vision, our shared ambitions and new ways of working. 48 schools responded. The ELP board were delighted with the survey results. Here is a summary of the outcomes:

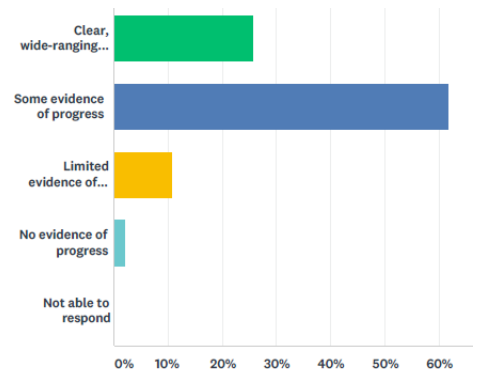
Thinking about the partnership aims, commitments and progress, please rate how well are we are doing to support the following:

Pupil achievement and inclusion – no learner left behind:

87% of respondents stated that they could see clear wide-ranging evidence or some evidence of progress.

“ELP reviews have been excellent in challenging pupil provision in schools.”

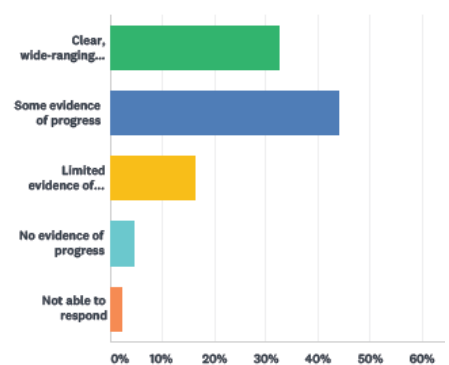
“data is being used robustly...and the partnership has a clear focus on supporting pupil achievement...”



Every school to access high quality networks and support – no school left behind:

77% of respondents stated that they could see clear, wide-ranging or some evidence of progress.

“I feel well supported by ELP. The range of networks is appropriate, and we always get positive feedback from staff about the support they receive”

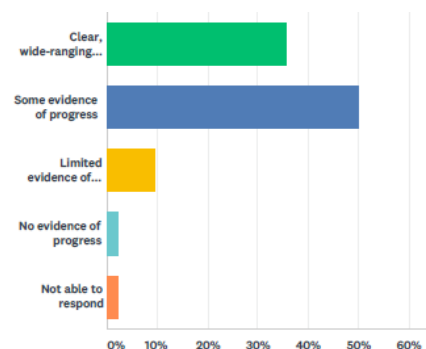


Thinking about the partnership aims, commitments and progress, please rate how well are we are doing to support the following:

Empower schools to take leading roles:

86% of respondents stated evidence of clear, wide-ranging or some evidence of progress.

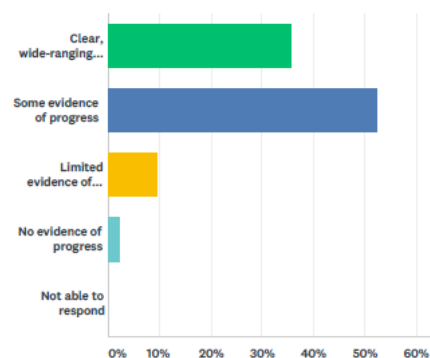
“There have been some really great opportunities for headteachers and senior leaders to step up and take a direct part in the partnership”



Support high challenge/ low threat peer review:

88% of respondents stated evidence of clear, wide-ranging or some evidence of progress.

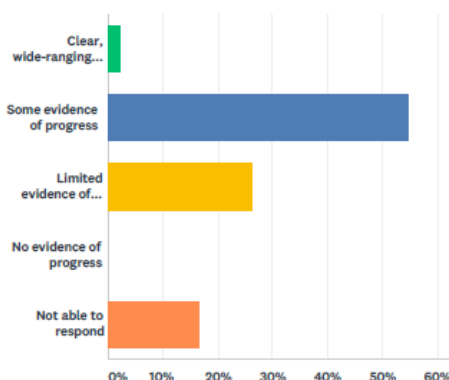
“The peer reviews represent a great form of quality assurance amongst Ealing schools in an environment of trust and challenge”



Use resources effectively in the interest of pupils:

57% of respondents stated evidence of clear wide-ranging or some evidence of progress.

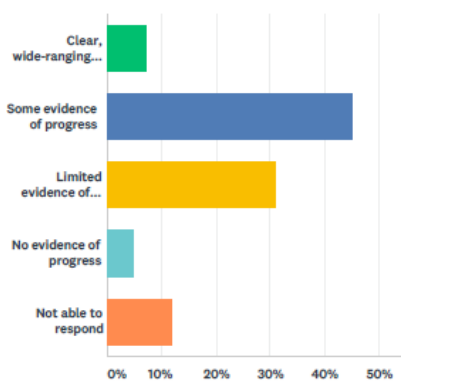
“Inspection findings indicate this but we need a fuller evidence base ...holistic view of resources”



Attract, develop and retain the very best workforce:

52% of respondents stated evidence of clear, wide-ranging or some evidence of progress.

“The wide range of professional development opportunities, including NPQ's are a stand out marketing feature to attract and retain staff in Ealing. I can honestly say that this was one of the main attractions for me to work in Ealing.”



What do you think is the greatest advantage of belonging to the Ealing Learning Partnership?

“Meeting heads on regular basis to tackle similar or the same issues, building change amongst ourselves supported by the LA, buying power, developing our own schools within a safe and supportive environment.”

“Network of staff able to support us with our decision making. working together for the best interests of the pupils in schools. Less competitive than before.”

“Having a clear structure for how schools work togetherschools not becoming isolated”.

“The encouragement of closer links between schools - especially Primary and High - to ensure continuity of educational provision for all students and especially those who are underperforming, by sharing of best practice and new ideas which ELP can most effectively facilitate.”

“Belonging to a structured borough wide 'learning community'. Building professional capital and local support mechanisms. Peer review and SEND /SG work.”

What is the one thing you would like the partnership to work on in 2019 – 2020?

“Curriculum development”

“More opportunities for governors to get together, to share their experiences and learn from one another.”

“I would like to know more about what different schools excel at so that I know who to contact when the need arises.”

“Involving middle leaders in peer review”

“Embedding partnership ethos and showcasing evidence of the committees and communities - we hear their aims and projects, it would be nice to hear the success and share good practice.”

“Maybe more on how to attract and retain the best workforce... what does ‘be an Ealing teacher mean’ so that we can all promote this in our schools”

“Embedding partnership ethos...show-casing success and good practice.”

Is there anything else you would like to say about the partnership?

"I am thankful we have the ELP - it will take time to build up the way it works, and it is a shame there is not more money from government to support the system - hopefully this will change over time. I am extremely thankful to those who have put time and energy into making it work."

"Just keep up with progress in this important initiative."

"...in the intermediate to long term to provide a network of governor links e.g. within clusters"

"Well done to all the Senior leaders and Council colleagues who have worked so hard to get the partnership off the ground and in the exciting state it is today. The only way is up! I am proud to be part of it."

"Thank you to all those who have worked so tirelessly to keep this going - there have been some excellent projects and I, personally, have benefited by getting to know an increasing amount of HT's across the borough which has been the best CPD! Visits to other schools and peer reviews have been invaluable!"

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 4	FOR INFORMATION/ACTION	ATTENTION OF: All governors
TITLE	Ealing Learning Partnership (ELP) progression and pathways to employment update		
SUMMARY	The ELP progression and pathways to employment committee focuses on support for our most vulnerable students, including those with special educational needs and disabilities (SEND), to progress to employment or community involvement, for those with the most complex needs.		
KEY ACTION POINTS	<ul style="list-style-type: none"> • Ensure the board has appointed a link governor for careers education advice and guidance • Receive reports on the support for pupils who are unlikely to progress to Level 3 at 16 • Consider how employability skills are included in the school's curriculum offer • Monitor the destinations of all students when they leave school. 		
AUTHOR / TITLE	Angela Doherty, ELP Quality and Partnership Lead 11-19		
TELEPHONE NO.		EMAIL ADDRESS	adoherty@ealing.gov.uk

In Ealing in 2018, there were 814 young people who did not gain grade 4 (standard pass in English Language), 28.5% of the total. This is a key indicator of whether a young person will progress to a Level 3 course at 16. This group is the focus of a commission of enquiry set up in October 2018 by the Association of School and College Leaders (ASCL) to look at the prospects of around half a million pupils each year in this situation. Their interim report [‘The Forgotten Third’](#) has been a focus for the ELP committee this year.

The progression and pathways to employment committee has three main approaches to addressing the needs of the group:

1. Working with schools, West London College and other providers to ensure that there are high quality courses, apprenticeships and other programmes such as supported internships available at Level 2 and below.
2. Ensuring more and better [careers guidance](#) and support in primary, secondary, special schools and colleges (This is only statutory in secondary schools.)
3. Developing an Ealing pledge to students, which outlines what a young person can expect from the organisations involved in providing pathways and support, to enable them to be successful.
4. Many young people who will be part of this group can be identified at primary school and so it is important to find ways to raise their aspirations and confidence and provide support for successful transition to secondary school.

More information about the work of the committee including termly updates and all the presentations from the conference held in June 2019 can be found on our [Ealing Grid for Learning website \(EGfL\)](#).

Destinations measures (secondary only)

For a number of years student destinations have been included in the school performance tables. This data is used as an indicator of how well the school prepares its students for the next stage of their education, employment or training. The following changes, to provide more detailed information, are being made for the 2019 performance tables which will be published in January 2020.

The DfE will:

- Extend the coverage of destination measures by including those students studying unapproved qualifications at level 3, level 2 and below (in addition to those studying approved qualifications). This will ensure that schools and colleges are held to account for the destinations of all of their 16-18 students, regardless of the course they choose.
- Include students who reach the end of 16 to 18 study without attending an institution in their final year. Their outcomes will be awarded to the institution they were most recently allocated to during their 16 to 18 study. This will ensure we capture the destinations of more students and so publish a more complete picture.
- Publish further education destinations broken down by level, to recognise and encourage progression to higher levels of study.
- Introduce a new, “Progression to Level 4 or higher” measure, to encourage schools and colleges to prepare their students for academic, technical and vocational study at level 4 and above. From January 2020 performance tables will show the percentage of Level 3 students from each school or college that continue to degrees, higher technical courses and higher apprenticeships as well as a score that shows whether this demonstrates good progress based on the students’ prior attainment and qualification type. The Higher Education breakdowns will be retained and moved in to the new Level 4+ measure.

For more information on the content of the 2019 school performance tables click [here](#).

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 5	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ofsted		
SUMMARY	The new Education Inspection Framework (EIF) from September 2019		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

Ofsted have published the following documents on their website, which will take effect from **September 2019**:

- [New education inspection framework](#)
- [Revised school inspection handbook for inspecting schools under section 5 \(full inspections\)](#)
- [Revised school inspection handbook for inspecting schools under section 8 \(short inspections\)](#)
- You may find [Ofsted's presentation on their proposals for a new inspection framework](#) useful.

Key changes

- Inspections of all 'good' schools over 150 pupils increased to two days
- Current personal development, behaviour and welfare judgment replaced by two separate judgments: behaviour and attitudes and personal development
- New 'quality of education' judgment to replace quality of teaching and learning and assessment judgments
- The quality of teaching, learning and assessment will still be judged, but will take into account a school's broader curriculum offering which will focus on the three 'I's' (intent, implementation and impact)
- Inspectors will look at how you use assessment in your school, but will not look at your non-statutory, internal progress and attainment data. How you know that your pupils are making progress will still be important
- Ofsted also intends to, "recognise and acknowledge sooner" where schools have improved or declined. In practice, this will mean Ofsted will be more likely to bring forward a standard inspection.

Ofsted have confirmed that there will be a 'grace period' until September 2020 as schools grapple with the shift in focus from outcomes to a 'broad and rich learning experience.' During this time schools which have a plan in place to review their curriculum and can demonstrate genuine action to do so will not be downgraded for this.

Schools where negative practices, such as 'off rolling' are identified are likely to find their 'Leadership and Management' judged inadequate under the new framework.

Curriculum intent

A recent [Ofsted blog](#) addresses the term 'intent' i.e. What leaders intend pupils to learn. Good intent, according to Ofsted, has the following features:

- A curriculum that is ambitious for all pupils
- A curriculum that is coherently planned and sequenced
- A curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities
- A curriculum that is broad and balanced for all pupils.

Governance

The nine governance specific criteria within the 'Leadership and Management' judgement under the current Inspection Framework have been removed under the new EIF and replaced with the following references to governance:

- Those responsible for governance understand their role and carry this out effectively
- They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training (simply mirroring the three core governance functions highlighted in the Governance Handbook); and
- Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding and promoting the welfare of learners.

A new post, "[Inspecting under the EIF](#)" has just been published on the Ofsted blog: schools, early years, further education and skills blog. Head teacher Sean Flood blogs about his experience of carrying out an education inspection framework (EIF) pilot inspection.

Inspection of Outstanding Schools

Ofsted has no legal basis to include these schools in their cycle of routine inspections. However, to make sure these schools are doing well for their pupils, Ofsted will regularly risk assess them and if there are concerns about their performance, Ofsted may be given permission to inspect. Schools which have not been inspected for a significant length of time will also be inspected. No length is stated but schools not inspected for 10 years are more likely to receive a visit. Her Majesties Chief Inspector for Ofsted has repeatedly called for ministers to reconsider exemption of outstanding schools from inspection, this may change in the future. Ofsted HMI, has written [a blog](#) on the inspection of outstanding schools.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 6	FOR INFORMATION/ACTION	ATTENTION OF: All governors
TITLE	Safeguarding updates		
SUMMARY	<ul style="list-style-type: none"> • Changes to the latest edition of Keeping children safe in education (KCSIE) statutory guidance which will come into effect from 2 September 2019 • New guidance on the teaching of online safety 		
KEY ACTION POINTS	Governors and trustees should ensure that they have their safeguarding checks in order and are compliant with their statutory responsibilities for safeguarding.		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

Keeping Children Safe in Education

The Department for Education (DfE) have released their draft for the latest (still draft at time of going to press) edition of statutory safeguarding guidance, [Keeping children safe in education \(2019\) \(KCSIE\)](#). The guidance will come into effect on 2 September 2019.

The guidance clarifies the expectations placed upon maintained school governors and their safeguarding checks. The DfE now explicitly recommend that governors should be subject to a section 128 direction check, matching the recommendation previously made in the *Governance Handbook* (2019). In Ealing we have recommended that all governors have undertaken this check not just new governors – see [Ealing Grid for Learning](#)

In addition, there are minor updates to reflect the new requirements schools must meet in regard to relationships education, relations and sex education and health education, which boards should ensure senior leaders are aware of. See item no. 10 Preparing for statutory relationships education, relationships and sex education and health education for more information.

The Safer Recruitment Consortium has also updated its [Guidance for safer working practice for those working with children and young people in education settings](#) (May 2019). It provides simple but detailed and practical advice to schools, colleges and the three safeguarding partners which can be read alongside KCSIE when devising and implementing safeguarding and child protection policies and procedures.

New guidance on teaching online safety published

The DfE has also published [new guidance](#) to support schools in teaching pupils about online safety. The guidance is targeted at school leaders, staff and governing boards, in both academies and maintained schools. The document is a practical guide to teaching about online safety, discussing potential online risks and their effects. It also sets out key techniques for helping pupils to understand acceptable online behaviour and to evaluate information found online critically.

Online safety has implications for a school's child protection and safeguarding policies, as well as its approach to behaviour and bullying. For governing boards, it is important to ensure that the principles set out in the guidance are reflected in school policies and practices where appropriate.

Training

There are central training sessions on safeguarding on Tuesday 5th November and Wednesday 11th December 2019. In addition, there are also WRAP/Prevent briefing sessions on Thursday 12th September, Tuesday 3rd October 2019 and Tuesday 11th February 2020. In partnership with Hounslow, governors can also attend a child protection/safeguarding refresher session Tuesday 12th November 2019. See item no 30 for more details.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 7	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Attendance, behaviour and exclusions		
SUMMARY	<ul style="list-style-type: none"> • Department for Education (DfE) updated school attendance guidance • New Education Endowment Foundation (EEF) guidance on improving behaviour in schools • The Timpson review and 'off-rolling.' 		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

DfE updated School Attendance guidance

The Department for Education (DfE) have updated [their non-statutory guidance 'School Attendance'](#) to reference changes to the school day or school week. The guidance specifically advises against shortening school hours, stating that schools 'should consider the potential impact of a shorter week on parents' work commitments, their childcare options and their choice of school.' These changes to the guidance have come due to an increasing trend of schools reducing their school week, usually by closing early one day a week, to cope with increased funding pressures. [Schools Week's analysis in March](#) found 26 schools who had, or were considering cutting school hours, mostly in Birmingham. Governors and trustees should be reminded that any change to their school hours should involve a thorough consultation with parents, ensuring that they are engaged throughout the process.

New Education Endowment Foundation (EEF) guidance on improving behaviour in schools

The Education Endowment Foundation has published [new guidance](#) on improving behaviour in schools and the need for schools to have consistent and clear policies that promote positive behaviour in lessons.

The report, based on extensive research and consultancy, is built around six recommendations for preventing and responding to 'misbehaviour.' These are categorised as either 'proactive' (strategies to prevent bad behaviour from happening), 'reactive' (how to deal with bad behaviour when it happens), or as relating to 'implementation' (focusing on the need for consistency and coherence in behaviour policies).

Practical examples of each are included to support senior leaders and classroom teachers in primary and secondary schools, though governors and trustees may also find the guidance useful, even in schools where behaviour is generally good. Particularly useful is the finding that "universal systems" of behaviour management are unlikely to work, whereas more personalised approaches can significantly improve the behaviour of disruptive pupils. In terms of implementation, many require deployment at classroom level, though others still require a school-wide focus.

The report's publication is timely and should be read alongside the Timpson review of school exclusion. When making important decisions about behaviour management, those governing may want to consult this document.

The Timpson Review

May 2019 saw the release of Edward Timpson's review on school exclusions. He was commissioned in March 2018 by the Education Secretary to review the practice of school exclusions, to explore how head teachers use exclusion in practice, and why some groups of pupils are more likely to be excluded. The full report, which has made 30 recommendations, can be accessed [here](#).

In summary, The Timpson Review, found that:

- 78% of pupils who are permanently excluded have special educational needs and disabilities (SEND), are classified as in need, or are eligible to receive free school meals; 11% of permanently excluded pupils meet all of these characteristics
- Boys with social, emotional and mental health (SEMH) difficulties but no statement were around 3.8 times more likely to be permanently excluded than a non SEND child, while girls were around 3.0 times more
- Disadvantage is strongly associated with exclusion. Children in receipt of Free School Meals were around 45% more likely to be excluded than other pupils
- Black Caribbean were around 1.7 times more likely, and Mixed White and Black Caribbean children were around 1.6 times more likely to be permanently excluded compared to White British children. Indian and Bangladeshi pupils are around half as likely to be permanently excluded
- Children on a child in need plan are around four times more likely to be permanently excluded compared to those with no social care classification
- Children who have a Child Protection Plan are around 3.5 times more likely to be permanently excluded, and children who are looked after are around 2.3 times as likely to be permanently excluded than children who have never been supported by social care.

The Timpson Review also identified four fundamental drivers of policies and practices around exclusions in schools, including:

- Differences in leadership, standards of behaviour and culture in schools
- Lack of consistency around the management of poor behaviour
- Few incentives for schools to take responsibility for pupils at risk of being excluded; and
- A lack of safeguards to "protect children against informal exclusion and ... off rolling".

The government has identified six specific actions that it will be taking:

1. To make schools accountable for the outcomes of children who have been permanently excluded
2. Another consultation to look at how this can be delivered in practice will be launched in autumn 2019
3. Embed effective partnership working between local authorities (LA's), schools, alternative provision settings and other providers so that schools are better equipped to intervene as early as possible with support for children at risk of permanent exclusion
4. The government will work with sector experts to rewrite statutory guidance by summer 2020, including guidance on exclusions, behaviour and discipline
5. The DfE will work with Ofsted to define and tackle the practice of off rolling (children removed from school rolls without formal exclusion)
6. Extend support for alternative provision (AP) – in autumn 2019, the DfE will set out its plans to improve outcomes for children who leave mainstream education and attend alternative provision settings, recognising good practice in AP, including support for APs to recruit and develop high quality teachers.

The government is calling on directors of children’s services, governing boards and academy trusts to review and share information on the characteristics of children excluded from school, to look at how their school’s statistics compare to local trends and investigate variances. This will help improve practice and reduce disparities with particular reference to certain ethnic groups, those with SEND or those who have a social worker.

More information and guidance on [school behaviour and exclusions](#) can be found on EGFL including details of Ealing’s exclusion team.

Off-rolling

With off-rolling coming increasingly under the spotlight, with specific inclusion in the new Education Inspection Framework, a recent [Ofsted blog](#) considered how inspectors evaluate off-rolling during school inspections.

Acknowledging that different people have different definitions of what off-rolling is and that there is no legal definition of off-rolling, Ofsted’s definition is very simple: off-rolling is the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll. While it may not always be unlawful, Ofsted believes off-rolling is never acceptable.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 8	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ealing Safeguarding Children Partnership		
SUMMARY	From 29 th September 2019, the Ealing Safeguarding Children Partnership will replace the Ealing Safeguarding Children Board		
AUTHOR / TITLE	Steve Bourne, Business Manager, Ealing Safeguarding Children Board		
TELEPHONE NO.	0203 882 7083	EMAIL ADDRESS	BourneS@ealing.gov.uk

1. Background

The Ealing Safeguarding Children Partnership (ESCP) is replacing the Ealing Safeguarding Children Board (ESCB) from September 2019. For many years, the ESCB has provided expertise and leadership in Ealing by bringing together a wide range of professionals working with children. As a statutory partnership, ESCB has led on policy, delivered training, undertaken case reviews and audits, supported, challenged and monitored how we are doing and ensured everyone works together to safeguard children.

2. Why are we changing?

Working Together to Safeguard Children 2018 requires changes to these arrangements led by three statutory agencies: the local authority; clinical commissioning group; and police. The role of every organisation and every individual in keeping children safe remains critical and legislated under Section 11 of The Children Act 2004.

3. Why it matters

Nothing is more important than children's welfare, and children who need help and protection deserve high quality and effective support as soon as a need is identified. In Ealing '**All partners are committed to working together so that every child in Ealing is safe, well and able to reach their full potential.**'

4. Information regarding the new arrangements

ESCP new arrangements were published on 28th June 2019 and will become fully effective by 29th September 2019. These arrangements outline how the ESCP leads the safeguarding agenda through its workstreams supported by a business unit. The new arrangements can be viewed at:

[Ealing safeguarding children partnership arrangements 2019 20](#)

5. Our vision and values

The vision for our partnership is closely aligned to Future Ealing and sets out a desire to promote safe, healthy and resilient families. We seek to see strengths rather than deficits in family life and aim to work with families to reduce risk effectively. We believe that Ealing's diversity is a strength and promoting opportunities for engagement with our communities will enhance safeguarding activity. We have sought an inclusive approach to our partnership, recognising that the system requires ALL partners to be engaged and contributing.

6. Our priorities

We have developed a number of priorities for the work of our partnership over the next year:

- A focus on contextual safeguarding
- Child and adolescent mental health
- A continued focus on domestic abuse
- Transitioning into the new arrangements.

We will monitor our progress on these issues and very much hope to engage front line practitioners and young people in the dialogue.

7. If you are worried about a child.

The contact numbers and email links to report a concern about a child are unchanged. These can be found on the Ealing Grid for Learning (EGfL) website – [Ealing Children's integrated response service \(ECIRS\)](#).

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 9	FOR ACTION	ATTENTION OF: All governors
TITLE	Supporting pupils with medical conditions in schools		
SUMMARY	Reminder of Ealing local authority (LA) recommended policy and supporting documents		
KEY ACTION POINTS	<ul style="list-style-type: none"> • Governing boards to review policy to ensure it still meets school needs • Schools who have not completed the audit to do so ASAP 		
AUTHOR / TITLE	<i>Dr Vaishnavee Madden, Consultant in Public Health</i>		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

It is a statutory requirement for all schools to have a policy that makes clear the arrangements to support pupils with medical conditions.

The Ealing supporting pupils with medical conditions in schools policy and supporting documents is based on the Department for Education (DfE) guidance ['Supporting Pupils with Medical Conditions at School' \(2014\)](#)

The Ealing policy and a wide range of guidance and information documents including training is available on [Ealing Grid for Learning \(Egfl\)](#).

When launched last September the LA advised schools to adopt the policy and provided a tool, within the policy document, (appendix 1), to assess their current arrangements. Gary Redhead, Assistant Director, schools planning and resources, recently wrote to all schools to advise that the LA intended to assess progress on implementing the policy across schools it maintains by auditing a random sample of seven primary, one special, and two high, schools focusing on the school's policy and implementation. He also asked that all schools complete the short Survey Monkey survey on the above link. The results of the survey and the audits will be used to assess how well the policy is being implemented across the borough, as well as informing future updates of the policy, the training and support we are able to arrange. They will also be shared with the school nursing service to inform discussions at their annual partnership meeting with schools in the autumn term.

Data from the audits and surveys are still being analysed and results will be shared with schools in the autumn term. In the meantime, we would ask that any schools who have not completed the audit do so. The survey can be found on the EGfL link above.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 10	FOR INFORMATION/ACTION	ATTENTION OF: All governors
TITLE	Preparing for statutory relationships education, eelationships and sex education and health education (RSHE).		
SUMMARY	From September 2020, relationships education, relationships and sex education and health education will become statutory in all primary, special and high schools. Schools are advised to use the next academic year to prepare for this curriculum change.		
KEY ACTION POINTS	<ul style="list-style-type: none"> • Find out what your school is doing to prepare for the 2020 statutory changes • Find out what your school already covers and what will need to be changed • Request a presentation about RSHE and read the statutory guidance • Request a RSHE action plan. 		
AUTHOR / TITLE	Claire Meade		
TELEPHONE NO.	0208 825 6173	EMAIL ADDRESS	meadec@ealing.gov.uk

To prepare for this curriculum change, all governors are advised to read the new Relationships education, relationships and sex education and health education (RSHE) guidance which can be found [here](#).

To begin discussions about RSHE, it advised that governors ask their head teacher how big a change this is for their school and how much of the new requirement does the school already cover in the curriculum? This will indicate how much work will need to be done over the coming academic year to prepare for these changes.

To clarify these changes, it may be worth asking the RSHE subject lead (usually the personal, social, health and economic (PSHE) lead) to present to governors. Ideally this presentation should cover: The new requirements, the context for the new requirements, and why they've been brought in, what they'll likely mean for your school and how the school is preparing.

Schools in Ealing were invited to attend an RSHE briefing in May 2019. This briefing outlined the support that schools would be offered by the health improvement team over the coming academic year to prepare for these statutory changes. It is advised that all schools use the coming academic year to develop policy, engage with their parents and key stakeholders and train their staff to ensure they are ready to implement the statutory changes from September 2020.

It is good practice for schools to set a timeline for this work. Governors should monitor this timeline and should request regular updates. Governors may wish to nominate a governor to lead on this work.

Some key questions for governors to ask about RSHE to ensure the schools is preparing effectively for these changes are:

- What are we changing to make sure we meet the statutory requirements?

- Who's working on this?
- How are we involving the community and communicating the changes to them?
- Do we expect any opposition? Does this present a reputational risk to the school? How will we respond?
- Have we taken into account our local context e.g. cultural or religious sensitivities, or local trends in issues like teenage pregnancy?
- How are we making sure content is delivered in an age-appropriate way?
- Are we clear on the rules around withdrawing pupils and how these are going to be applied and enforced?
- How will we monitor the quality of provision?
- Do you have the resources you need? Are they current and relevant?
- Have people had training on the new requirements?
- Do we need external support to help us do this well?
- What does this mean for the budget?

Governors can find more information about how the health improvement team will be supporting schools on our [Ealing Grid for Learning \(EGfL\)](#) website.

For any questions about RSHE or for support or advice for your school, please contact Claire Meade

There is a central-training session on this area on Wednesday 6th November 2019. See item no. 30 for more details.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 11	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Supportive action for families in Ealing (SAFE): An update on teams and service delivery		
SUMMARY	Information on some key staff changes and the parenting groups being offered over the next academic year.		
AUTHOR / TITLE	Angie Dennison – SAFE Strategy Manager		
TELEPHONE NO.	020 8825 6383	EMAIL ADDRESS	dennisona@ealing.gov.uk

SAFE 0-18

The SAFE service is comprised of multiple agencies working in a collaborative way, with the family at the centre. We incorporate a range of professional perspectives to intervene in the most effective manner, at the earliest opportunity, to prevent children's needs becoming more severe and entrenched.

SAFE staffing structure

To deliver an effective and timely service, our staffing is important. We've had substantial changes to our teams as follows:

- **The SAFE strategy manager** is now Angie Dennison, having taken over from Al Fox who retired
- **SAFE WEST team manager** - Newly appointed team manager, Emma Handley, will commence in this role at the end of August 2019, having taken over from Carmen Phillips who left the service towards the end of July
- **SAFE Child and adolescent mental health services (CAMHS) clinical team manager** – Fuad Buraimoh, will be joining us in the next few months
- **CWPs (Children's Wellbeing Practitioners)** – a new initiative to support the wellbeing of young people experiencing mental health difficulties such as low mood, anxiety, to name a few – to be recruited.

Parenting Service

As part of our SAFE service we offer various interventions as below. Key is the parenting service which offers parenting groups to parents and carers identified as needing support:

- **NEW: Family Ties - Reducing parental conflict**
- **NEW for this year: Freedom programme – group based and 1-1**
This is a rolling programme that women can join at any time. The maximum number of participants is 15. If numbers exceed this limit, then names will be put on the waiting list until a place becomes available. The freedom programme is a self-awareness and educational programme for women who want to learn more about domestic violence and abuse
- **NEW for this year: Less shouting more co-operation parenting course**
For parents who regularly find themselves shouting to get their children to follow instructions. It stimulates ideas on how parents can develop tools to challenge children's behaviour effectively and to negotiate and hold boundaries
- **Family links programmes**
This is a 10-session course helping parents of children 2-12 years old by offering many positive, practical and fun ways of guiding children so they can manage their feelings and behaviour. Based on the four core principles of self-reflection, positive discipline, empathy and appropriate

expectations, the course helps parents reflect on their own experience as a child and being parented and how this affects their parenting now. Courses will be delivered tailored for 'Talking teens' and children with additional needs, as well as being delivered in additional languages (Hindi, Punjabi, Urdu, Arabic and Somali), and with Islamic values

- **Strengthening families, strengthening communities**

This is a 13-week three-hour programme for parents of children 3-19 years old. This course explores the way families communicate and the influence of wider culture and community have on your family. The course promotes positive relationships for you and your children, teaching effective discipline methods to give you confidence and skills to make home life more manageable. Courses will be delivered to support parents of children age 3 to 19 with challenging behaviours as well as offering the generic programme.

For more information on these groups and how to refer please visit our [Ealing Grid for Learning \(EGfL\)](#) website.

Safe Counselling

Safe Counselling is part of SAFE East; we offer a confidential counselling service to young people between the ages of 12-18. Our counsellors work to the guidelines and code of ethics of British Association for Counselling and Psychotherapy.

How to access the SAFE service

All referrals for this service need to be made through Ealing Children's Integrated Response Service (ECIRS), email: ecirs@ealing.gov.uk or call 020 8825 8000 (24hrs).

DIRECTORS' REPORT AUTUMN TERM 2018	ITEM NO 12	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Early Help Assessment and Plan (EHAP) Update		
SUMMARY	EHAP support available for schools		
KEY ACTION POINTS	Support for schools available to initiate and register an EHAP		
AUTHOR / TITLE	Polly Bradley		
TELEPHONE NO.	020 8825 5588	EMAIL ADDRESS	ehap@ealing.gov.uk

The Early Help Assessment and Plan (EHAP) is the process and tool Ealing uses for professionals supporting children / young people and their families; through the delivery of multi-agency, multi-disciplinary or targeted support. This is done as early as possible to tackle an emerging problem and issue before it becomes bigger, harder to address and affects the development or life chances of the children/young people in the family.

Supportive action for families in Ealing (SAFE) has two EHAP advice and consultancy workers based within the Family Information Service.

Paulette Scott - ScottP@ealing.gov.uk and **Satwant Kahlon** - KahlonS@ealing.gov.uk
(Both have senior social work backgrounds therefore have safeguarding experience).

Their roles support schools initiating and leading on EHAPs and can also support with the following:

- Discussing with a school if an EHAP is appropriate
- Reassurance and support to schools who are unsure about initiating an EHAP or taking on the Lead Professional role.
- Supporting schools with improving relationships with families where there has been a breakdown in relation to early help.
- Supporting schools engaging families in early help.
- Attending team around the family (TAF) meetings.
- Supporting the chair at TAF meetings.
- Attending home visits (agreed at TAF meetings).
- Supporting schools in accessing services.
- Liaising between Ealing children's integrated response service (ECIRS) and schools.

Please contact them to have a discussion how they can support your school working with families that may need early help and support. ehap@ealing.gov.uk **020 8825 5588**

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 13	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Update on Ealing's Local Offer		
SUMMARY	Local Offer website online and promotion; Local Offer notice board, support for professionals on the Local Offer, invitation for schools to set up parent coffee morning groups with support from Family Information Service (FIS).		
AUTHOR / TITLE	Jasmine Bellal Local Offer Officer, Izra Bernard SEND FIS Officer		
TELEPHONE NO.	020 8825 5588	EMAIL ADDRESS	children@ealing.gov.uk

The Local Offer website

We are very keen to share and promote [Ealing's special educational needs and/or disability \(SEND\) Local Offer \(LO\)](#) website. The Local Offer website is a one-stop-shop for children, young people and families with SEND. It's everything you need to know about local services and provision; including:

- Childcare and short breaks
- Support in education
- Education, health and care plans (EHCP)
- Health and wellbeing
- Specific conditions
- Family support
- Travel assistance
- Money and benefits
- Preparing for adulthood (for ages 14-25)
- Parent and young people forums
- Events and things to do.

We are guided by the SEND Code of Practice 2014 and the site is continuously undergoing development to ensure it responds to the needs of the families that use it. Parents and young people are actively encouraged to give feedback and to respond to consultation opportunities which are promoted on the [website](#) and [Facebook page](#), to ensure co-production.

Promoting the Local Offer

Professionals are encouraged to participate in sharing the Local Offer website with families they are supporting. We have now produced new Local Offer promotional postcards. Staff can now get in touch with the Family Information Service on 020 8825 5588 or email children@ealing.gov.uk for copies to distribute to families.

Schools can also support by adding a link to the [Local Offer](#) website from their school website to ensure children, young people and families are aware of services and support available locally.

Local Offer notice board

We would like to encourage all schools to display a **Local Offer (LO) notice board**. This would be placed in a prominent area within the school and be accessible to both parents/carers and staff alike.

Maintaining a LO notice board has many positive functions but most of all it provides a focal point that showcases all the important services and support available to families as well as communicates news/notices in a timely way- all easily accessible and located in one place.



To ensure uniformity and quality, we have produced guidance on what we may expect to find on any LO notice board. A bullet point list has been put together detailing the key necessary items. This list can be downloaded from the Local Offer website by searching '[promoting the Local Offer within your setting](#)' alongside further resources:

Support for professionals continuing professional development (CPD)

We have created a new section on 'Support for professionals (CPD)' within our support for education section where professionals can access information around training and outreach available to support inclusion and quality first teaching for children with SEND in all mainstream nurseries, schools and other settings. Information includes autism awareness practitioner training, Springhallow autism outreach Training and EPTSA's Growth Enrichment Training Programme. Visit [Support for Professionals](#) for more information.

Setting up parent SEND coffee mornings within schools

Following parent consultations in 2018, parents of children with additional needs had raised the need for more local parent support within schools. Schools are therefore being encouraged to set up parent coffee mornings and will receive initial support with their planning and setting up from our FIS SEND Officer. You will receive a list of local SEND organisations/services that can be invited as external guest speakers to support focused information sessions. These can help provide opportunities for pairing/buddying with other schools with successfully established parent coffee groups; Local Offer website training and advice can be given on how this resource can be used during sessions to inform and support parents.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 14	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Schools with excessive balances 2018-19		
SUMMARY	<ul style="list-style-type: none"> Schools with excessive balances in 2018-19 may be subject to some clawback. Schools accountancy will be contacting those schools with excessive balances in the autumn term The Department for Education (DfE) consultation on maintained school's financial accountability. 		
AUTHOR / TITLE	Geraldine Chadwick. Interim Senior Finance Business Advisor Children & Schools Accountancy - Finance – Chief Executive's Directorate		
TELEPHONE NO.	020 8825 8468	EMAIL ADDRESS	Chadwickg@ealing.gov.uk

Schools with excessive balances

School balances totalled £17.1m as at the 31 March 2019, an increase of £3.3m from 2017/18.

The excess amount above the thresholds represented £5.2m. Revenue balances above the clawback thresholds at the end of 2018/19 increased by £1.9m. Of the maintained schools in Ealing:

- 32 primary, special schools and nurseries (46%),
- Three secondary schools (100%) and
- One foundation school (secondary) (20%).

Guidance from the Department for Education (DfE) within the "Scheme for Financing Schools" (February 2019) outlines the following framework that local authorities should adopt regarding surplus school balances

"The scheme [the local authority (LA) Scheme for Financing] may contain a mechanism to clawback excess surplus balances. Any mechanism should have regard to the principle that schools should be moving towards greater autonomy, should not be constrained from making early efficiencies to support their medium-term budgeting in a tighter financial climate, and should not be burdened by bureaucracy. The mechanism should, therefore, be focused on only those schools which have built up significant excessive uncommitted balances and/or where some level of redistribution would support improved provision across a local area."

Recommendation of the Schools Forum

Against this background, the Schools Forum, at their 3 July 2019 meeting, decided to claw back some of a school's surplus balance. The methodology of which has yet to be decided but it may be a small percentage of the excess balances or a graduated claw back rate depending on the size of a school's surplus, with those with the highest percentage balance having the biggest claw backs. The resultant clawback fund be used to support the high needs pressures in funding top ups to schools.

Before any clawback the authority will review the planned future spending and commitments of the individual school. Schools accountancy will be reviewing the school balance forms that have been returned and will be contacting those schools with excessive balances in the autumn term 2019.

The Department for Education (DfE) consultation on maintained school's financial accountability

[The Department for Education \(DfE\) are consulting on proposals](#) to align local authority maintained school's financial transparency and accountability with academies.

The proposals outline that maintained schools will need to report if senior executive leaders receive more than £100,000, publish their accounts, and match the academy sector requirements on related party transactions, among other suggested provisions. The department hope that these changes enable them to 'identify problems more quickly' and intervene quicker in schools with poor finances.

The DfE's consultation comes after data collected between 2016 and 2018 suggested that across England, a larger percentage of maintained schools had accumulated a deficit than academies.

Academies Minister, Lord Agnew has said:

'In everything we have done to strengthen the way schools are run since 2010, we can be certain that an unprecedented level of accountability and transparency has been brought into academy finances, with these robust processes allowing us to spot financial mismanagement quickly and intervene where we need to.'

Last year, National Governance Association (NGA) fed into the NAHT Accountability Commission which examined the high levels of accountability placed on school leaders. The report the commission produced can be found [here](#).

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 15	FOR INFORMATION	ATTENTION OF: All governors in academies
TITLE	Academies finance and governance		
SUMMARY	<ul style="list-style-type: none"> Information on the updated version of the <i>Academies Financial Handbook (AFH)</i> and Department for Education guidance on setting executive salaries National Governance Association (NGA) publication on multi-academy trust (MAT) governance. 		
KEY ACTION POINTS	Updated AFH effective from 1 st September 2019		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

Academies Financial Handbook (AFH) updated

On 27 June, the Department for Education (DfE) released an updated version of the [Academies Financial Handbook \(AFH\)](#) which will come into effect from 1 September 2019. This document is essential reading for academy trustees as it outlines their financial responsibilities and legal duties.

A full list of updates in this edition can be found on page eight of the document. Amongst the changes, the updated AFH emphasises that trusts must (as opposed to “should” in the 2018 edition) keep a risk register and should have a named member of staff or trustee as a point of contact for concerns raised through the whistleblowing procedure. The guidance also provides further clarification around: producing and reporting on management and audited accounts, related party transactions, transactions which need approval from the Education and Skills Funding Agency (ESFA), and the legal framework in which the secretary of state can intervene in a school causing concern. The document also provides information on the role of the trust board and audit committee in maintaining “internal scrutiny” and the requirement to provide the ESFA with an internal scrutiny report.

The guidance also provides a number of updates around how trusts handle executive pay, including: the duty for trusts with more than 250 employees to report on their gender pay gap; how boards can review executive pay to make sure it is “transparent, proportionate and justifiable”; and an emphasises on the fact that all senior staff employed by the trust need to be on the payroll and comply with tax obligations. Finally, the guidance also puts more emphasis on the role of the clerk and provides links to guidance and further resources.

Department for Education publish guidance on executive salaries in academies

The Department for Education has published new [guidance](#) for academy trusts on setting executive salaries. The publication has come in the context of continued controversy over the salaries being received by some executive leaders. The DfE’s guidance is a useful combination of trusts’ compliance obligations, and a description of some of the key principles to consider when determining a pay award.

New major publication on multi academy trust (MAT) governance published by National Governance Association (NGA)

NGA has released a new publication on MAT governance - [Moving MATs forward: the power of governance.](#)

Drawing upon an extensive evidence base, part one of the report traces the political and developmental history of the MAT system while part two focuses around 11 key challenges, and solutions, for MAT governance. The report also includes recommendations for the sector as a whole, MAT trustees and the Department for Education (DfE).

From the insights gained through the report, NGA has identified four questions which need thorough honest and open debate across the sector:

1. Is the role of trust members in MATs currently concentrating power in the hands of a small number of individuals?
2. Is school improvement best served by geographically dispersed MATs?
3. Should growing MATs above a certain size be discouraged?
4. What are the implications of the changing role of school leaders in MATs and how might these work best?

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 16	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Healthy pupils capital fund (HPCF) update		
SUMMARY	<ul style="list-style-type: none"> • 59 local authority maintained primary, special and high schools in Ealing received the Healthy pupils capital Funding (HPCF) in January this year. • 22 schools have not yet submitted their final report to receive the second half of their funds. • Information on how schools have used their funds. 		
KEY ACTION POINTS	Let your school know if their HPCF final report is outstanding.		
AUTHOR / TITLE	Nicole McGregor		
TELEPHONE NO.	07925344704	EMAIL ADDRESS	nmcgregor85@hotmail.com

Healthy pupils capital fund update

59 local authority maintained primary, special and high schools in Ealing received the healthy pupils capital funding (HPCF) in January this year. The funds each school received ranged from £4300 to £8331 and this funding was made available from revenues raised from the soft drinks industry sugar levy.

The HPCF is intended to improve children's and young people's physical and mental health by improving and increasing availability to facilities for physical activity, healthy eating, mental health and wellbeing and medical conditions.

There were two criteria's for spending the funds: the funds had to be spent on capital that would directly improve pupil health and wellbeing. The most popular ideas that schools chose to spend their funds on was active play equipment; 25 schools said they would spend their funds on this. The second most popular idea was a cooling down zone or safe space to support pupils' mental health - selected by 10 schools. Other popular ideas included purchasing the edible playgrounds (school vegetable gardens), Daily Mile (a programme where pupils run a mile every day at school), playground zoning (zoning of the playground into activity stations) and a token collector system (a system using tokens to reward healthy lunches).

On 28 June, schools were required to submit their HPCF final report, along with a before and after photo, to receive the remaining 50% of their allocated funds. 22 schools have not yet submitted their final report to receive the remaining 50% of their allocated funds. These school include:

- Berrymede Junior School
- Tudor Primary School
- Drayton Green Primary School
- Willow Tree Primary School
- Petts Hill Primary School
- Three Bridges Primary School
- Dairy Meadow Primary School
- Greenwood Primary School
- West Acton Primary School
- Havelock Primary School
- Beaconsfield Primary and Nursery School

- Mayfield Primary School
- Grange Primary School
- Hobbayne Primary School
- Fielding Primary School
- Wood End Infant School
- Dormers Wells Infant School
- The Ellen Wilkinson School for Girls
- Villiers High School
- Belvue School
- Castlebar School
- Mandeville School
- St Ann's School

If your school is listed above, governors are encouraged to notify their headteacher, who then needs to email their final report to Nicole McGregor and request an extension.

Schools used their funds to introduce a range of innovative capital projects that aim to enhance pupils' health and wellbeing. Here are some examples of how schools spend their funds:

- **Coston Primary School** introduced an adventure trail into their KS2 playground.
- **Lady Margaret Primary School** introduced a range of playground installations including log snakes, stepping logs, a teepee for quiet reflection and playground markings for children to ride their bikes.
- **West Twyford Primary School** used their funds to build a 40-metre running track with four lanes. The children use the track during physical education (PE) lessons and during break time to race each other.
- **Gifford Primary School** spent their funds on an active trail, dance markings and a concrete table tennis table. Playtime is now more structured and physical activity at playtime has increased.
- **Horsenden Primary School** used their funds to pay for the installation of four raised beds, so children could learn how to grow vegetables. The children in years 3 and 4 have planted potatoes, courgettes, strawberries and tomatoes. The produce will be used in year 3 and 4 curriculum cooking lessons.
- **Greenwood Primary School** purchased a safe space pod which is a chill out area for sensory breaks. The purpose was to provide sensory support for the children in the school with sensory needs, Autism spectrum disorder (ASD) and other special educational needs and disability (SEND) needs. These children need support with sensory processing and this space has provides children with this.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 17	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Determined admission arrangements 2021/22		
SUMMARY	All admission authorities must determine (i.e. formally agree) admission arrangements every year, even if they have not changed from previous years and a consultation has not been required.		
KEY ACTION POINTS	<ul style="list-style-type: none"> • Admission authorities must determine the admission arrangements for 2021/22 by 28 February 2020 • This must be published on the school and council website by the 15 March 2020. This is a statutory requirement set out in the School Admissions Regulations • If there are any proposed changes, including a reduction in the planned admission number this must be consulted on for a minimum of six weeks and be completed by 31 January 2020. 		
AUTHOR / TITLE	Joanne Bradley, Head of Admissions and Fair Access		
TELEPHONE NO.	020 8825 9662	EMAIL ADDRESS	jbradley@ealing.gov.uk

Timetable for determination of admission arrangements for the 2021/22 academic year

DATE	ACTION
By Friday 11 October 2019	Academies, foundation and voluntary aided schools who intend to change their admission arrangements and would like the local authority to carry out the consultation on their behalf must provide their proposed arrangements, this includes any proposal to reduce the planned admission number.
25 October 2019 – 6 December 2019 (The consultation will run for 6 weeks, this is a statutory requirement set out in the School Admissions Code)	LA consultation on the admission arrangements for community schools and any academies, foundation or voluntary aided schools that have submitted their proposed arrangements by the deadline.
By 20 December 2019	Any comments regarding the consultation will have been directed to the admission authorities concerned.
Beginning of January 2020	Community school's admission arrangements are reported to Cabinet
By 28 February 2020 (This deadline is a statutory requirement set out in the School Admissions Code)	Admission authorities must determine their final admission arrangements and notify all those consulted of the determined admission arrangements.
By Friday 06 March 2020	All academies, foundation and voluntary aided schools to forward to Joanne Bradley their final determined admission arrangements for 2021/22 ready for publication.
Sunday 15 March 2020 (This deadline is a statutory requirement set out in the School Admissions Code)	Deadline for all admissions authorities to have their admission arrangements published on the Council's website and on their own school website.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 18	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Change of date for May Day bank holiday		
SUMMARY	The early May Bank Holiday in 2020, will move from Monday 4 to Friday 8 May 2020, to mark the 75 th anniversary of victory in Europe (VE) day.		
AUTHOR / TITLE	Lynda Daly		
TELEPHONE NO.	020 8825 6477	EMAIL ADDRESS	Ldaly@ealing.gov.uk

The early May Bank holiday in 2020, will move from Monday 4 May to Friday 8 May 2020, to mark the 75th anniversary of VE day. Please ensure that this is communicated to all pupils, parents/carers and staff.

A complete list of school term holiday dates for 2019-2020 can be found on our [Ealing Grid for Learning](#) website.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 19	FOR INFORMATION & FOR ACTION	ATTENTION OF: All governors
TITLE	Private fostering and understanding the school's obligations		
KEY ACTION POINTS	An overview and reminder of what constitutes private fostering and the school's obligation to ensure carers' understanding of the law and requirement to report any identified instances.		
AUTHOR / TITLE	Helen Brookes, Team Manager, Safeguarding and Support		
TELEPHONE NO.	020 8825 8562	EMAIL ADDRESS	brookesh@ealing.gov.uk

What constitutes private fostering – a reminder

When a child or young person under the age of 16 (or under 18 if disabled) is living away from home full-time for 28 days or more with an adult who is not their:

- Parent, step parent or legal guardian
- Grandparent, brother, sister, aunt or uncle.

The arrangement is made privately between the child's parents and their chosen private foster carer. This may be a person known to the child from extended family and friends or someone not previously known to the child. With private fostering, the parent or guardian retains parental responsibility for the child even though they are not living with them.

Legal responsibility

Few people finding themselves in the situation of looking after someone else's child, realise that they have a legal responsibility to notify their local council once they plan or set up the arrangement.

Why it matters

The council can offer support to private foster carers if they know about the arrangement. The council also has a safeguarding responsibility towards the child/young person involved to guard their welfare in rare situations when the arrangement for whatever reason is not serving the child well; or where there are serious concerns.

The school's obligations

Obligations towards the child, parent / legal guardian, private foster carer

To ensure that all staff and workers engaged in working with and supporting children within the school are aware of private foster caring and the law and can in a diplomatic and engaging way relay the guidance and legal obligations to any potential or actual private foster carers identified.

That staff remain vigilant to the planning or existence of such arrangements and can give advice early on to the parents / legal guardians / foster carers.

The aim is to ensure they are aware of their position and obligations and the positive aspects of why the council must be notified.

Obligations towards the law on private foster caring

Once everyone involved in the private foster caring arrangement has been made aware of their legal duty to advise their local authority, given the contact details and the opportunity to do so, but haven't – it then becomes the school's legal duty to inform the council of the arrangement.

Contact details to advise of a private fostering arrangement

These can be used by the parents / legal guardians or private foster carers involved or by staff / workers at the school.

Ealing Children's Integrated Response Service (ECIRS)
020 8825 8000 (24hrs)

What children's services will do

Ealing Council will visit and check the private fostering arrangement to ensure it is safe and suitable for the child/young person. They will give advice and offer access to training and support that is offered to council-approved foster carers; as well as offering a support group for the children/young people. So, there is considerable benefit to be had.

If there are concerns for the child/young person's welfare, depending on their severity, the council can then advise actions to remedy the situation or act to stop the arrangement.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 20	FOR INFORMATION	ATTENTION OF: Primary governors
TITLE	Early education and childcare entitlements for 2/3/4year olds.		
SUMMARY	An overview of numbers of children taking up the free childcare offers at age two, three and four, including the 30 hours free childcare for working parents and looking at the demand and supply for places.		
KEY ACTION POINTS	<ul style="list-style-type: none"> • Dissemination to headteachers • Encouragement to review availability of places and advise Ealing's Family Information Service. • Support to raise awareness of two-year-old free childcare for siblings within the family. • Support to raise awareness amongst parents of the 30 hours childcare 		
AUTHOR / TITLE	Michael Nolan - Early Years Project Lead		
TELEPHONE NO.		EMAIL ADDRESS	nolanm@ealing.gov.uk

2-year old provision

100% of all eligible children have been offered a 2-year place.

- 52% of eligible children have taken up the offer (992), London average 56%, England average 68%.
- 131 providers are offering 2-year places.
- Activities are underway in the Greater London Authority (GLA) funded pilot scheme to test innovative ways to increase awareness and take up 2-year places targeted at harder to reach communities in Northolt and Southall.

3 and 4-year old provision - universal

6747 children are accessing universal provision in the borough

- 307 providers are offering universal 3&4-year places.

3 and 4-year-old 30 hour Provision for working parents

1692 eligible children are accessing a 30 hour place in the borough. All eligible children have found a place

- 151 providers are offering 30 hour places
- 40% places have been taken up by those children resident in the 30% most deprived lower layer super output areas (LSOAs) and Income deprivation affecting children index(IDACI) 71% places taken up by those children resident in the 50% most deprived LSOAs
- From April 2019 the hourly funding base rate increased from £4.43 to £4.63 and supplement funding will increase by 0.01p.

Demand for Places

As of 1 April 2019, **1692** eligible children are accessing a 30 hour place in the borough. All eligible children have found a 30 hour placement. This is an increase of 28% from the spring term total (1323 eligible children in spring term).

1432 places for children resident in Ealing (increase of 26% from spring total of 1136 places) **260** for children resident outside the borough (increase of 39% from spring total of 187 places) All eligible children have been found a place.

Of the 1692 places 40% were taken up by children living in the 30% most income deprived LSOAs in England (IDACI) If we add the next two deciles, it would mean that 71% of all places are used by children resident in the 50% most deprived areas in England.

Supply of places: providers

There are currently 151 providers offering 30 hour places in Ealing: two academies /25 primary schools /four maintained nursery schools/89 private voluntary and independent (PVI) nurseries/25 childminders. This number has remained stable over the last term.

Over the previous three terms we had seen a 107% increase in the number of primary schools offering 30 hour places from 15 in summer 2018 to 31 in spring 2019.

However, we had seen a 30% decrease in childminders from 36 to 25 in the same period. This was due to factors such as greater availability of places from other providers and the additional bureaucratic responsibilities related to processing codes, reconfirmation etc.

Increase in hourly rates: From April 2019 the hourly funding base rate increased from £4.43 to £4.63 and supplement funding increased by 0.01p.

Enhancing communication with harder to reach parents

We have produced a range of new promotional materials related to early entitlements, including leaflets, posters and promotional videos in a range of community languages.

As part of the Greater London Authority (GLA) pilot project to increase awareness and take up 2-year places targeted at harder to reach communities in Northolt and Southall, we are organising events and working with local partners and residents to assist in raising wider awareness and encouraging harder to reach eligible parents to apply.

To obtain materials for the school to use please email children@ealing.gov.uk

To view our free childcare videos search 'Ealing Free Childcare' on YouTube.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 21	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Family Information Service (FIS)		
KEY ACTION POINTS	Information for staff within schools and children's services about the support offered by the Family Information Service (FIS) regarding free early years childcare for two, three and four-year-olds; special educational needs and disabilities (SEND) and the information available online for families.		
AUTHOR / TITLE	Donna Henson / Family Information Service (FIS)		
TELEPHONE NO.	020 8825 5588	EMAIL ADDRESS	children@ealing.gov.uk

Family Information Service (FIS) - Free Early Years Childcare

The Family Information Service (FIS) provides information and advice for children, young people and their families living in the London borough of Ealing on a wide range of topics; including local childcare, activities, family support; and free early years education for two, three and four-year-olds.

Free childcare for two-year-olds

Our officers can help families find out if their two-year-old child is eligible for 15 hours a week of free childcare by asking a few questions and completing an online application form with them over the phone. If a family receives a result of 'not eligible', officers can talk through the additional criteria with them to find out if they meet one of these; and explain next steps to confirm their eligibility. If a family does not meet any of the additional criteria, the FIS can tell them about other local services available, which they can access until their child is eligible for a free universal childcare place (the term after their third birthday). If a child *is* eligible, the parent/carer will receive an eligibility letter to take with them to their chosen childcare provider to access a free place.

15 hours free childcare for three and four-year-olds

As well as free childcare for two-year-olds, our officers provide information and advice about free childcare for all three and four-year olds for 15 hours a week; including how the free entitlement works and when their child can start. The FIS can also explain the process of how a child leaves nursery and starts school; including how to apply for a school place, and where they can get more information.

30 hours free childcare for three and four-year-olds

The FIS can also help families understand the extra 15 hours a week free childcare for three and four-year-olds of working parents (30 hours childcare), including the eligibility criteria families must meet to qualify; and how they can retrieve their code to access the full 30 hours, and explain the obligation to re-confirm their eligibility to ensure their child has a place in the next term.

The FIS can answer any questions or queries about free childcare and can help match families to registered childcare providers in their area. They can provide a list of nurseries, playgroups and childminders who offer free childcare places; and a checklist of useful questions for families to ask when making their enquiries, to help them decide whether a childcare provider is right for them.

Family Information Service (FIS) SEND Officer

The FIS has a dedicated special educational needs and disability (SEND) officer who provides information, advice and support for families who have a child or young person with an additional need

or disability. A brokerage service is also available to families who are experiencing challenges in accessing services that meet the needs of their child.

Izra Bernard – SEND Family Information Service Officer

Telephone: 020 8825 5588

Email: bernardi@ealing.gov.uk

Directory: www.ealingfamiliesdirectory.org.uk

Local offer: www.ealinglocaloffer.org.uk

Ealing families directory

The FIS has an online directory www.ealingfamiliesdirectory.org.uk that families and professionals can access to learn everything Ealing has to offer children and young people living in the London borough of Ealing; including local childcare provision, children’s centres, out of school activities, sports and leisure facilities, youth clubs, libraries and family support. Our officers can help families navigate their way through this website to ensure they quickly find the information they need; and provide information to families in other ways, such as post or email, if required.

To ensure the directory displays the most current information, the FIS relies on services to update them regularly and inform them if anything changes about the provision they offer. This helps to ensure all childcare facilities, including those within schools, are fully publicised to the local community and represents a true reflection of the current service offer; allowing families to quickly access the information they need.

To tell us about a new service you offer, or update information about your current service; contact the Family Information Service on 020 8825 5588 or email children@ealing.gov.uk

Facebook

Families can also find useful information on the services and activities available to them by accessing our Facebook pages. These include the **Ealing Family Information Service** page: <https://www.facebook.com/EalingFIS/> which offers local and national information for families living in the borough; and **Ealing Local Offer**: www.facebook.com/ealinglocaloffer which provides useful information for children and young people with an additional need and/or disability.

Our Facebook pages also include short videos, display information about national awareness days, and show useful posts that emphasise key messages about health, learning and development.

It would be useful if staff and parents / carers are encouraged to follow these pages to stay informed.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 22	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ealing Early Start service 0-19		
SUMMARY	Central London Community Healthcare Trust (CLCH) won the tender for the Early Start Ealing service in October 2018. Early Start Ealing is a holistic, integrated service offer, bringing together staff from different organisations, health visiting and school nursing teams, the Family Nurse Partnership (FNP), family support workers, social workers and therapists in locality-based teams, in order to improve outcomes for children and families.		
KEY ACTION POINTS	Please disseminate to all staff		
AUTHOR	Irene Sanyauke, Early Start Strategic and Operational Lead		
TELEPHONE NO.		EMAIL ADDRESS	irene.sanyauke@nhs.net

Early Start Ealing's new management

Irene Sanyauke is the new strategic and operational lead for the service; from January 2019. The service has an integrated management structure and Irene is jointly managed by the CLCH Director of Operations (Children's Division) and London borough of Ealing Assistant Director Early Years and Preventative Youth Services; and is based at Ealing Council (Perceval House).

Working together effectively

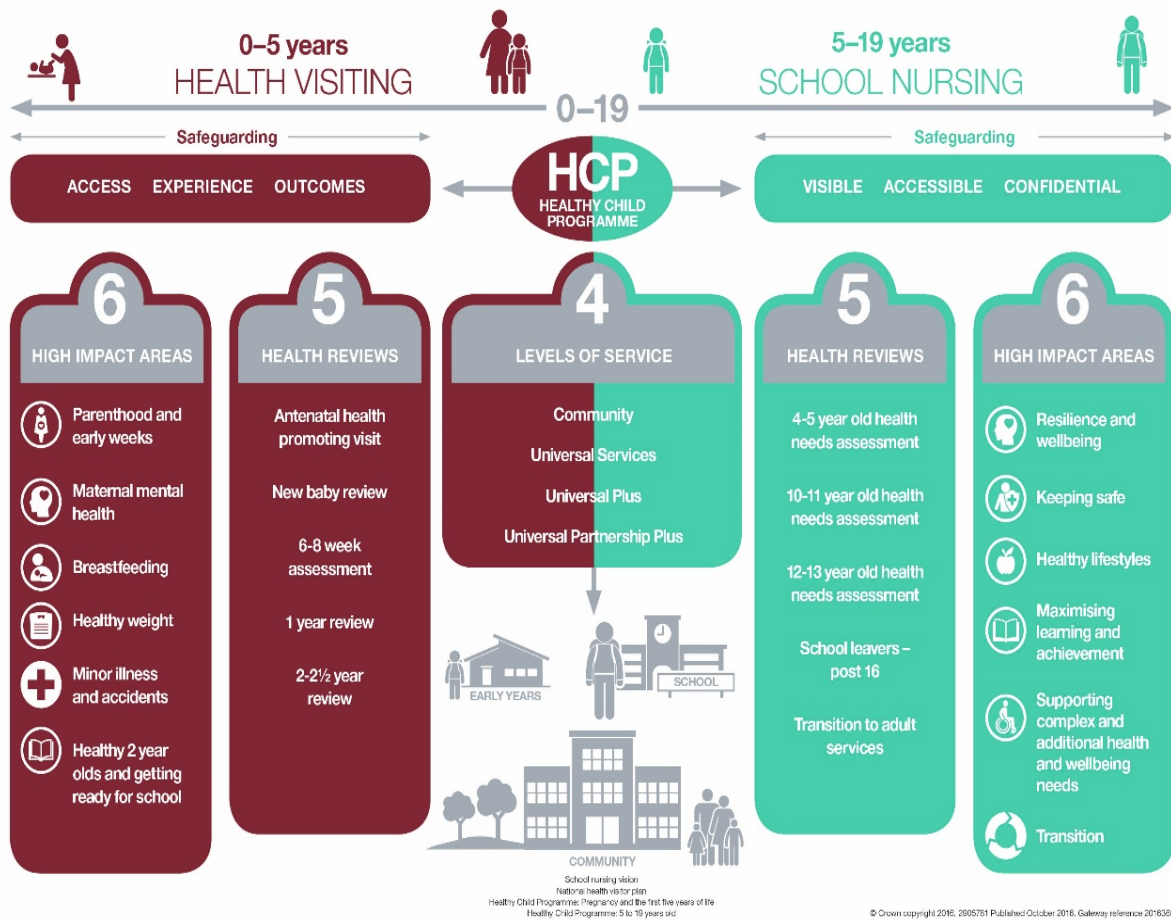
The Early Start Ealing 0-19 service promotes two levels of integration: One is 'Within the organisation' by having closer working relationships between health visiting, FNP and school nursing teams enabling a 'Think Family' approach, improving transition between the services, and improving efficiency by shared management and administrative functions.

The other is 'Outside organisation' which takes a holistic approach to health, partnership working with other agencies which is integral to the success of this service. The service has joint reporting and shared access to both CLCH and Ealing Council's IT systems. Using integrated working supports practitioners to:

- Identify children's needs earlier
- Deliver a coordinated package of support that is centred on the child or young person, and help to secure better outcomes for them.

The service specification is based on the 0-19 Healthy Child Programme and the 4-5-6 Health Visiting and School Nursing model (see diagram). The service also includes delivery of the Family Nurse Partnership service which is targeted at teenage parents and the Maternal Early Childhood Sustained Home Visiting (MECSH) programme which is a structured programme of sustained home visiting, group work and service connection for families at risk of poorer maternal and child outcomes.

Healthy Child Programme: The 4-5-6 approach for health visiting and school nursing



Our teams

The Early Start Ealing 0-19 teams consist of health visitors, school nurses, family nurses, community staff nurses, community nursery nurses, admin, health visitor assistants and local authority employed staff – social workers, family support workers, SEND and London North West Speech and language therapists.

The teams are co-located within children’s centres (CC) and are based at Hanwell CC, South Acton CC, Islip Manor CC, Perivale CC and Grove House CC.

You can contact the service through our Early Start Hub:

Tel: 020 8102 5888, **Email:** clcht.ealingadmin@nhs.net

Southall & West Ealing, **Email:** clcht.swe-earlystartealing@nhs.net

Acton & Central Ealing, **Email:** clcht.ace-earlystartealing@nhs.net

Northolt & Greenford, **Email:** clcht.nag-earlystartealing@nhs.net

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 23	FOR INFORMATION / FOR ACTION	ATTENTION OF: All governors
TITLE	Children's centres consultation and outcome		
SUMMARY	A comprehensive consultation was undertaken between 22 nd February and 17 th May 2019 regarding a proposed Children's Centre Strategy 2019-2022. An independent report from this consultation, 'One Roof-All Things' sets out the extent to which Ealing's children's centres are valued. This response informed a revised strategy, reducing the impact of proposed savings on our network of children's centres in Ealing.		
KEY ACTION POINTS	For Information and an invitation to participate in Ealing's borough wide Children's Centres Advisory Board to be held at 9.30-12.30 at Windmill Park Children's Centre, 1 Tulip Close, Southall, UB2 4UZ on Friday 27 th September 2019 and Friday 17 th January 2020. Please contact Clare Welsby.		
AUTHOR / TITLE	Clare Welsby, Children's Centres Strategic Manager		
TELEPHONE NO.	020 8825 5213	EMAIL ADDRESS	cwelsby@ealing.gov.uk

Ealing, along with other local authorities, is facing its toughest financial challenge in recent times. Ealing Council's government grant has been reduced by £143.7m, equivalent to a reduction of 64% over the past 10 years. A draft Children's Centres Strategy was proposed to rationalise services by re-organising some centres, by either consolidating what is available in some centres or closing some centres altogether. It was initially proposed that this strategy could save £808,000 over the next three years to 2022 as part of the council's wider savings plan. Access the [Children's Centre Strategy](#), click our feedback tab then choose our consultation page.

Following a comprehensive public consultation, the extent to which Ealing's children's centres are valued by parents, families, communities and stakeholders who work in partnership through our centres, became overwhelmingly evident. This resulted in a revised strategy which was presented to Ealing Cabinet on the 16th of July 2019. The revised Children's Centres Strategy sought to minimise the adverse impact of any savings whilst achieving the early year's savings needed of £808,000. This was mainly achieved through an improved financial contribution from our National Health Service (NHS) health partners who extensively rely on the children centre network both to provide office space and deliver services from. Despite this contribution and other savings, the remaining £218.210 will be achieved through a 24% reduction in the budgets of 9 of the 11 linked centres at risk (Acton Park, Copley Close, Dormers Wells, Havelock, Horsenden, Northolt Park, Windmill, Windmill Park and West Twyford), and the closure at the earliest date of April 2020 of North Ealing and Wood End children's centres.

Ealing will have seven designated children centres and 18 linked sites following these changes.

One roof-all things report

This report is the result of interviews with 385 people (40 consultation meetings), 1,820 respondents to an online and paper survey including 5,375 written comments.

Key themes are:

- Consistent positive feedback on quality of services provided by Ealing's children's centres.
- Not to close the respondents' local centre
- Not to maintain or enhance some centres at the expense of others - keep all centres open

- Difficulties of access – travel and costs if local centres close
- Impact on remaining services – not enough capacity within remaining centres to meet increased need
- The range of services provided by different centres, including services for older children and young people that build on the early years' services at some centres i.e. after school and youth clubs.

Overarching positive themes:

- Acceptance – *how welcoming and inclusive the children's centres are - leading to community cohesion through a strong, diverse and fair community*
- No 'wrong door'
- Early identification of need and vulnerability
- Providing a safe place in the community
- Reducing isolation
- Support for mental health and wellbeing.

In summary

The 385 people interviewed were very concerned about the potential loss of any centres across the borough and the potential impact for other families not being able to access the support they and their families have received from Ealing's children's centres, in the future.

Although the 1,820 people who responded to the online and paper survey were broadly in agreement (68%) with the proposal to keep the main seven children's centres and enhance the nine linked centres (69%); they were significantly in disagreement (68%) with the proposal to do this at the expense of the remaining 11 children's centres.

Many parents emphasised how important children's centres were to them and their families:

I didn't know anything about being a mum, nor did my husband. I didn't know who else I could talk to [...] but you can ask anything here and they will help you and they have health experts too. My child has communication problems and he couldn't speak. They arranged speech and language therapy and taught me how to help my son and that in the end helped me too.

The children's centre staff arranged a meeting on the day my child was diagnosed with autism to sort out provision for him [...]

There is a sense of community. A sense of belonging. You can ask anything. Sometimes you don't even need to ask they can see you are struggling.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 24	FOR INFORMATION	ATTENTION OF: All governors
TITLE	General education updates for governors (not covered in other items)		
SUMMARY	<p>A summary of key Department for Education (DfE) and other guidance/information (not covered elsewhere in the Directors' Report)</p> <ul style="list-style-type: none"> • Updated Brexit guidance • Teachers' Pay • DfE guidance on pupil premium • Children in Need and Looked After Children census data • National Governance Association (NGA) guidance on school uniforms and parental contributions • Association of school and college leaders (ASCL) project reveals unintended impact of Christmas jumper day 		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

Updated Brexit guidance for schools

The Department for Education has updated its [guidance](#) on what school should do to prepare for Brexit. Updates include:

- Details of where to find information about the [EU Settled Status scheme](#), helpful if you or your staff are European Union (EU) citizens
- Information on [medicines](#) and on travel to the EU, which may be useful for planning school trips
- New guidance relating to [school food](#).

School teachers' pay

The Education Secretary has accepted all the recommendations from the Independent School Teachers' Review Body to raise the upper and lower boundaries of all pay ranges by 2.75% for a pay rise in the next academic year. This is an above inflation pay rise, and equivalent to a £1,000 increase to average classroom teacher pay and a £1,620 increase in the average pay of school leaders. Schools will continue to determine how staff are paid, but the increase in pay will be supported by an additional £105 million to be paid through the teachers' pay grant, on top of the £321 million already committed for the 2019-20 financial year. [Find out more about the pay award](#). The DfE is also taking action to [reduce teacher workload](#), expanding the support for [early career teachers](#), and developing new qualifications [to help teachers progress in their career](#).

Department for Education encourages schools to produce long-term pupil premium strategies

The Department for Education (DfE) has [updated its guidance on pupil premium](#) allocations, spending and monitoring. In an attempt to better align pupil premium spending with school improvement strategies, those governing and school leaders are now being encouraged to produce "multi-year" rather than annual pupil premium strategies, over a three-year period for instance. The strategy will still need to be set out in an annual pupil premium statement, as this is a requirement for all maintained schools and most academies. The updated guidance also includes a useful set of frequently asked questions and outlines that the governing boards have a key role to play in, "checking the school's pupil premium planning and, where appropriate, challenging the senior leadership over its use. Governors should champion evidence-based practice and consider the rationale in all pupil premium-related decisions."

The DfE's updated guidance includes references to the Education Endowment Foundation's (EEF) recently published [pupil premium guide](#). The guide includes myth-busting, case studies, and an exemplar approach to pupil premium spending. Key messages included the importance of rooting a school's pupil premium strategy within its wider whole school strategy. The guide also stresses that high-quality interventions are often only one part of a successful pupil premium strategy, with spending on improving staffing and tackling "wider barriers to learning, such as attendance and behaviour" also being important.

For those governing, the updated DfE guidance, and the EEF guide, combine to highlight the vital role of governors and trustees in relation to pupil premium, and provide accessible resources to support them in carrying out this role.

DfE data - children in need of social care are at a significant educational disadvantage

Using 2012-13 children in need and looked after children census data, and linking this with the 2017-18 national pupil database, the Department for Education (DfE) has released its final analysis for [Children in need of help and protection](#). It found that, as of 2018, one in ten children had been "in need of social care services" at some point since 2012-13. Overall, the analysis found that, over the past six years, there were less than 500 schools in the England without any children who required social care assistance.

The findings demonstrate that children who have required social care have much lower attainment, and this potentially impacts their prospects moving forward. After controlling for other factors which may impact upon pupil outcomes, the data highlighted that children in need were:

- Half as likely as their peers to "achieve a strong pass in their English and maths GCSEs"
- Roughly "three times less likely to study A-levels" (if still in need by the time they left secondary school) and "five times less likely to enter higher education"

Related to this data release, the secretary of state for education, Damian Hinds, [made a speech](#) for the Reform thinktank, addressing disadvantage in the English school system. Mr Hinds used this speech to draw attention to the issue of social mobility, the barriers to attainment it can place on pupils, and the oversimplification of the "North-South" divide. Specifically referring to pupils in need, Mr Hinds stated that the government will review the admissions code to make it easier for children in need to move schools when necessary, such as in cases of domestic abuse.

Governors and trustees should ensure they have adequate provision in place for children in need and looked after children. For more information, please visit the [NGA knowledge centre](#).

NGA guidance on school uniforms and parental contributions updated

National Governance Association (NGA) has published updates to its guidance on school uniforms and parental contributions as part of the *Spotlight on disadvantage* [campaign](#). Both of these are prominent issues with the potential to significantly impact on a school's most disadvantaged pupils.

School uniform policies

A uniform policy can play an important role in reflecting the school culture which will have been determined by the governing board. However, the uniform policy is also especially significant in terms of the impact that it can have on disadvantaged pupils and their families. As research highlighted in NGA guidance has shown, the annual cost of school uniforms can be significant. NGA guidance covers some common-sense principles which a uniform policy can reflect in order to ensure that uniforms remain affordable for all families. It also advises boards on other key issues to consider when designing or amending their policy.

Parental contributions

Both voluntary donations and charges for “optional extras”, are a particularly topical issue, as schools pursue other options for income in the context of significant budgetary constraints. NGA guidance covers the key legal questions of when boards can request donations from parents, when they can charge them, and some key principles to remember when doing so. It also specifically discusses the issue of disadvantaged pupils and their families, reminding schools of their responsibilities in this area, and the importance of considering the impact of charges on pupils’ ability to access activities with benefits to their learning or personal development.

Both of these topics are interlinked with boards’ obligations in overseeing pupil premium spending. As NGA [research report](#) highlights, providing school uniform and subsidising “optional extras” such as theatre trips are some of the possible uses for pupil premium funding. Boards should be ensuring that the pupil premium is being carefully targeted at the specific barriers holding back their disadvantaged pupils.

ASCL project reveals unintended impact of Christmas Jumper Day

A project organised by the Association of School and College Leaders (ASCL), which allows clusters of school to share, combine and compare data to identify trends, has [identified](#) that there is a spike in non-attendance among disadvantaged pupils on Christmas jumper day, with those behind the project suggesting that this is a result of some pupils not having access to a Christmas jumper.

This data highlights the importance of considering the cost implications of school led initiatives upon families in poverty. While well meaning, activities which require the purchase of additional items can end up being the source of anxiety and exclusion for disadvantaged pupils and their parents/ carers.

As part of the responsibility to champion the needs of disadvantaged pupils, those governing should gain assurances that all activities organised by the school are inclusive and do not put a financial burden upon families. Not only does this apply to those eligible for the [pupil premium](#), but those governing should also be aware of the [cost of the wider school day](#) upon the whole school community.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 25	FOR INFORMATION/ACTION	ATTENTION OF: All governors
TITLE	School complaints policy		
SUMMARY	Information on the Department for Education's (DfE's) updated guidance, model policy and use of independent governors		
KEY ACTION POINTS	Governing boards to revise their policy and make sure it is fit for purpose if not carried out since the revised DfE statutory guidance in January and May		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

In January the DfE updated its [Best practice guidance for school complaints procedures 2019](#) for maintained schools, including a **model complaints procedure** and **model policy for managing serial and unreasonable complaints**. In May they have included further information on the use of independent governors and duplicate complaints.

In accordance with Section 29 (1) of the Education Act 2002, all maintained schools and maintained nursery schools must have and publish procedures on the school website to deal with all complaints relating to their school and to any community facilities or services that the school provides, for which there are no separate (statutory) procedures. The duty to establish procedures for dealing with complaints lies with the governing board.

The main changes are as follows:

- Simplified to cover formal complaints only, so reduced to two stages.
- Includes complaints about individual governors and about the whole governing board.
- Complaints about the whole or majority of the governing board or about the chair/vice chair jointly should be investigated by an external investigator and then heard by an independent panel of governors from another school.

Complainants should be discouraged from approaching individual governors with a complaint – governors have no power to act on an individual basis and it may prevent them from hearing complaints at the appropriate stage in the procedure. **It is the governing board that is the responsible body for dealing with any complaints about the school**, following the procedure in its published policy.

There is no formal role for the local authority in hearing complaints about maintained schools (unless a safeguarding matter) - if the school's complaints procedure has been exhausted, complainants should be referred to the [Department for Education](#). The DfE may refer such complaints on to Ofsted.

Governing boards should review their policy in the light of the updated guidance. If you choose to adopt the DfE model policies, you should tailor them to your school. For example, in the DfE model policy there is only a two-step process not three. We also recommend that you incorporate a serial complaints policy into your complaints procedure.

Additional information can be found on the National Governance Association (NGA) website including a [model policy](#) (you will need to be a member to access).

**Training on, *Dealing with complaints* will be held at:
EEC on Thursday 5 March 2020 – see item no. 30 for more details.**

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 26	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Governing boards work schedule/annual plans		
SUMMARY	Reminder of key areas to consider		
KEY ACTION POINTS	Please read and action as appropriate.		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

The following can be used to review your governing boards annual work. The lists of tasks for the purposes of this guidance are divided into full governing board (FGB); resources/finance (including staffing); teaching and learning and children, families and community. Committees indicated below are only examples. Governors should decide on a committee structure which works most effectively for their governing board (GB) and its priorities or if no committees, who will lead on key areas.

Please note that for most areas, the regulations do not state when items/areas should be reviewed or completed, or how many committees (if any) GBs should have. This is up to each individual GB to decide. However, it makes sense if the meetings are in sync with key data points or milestones in the strategic plans/action plans. Without planning for the year ahead it is difficult for the GB to self-review and assess the impact it has had.

To support your planning, the [Ealing Governor Toolkit](#) on Ealing Grid for Learning provides GBs with a variety of tools to use if revising key areas e.g. committee structures, terms of reference. For September 2019 we have again updated the code of practice. We recommend all GBs have one which is agreed and that all governors and clerks must sign. We have also made some other minor amendments to ensure documents are still up to date.

Items that should be included on each agenda

- Declaration of interests – pecuniary and other which must be published on the school website. Once completed, declarations at meetings are only relevant where appropriate to the agenda or as items arise
- Receive and consider apologies – it is important to ensure it is clear who is an authorised or unauthorised absence as part of the minutes.

Items that should be done on a regular basis

- Monitor school development plan/school self evaluation
- Review of policies and other document/information (you should have a framework in place as part of your annual work plan of when and which committees undertake these).
- Review pupil progress and attainment.
- Receive reports.

Key tasks (as appropriate)

- Organise induction, support and training for governors.
- Ensure all governors have signed a qualification/disqualification declaration – this includes information about non-attendance will result in removal from the GB.

All governors must have an enhanced Disclosure and Barring Service (DBS) check

A reminder that as only the individual receives a copy of their [DBS certificate](#) it needs to be clear who the check must be shown to so it can be added to the single central record. From September 2018 in the revised [Keeping Children Safe in Education](#) statutory guidance (KCSIE) recommends that section

128 checks are carried out on all new governors. **In Ealing we recommend you carry out the checks for all governors.** See [Ealing Grid for Learning](#) (EGfL) for more information.

All governor information must be on the DfE's [Getting Information about Schools \(GIAS\)](#) site

Lack of school website compliance in addition to lack of governor info on GIAS is something Ofsted have highlighted as a common theme and one they are likely to pick up on more robustly.

Remember the full GB must deal with the following i.e. cannot delegate to a committee or an individual:

- Agree constitutional matters
- Appoint new governors as set out in the Instrument of Governance (or Articles of Association)
- Hold at least three governing board meetings a year
- Appoint or remove the chair and vice chair
- Appoint or remove a clerk to the governing board
- Establish the committees of the governing board (if any) and their terms of reference
- Appoint or remove a clerk to each committee
- Suspend or remove a governor
- Decide which functions of the governing board will be delegated to committees, groups and individuals
- Receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the governing board is necessary
- Review the delegation arrangements annually.

In the following lists items in **bold** are the ones which have to be considered each year

Autumn term

If not already discussed in the summer term ready for the autumn term.

- Discuss and agree terms of reference for full GB or operating guidelines
- Review the committees in place and their terms of reference/members. Elect members and appoint clerks to committees where appropriate. The full GB can delegate the election of chairs of each committee to the committee themselves.
- Appoint governor/s to specific responsibilities where appropriate e.g. Child protection, special educational needs and disability (SEND), looked after children (LAC), health and safety
- Set objectives of the GB for the year linked, to the school improvement plan
- Agree a programme of meetings for the year including committees and when to review aspects of the school improvement plan
- Review progress as appropriate the school's self-evaluation.

For full GB

- **If the school is its own admission authority (foundation and voluntary aided) draw up an admissions policy for the next school year if it needs to change (beginning of the term)**
- Initiate review of the school improvement plan/examine school improvement plan
- **Update register of interests** and publish on school website
- Review National Curriculum tests, GCSE and other exam results – remember first teaching of new GCSEs in some subjects and AS/A levels in some subjects
- Review appropriate elements of the school improvement plan.

Resources/finance

- Monitor budget
- Review charging policy
- Complete asset management plan
- **Review appraisal policy** (if not completed in summer term)
- **Conduct headteachers (HT) appraisal** (we recommend before teaching staff – deadline for pay decisions 31st December)
- **Review and determine the HTs salary** (backdated to 1st September)
- **Ensure every teacher has an appraisal review and their salary is reviewed by 31st October** (backdated to 1st September).

Teaching and learning

- Review progress of the school improvement plan.

Children, families and the community

- Review annual report on safeguarding (the local authority requires a copy of the report once a year – at school's discretion when)
- Has the review of safeguarding taken into account the new duty with regard to Prevent?

Reminder

- HTs who wish to leave by the end of the autumn term must have handed in their resignation by 30 September. All other teaching staff 31 October
- September – new parents' home school agreements (not nurseries)
- October 31st - admission applications to secondary schools close.
- Own admission authorities who intend to change their admission arrangements for 2019/20 must provide the proposed admission arrangements to the local authority (LA) for consultation between 31st October and 31 January and must last for a minimum of six weeks – see www.egfl.org.uk

Spring term

For full GB

- Review progress of the school improvement plan
- Agree curriculum plans
- Review progress as appropriate the school's self evaluation
- **Publish early in term proposed admissions arrangements for autumn of next year** (schools which are admissions authorities).

Resources/finance

- **Review whole school pay policy**
- Review implementation and impact of the appraisal/pay policy
- Agree budget for coming year
- Review charging and letting policy
- Review insurance
- Review and agree staff structure.

Teaching and learning

- Special educational needs and disabilities (SEND) report
- Review SEND policy
- Pupil premium report

- Report on curriculum developments
- Finalise any curriculum plans for the coming year.

Children, families and the community

- Assess impact of equalities objectives and review equalities information, see reminder below
- Review annual report on safeguarding (Please note – there is no longer a requirement to send a report to the local authority (LA). We recommend it is still good practice to report on safeguarding to the governing board).

Reminder

- 15th January 2020 - admission applications to primary schools close
- Equalities published information must be reviewed ‘at least’ annually – usually by 6th April. Objectives must be reviewed ‘at least’ every four years (first set in 2012). It is recommended that they are also reviewed regularly to ensure they are still meaningful and where possible aligned to school priorities/school improvement plan
- Headteachers (HTs) who wish to leave by the end of the spring term must have handed in their resignation by 31 January. All other teaching staff 28 February.

Summer term

For full GB

- Conduct self-review of governing board (GB) effectiveness (impact based on annual plan)
- Review and update the school’s self evaluation
- Review progress of the school improvement plan and update as appropriate ready for the new academic year
- Receive the HT report on staff appraisal
- Review governors’ visits.

Resources/finance

- **Agree budget for new financial year**
- **Review staff and pay** (last day for teacher resignations 31st May). Good practice to review staffing structure
- **Review appraisal policy/process and pay policy**
- Review staff attendance/absence
- Report on any racist incidents and the response at least annually
- Appoint governors to conduct headteachers appraisal review late summer or early autumn – ensure they are or will be trained and appoint an external adviser. In Ealing, schools can use an Ealing Learning Partnership (ELP) external adviser. The LA recommends that the headteacher’s appraisal should happen before the teachers. This supports a whole school approach to working towards school priorities.

Teaching and learning

- Review progress of the school improvement plan and any specific identified areas
- Review careers advice.

Children, families and the community

- **Review child protection/safeguarding policy and procedures**
- **Report to parents on the policy for children with SEND** (not special schools)
- **Annual report to parents for nursery schools**

- **Own admissions authorities - to publish online their entry arrangements by 15 March 2020**
- Review attendance of pupils
- Review pupil exclusions for the year
- Review report on progress in implementing accessibility plan.

Reminder

- Headteachers who wish to leave by the end of the spring term must have handed in their resignation by 30 April. All other teaching staff 31 May.

Some features of a safeguarding report to governors

- Period covered
- Name of report author and date presented to governors
- Names of designated safeguarding person(s)
- Training record (of staff at all levels)
- Audit of relevant policies and review dates
- Number of initial referrals made, separated into physical, emotional, sexual and neglect
- Number of meetings attended by type:
 - Initial child protection conference
 - Professionals strategy meeting
 - Child protection review conference
 - Core group meeting
 - Common Assessment Framework (CAF) - in Ealing known as early help assessment and plan (EHAP)
- Number of pupils subject to a child protection plan
- Number of children in public care
- Number of allegations made against staff
- Other comments on safeguarding issues or concerns
- Comparison information from previous reports and actions required to rectify them
- Also does your safeguarding arrangements include Prevent, female genital mutilation (FGM) and guidance on peer to peer abuse.

Please refer to the current statutory KCSIE guidance. The report should be based on a review of the duties in the revised guidance from September 2019, the school's current practice and any future plans needed to ensure the practice current requirements.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 27	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Governor and clerk recruitment		
SUMMARY	Reminder of: <ul style="list-style-type: none"> • Services that can help recruit new governors/chairs • Revised job descriptions for clerks • New clerk to governing boards guidance on recruitment, selection and employment. 		
KEY ACTION POINTS	Governing boards to review role profiles in the light of revised job descriptions		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

The following organisations offer free governor recruitment services to help you find new governors.

Governors for Schools

[Governors for schools](#) is an independent school governor charity that provides free services for volunteers, schools and employers. Volunteers come from a wide range of professional backgrounds, so they can address your specific recruitment needs. They also work with a wide range of organisations, especially if they do not have candidates with the required skills, to provide you with candidates who bring the experience you require. Governing boards can place vacancies at any time on their website or via the Ealing account manager William Durham. For more information call 020 7354 9805 or e mail William.Durham@sgoss.org.uk

We will be holding a governor recruitment event in the spring term 2020 date TBC.

Inspiring Governance

[Inspiring Governance](#) is a free, Department of Education (DfE) funded online service run by the Education and Employers charity and delivered in partnership with the National Governance Association (NGA). The programme works via an online platform where volunteers register their interest in governance and complete a skills profile. Schools/ recruiters can register their governor vacancies and then search for suitable governors via an online Ordnance Survey map of local volunteers. Schools can see volunteers close to them by registering as a governor recruiter and viewing the strengths of those who have expressed a desire to govern in their area. All appointed governors receive a years' free individual support and Continuing Professional Development with the NGA. For further enquiries or support in using the service then e-mail enquiries@inspiringgovernance.org or 020 7566 4880.

Inspiring Governance – Future chairs recruitment service

The chairs recruitment service is part of the Inspiring Governance programme (link above) supported by the Department for Education and delivered by the Education and Employers and the National Governance Association (NGA). The chairs recruitment service will help boards source high calibre individuals who have the potential to become a chair, vice-chair or committee chair within a year of joining a school governing board. Alternatively, governors currently on your governing board (GB) can apply to access the support provided if they are looking to become a future chair. If you have any questions, please contact Simon Richards – chairs' development manager at NGA on 0121 237 3780 or simon.richards@nga.org.uk

Livery Companies

There are 110 Livery companies with around 30,000 members from a very wide range of professions and skills. Livery and Livery companies were historically Guilds working to maintain standards, thorough apprentices. Giving back to society is a big part of being a member of a Livery Company and all Livery Companies have a focus on education as a key pillar of activity.

Through the Volunteering Platform (VP), Livery Companies aim to find professional people from within their membership who are willing to give up their time to offer support to schools with resource needs, to be governors. Volunteers can also support further with career talks, employability days and to support school clubs. The VP is designed to match school requirements with the right people. Usage by schools is totally free.

Log on to the [Volunteering Platform](#) and enter as much data regarding your school and the governor vacancy you are looking to recruit to. Once the data is entered, any of the volunteers who “fit” will be notified of the opportunity and can then respond straight to the school. It is then up to the school to respond/pursue. For any further details or queries when using the VP please contact david.barker@liveryschoolslink.org.uk

Generic job descriptions for clerks

Further to consultation at the end of July 2019, we have revised the current generic scale 7 job description for clerks on [Ealing Grid for Learning](#) (EGfL) and developed two new role profiles which have been graded by Schools’ HR at scale 6 and scale 8. The job descriptions have been written for ‘As and when’ contracts – clerks who are paid on timesheet basis (employed by the school). The reason for developing these is as follows:

- The current job description did not reflect the [DfE clerking competencies framework](#) 2017 or the increase in expectations of clerks to ensure the GB stay focused on its core functions
- Salary levels are not always commensurate with the role clerks are expected to carry out and in addition are not in line with neighbouring boroughs resulting in difficulties for GBs to secure the services of a good clerk in Ealing
- GBs have asked for two levels of job descriptions.

The scale 6 job description is aimed at GBs who are recruiting or have in place a clerk who provides full administrative support but may be new to role or does not carry out the full range of clerking duties. The scale 8 job description is for clerks who provide a full professional service in all aspects including advice, guidance and support on legal, compliance and membership matters. In addition to the revised job descriptions we have also updated the payroll guidance and developed an [Ealing clerks’ to governing boards guidance on recruitment, selection and employment](#)

Reminder from Human Resources

[Pay rates and payroll](#) Please note clerks on ‘as and when’ contracts are eligible for paid annual leave (pro rata). For more information on this please contact your HR provider.

Appointment checklist

The school will need to decide if the post is a fees post or if the clerk will be an employee. If the clerk is to be an employee the instruction should come to the HR administration team with a completed [appointment checklist](#)

Job evaluation

If schools use generic job descriptions with amendments, they will need to go through the [job evaluation process](#)

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 28	FOR INFORMATION	ATTENTION OF: All governors
TITLE	The Ealing Learning Partnership (ELP) headteacher induction handbook - now online		
SUMMARY	The ELP headteacher induction handbook has been fully updated and relaunched as an online handbook on the Ealing Grid for Learning (EGfL) website.		
KEY ACTION POINTS	Key information in this online handbook of use to governors. Share with the board.		
AUTHOR / TITLE	EGfL web team		
TELEPHONE NO.		EMAIL ADDRESS	egflwebteam@ealing.gov.uk

The [ELP headteacher induction handbook](#) has been fully updated and relaunched as an online handbook on the EGfL website.



It can be printed like a paper booklet, and works equally well on tablets, mobiles and desktop devices.

The new handbook can be updated quickly and easily by the web team, so changes can be made almost instantly, meaning that you can access the latest information and resources.

Although the handbook aims to help new headteachers, we think some of the key information is useful for existing heads as well as other senior leaders and governors.

A short overview of what it includes:

- ❖ Induction policy and arrangements
- ❖ Ealing headteacher handover guidance and checklists
- ❖ Ealing development and support structures and networks
- ❖ Ealing contacts, events and charts
- ❖ Ealing Learning Partnership (ELP)
- ❖ Ealing traded services for schools
- ❖ Ealing school data reports online
- ❖ Safeguarding, health and safety and SEN in Ealing
- ❖ How we keep you updated through the EGfL and the Gatekeeping newsletter to schools.

Contacts and feedback

Please do get in touch if you have any feedback about the handbook by emailing the web team:
egflwebteam@ealing.gov.uk

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 29	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ealing governance accreditation programme (New)		
SUMMARY	As part of the central training programme, governors/trustees can now obtain recognition of training attended via the Ealing Learning Partnership governance accreditation programme		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

Strong governance helps drive school improvement and effective governance requires individuals to be suitably trained, informed and supported in order carry out their duties effectively and efficiently, taking accountability for the outcomes of pupils in their school.

Ealing Learning Partnership (ELP) has a wide variety of training which, along with your own board's support and development input, will help you keep up to date with local and national changes, and acquire the skills and knowledge you need to carry out this role effectively.

ELP governance accreditation programme

For 2019/20 we are introducing a locally accredited programme. We have identified three broad levels of governance, starting with new governors and progressively leading to more advanced levels as the individual's knowledge, experience and confidence grows.

- Level one – new governor (up to 18 months/2 years)
- Level two – skilled governor (2 years +)
- Level three – experienced/lead governor incl. chairs.

For each of the training sessions there is an indication of the level and area/s of the Department for Education (DfE) [Governance competency framework](#) it will help meet.

How do I achieve accreditation?

Governors, who in any one academic year complete:

- Four training sessions (incl. learning conversations) +
- A brief self-review of the difference any training has made to their practice and next steps

Will be eligible to receive an ELP governance accreditation certificate.

All governors/trustees/clerks seeking an ELP certificate of accreditation must complete a self – review. It will be helpful if prior to training, individuals have identified strengths and areas for development. Speak to your clerk/chair about the skills audit used with your board or you can access the National Governance Association (NGA) template on EGfL in the [Governor Toolkit](#) section.

The explanatory booklet on [Ealing Grid for Learning \(EGfL\)](#) provides full details on the ELP governance accreditation programme. A summary of the programme for 2019/20 can be found in item no 30. All training for 2019/20 can be viewed and booked via [Ealing CPD online](#) We will add to this programme through-out the year so do keep a look out for information emailed to you throughout the year. We hope you find the sessions both interesting and useful and look forward to seeing you there!



Ealing Education Centre

The centre offers

- ◆ six well equipped training rooms suitable for training, meetings, conferences and interviews
- ◆ a networked computer suite with LED touch screen
- ◆ all rooms have internet access, WiFi, PC and multimedia projector, whiteboard and flipchart
- ◆ interactive whiteboards in five training rooms
- ◆ additional equipment to support events on request: CD player, wireless presenter, digital camera, digital video camera.

Events are supported by reception and message taking service.

Refreshments are available at all times.

Reprographics and other services are available to support the smooth running of your events.

Available for hire

Ealing Education Centre, Mansell Road, Greenford,
Middlesex UB6 9EH

Tel: **020 8578 6154**

Email eec@ealing.gov.uk www.egfl.org.uk/eec

Monday to Friday 8.30am – 5.30pm during term time

Evening and Saturday hire available upon request



DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 30	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Governor development update and governance training 2019/20		
SUMMARY	Ealing professional development, training and support available to governors and to school staff		
KEY ACTION POINTS	Promote Ealing's high-quality professional development and training opportunities to governors and to all staff.		
AUTHOR / TITLE	Mohid Hasham, Business Support Officer		
TELEPHONE NO.	020 8578 6154	EMAIL ADDRESS	hashamm@ealing.gov.uk

Ealing Learning Partnership 2019-20 programme of high-quality professional development and training for all governors and school staff is available on the [Ealing Continuing Professional Development \(CPD\) online](#) website

It is an excellent programme which has been developed in collaboration with schools and training school alliances across the borough. It offers a great opportunity for schools to enable significant school improvement as well as individual personal and professional development.

Much of the training advertised is free to attend for governors of schools which have brought into our CPD / training service level agreement (SLA). Other opportunities are available at very competitive pay as you go prices.

If you already have an account set up on [Ealing CPD online](#), you can log into the 'GOVERNOR' channel on the site with your username and password. All courses which are aimed at governors and clerks can be booked direct here.

If you do not have an account please log on to [Ealing CPD online](#), click on the '*governors' channel*'. Use the '*new user*' option half way down on the left-hand side to create your account. You can then request a place on any course you wish to attend. Your request to attend an event will be approved by the CPD leader of your school. In due course you will receive a confirmation email from Ealing to confirm you have secured a place or have been added to a reserve list.

Overleaf is a step-by-step guide on how to create an account.

If you need any support in using the system, please contact our dedicated email address eec@ealing.gov.uk

Please promote this programme to your colleagues – school staff can also view the opportunities open to them in the 'schools' channel on the site.

Ealing Learning Partnership Governor training events (September 2019 – July 2020)

Event title	Start date	Start time	End time	Charge
Getting to grips with governance - new governor induction	20 Sept 2019	09:30	12:30	CPD/Training SLA: £0 Standard Cost: £125
Ofsted - the new framework 2019	9 Oct 2019	18:00	20:00	CPD/Training SLA: £0 Standard Cost: £92
Headteacher performance management	16 Oct 2019	18:30	20:30	CPD/Training SLA: £0 Standard Cost: £92
Performance data for primary governor - understanding the governor's role in monitoring and accountability	30 Oct 2019	18:30	20:30	CPD/Training SLA: £0 Standard Cost: £92
Safeguarding an overview of the principles, policies and practice for all governors	5 Nov 2019	18:00	20:30	CPD/Training SLA: £0 Standard Cost: £92
Statutory changes to relationships and sex education and health education. what schools must do? what governors are accountable for	6 Nov 2019	18:30	20:30	CPD/Training SLA: £0 Standard Cost: £92
Disadvantaged pupils- use, monitoring and impact of pupil and sports premium for all governors	28 Apr 2020	18:30	21:00	CPD/Training SLA: £0 Standard Cost: £92
The strategic role of governors (core governor function)	20 Nov 2019	18:30	20:30	CPD/Training SLA: £0 Standard Cost: £92
Getting to grips with governance - new governor induction	28 Nov 2019	9:30	12:30	CPD/Training SLA: £0 Standard Cost: £125
Getting to grips with governance - new governor induction	28 Nov 2019	13:30	16:30	CPD/Training SLA: £0 Standard Cost: £125
The effective chair (new chair induction)	4 Dec 2019	16:00	20:30	CPD/Training SLA: £0 Standard Cost: £92
Safeguarding best practice in monitoring and auditing safeguarding	11 Dec 2019	18:30	20:30	CPD/Training SLA: £0 Standard Cost: £92
Basic finance for all governors	28 Jan 2020	18:30	20:30	CPD/Training SLA: £0 Standard Cost: £92
Holding the headteacher and senior leaders to account (core governance function)	12 Feb 2020	18:30	20:30	CPD/Training SLA: £0 Standard Cost: £92

Finance overseeing and managing the budget effectively (for finance leads/experienced governors)	26 Feb 2020	18:30	20:30	CPD/Training SLA: £0 Standard Cost: £92
Dealing with complaints - school complaints procedures for all governors	5 Mar 2020	18:30	20:30	CPD/Training SLA: £0 Standard Cost: £92
Send governors responsibilities getting the right information; asking the right questions	10 Mar 2020	18:00	20:30	CPD/Training SLA: £0 Standard Cost: £92
Getting into grips with governance – new governor induction	18 Mar 2020	18:00	21:00	CPD/Training SLA: £0 Standard Cost: £125
Getting it right as a parent governor	22 Apr 2020	19:00	20:00	CPD/Training SLA: £0 Standard Cost: £92
Getting it right as a staff governor	22 Apr 2020	17:00	18:30	CPD/Training SLA: £0 Standard Cost: £92
Making governance dynamic & rewarding	19 May 2020	18:30	20:30	CPD/Training SLA: £0 Standard Cost: £92
Getting to grips with governance - new governor induction	16 Jun 2020	18:00	21:00	CPD/Training SLA: £0 Standard Cost: £125
Understanding the autism spectrum and social communication difficulties - what governors need to know	16 Jun 2020	18:30	20:30	CPD/Training SLA: £0 Standard Cost: £92
Chairs'/lead governors' learning conversations (in place of chairs' briefings)	27 Nov 2019 5 Feb 2020 6 May 2020 joint with clerks	18:30	20:30	Ealing Learning Partnership: £0 Standard Cost: £92
Clerks network briefings	30 Oct 2019 11 March 2020 6 May 2020 joint with chairs	16:00 16:00 18:30	18:00 18:00 20:30	Ealing Learning Partnership: £0 Standard Cost: £92
DFE'S professional chairs programme (level 3)	11 Jan 2020 28 Mar 2020 13 Jun 2020	09:30	12:30	External: please see event description
DFE'S professional clerking programme (level 3)	18 Jan 2020 28 Mar 2020 9 May 2020 20 Jun 2020	09:30	12:30	External: please see event description
WRAP training - Perceval House, Committee Room 1	12 Sep 2019	10:30	11:30	Free to attend: please see event description
Small steps – extreme right wing awareness and counter-narrative training	3 Oct 2019	10:00	12:00	Free to attend: please see event description
WRAP training - Perceval House, Committee Room 5	11 Feb 2020	10:30	11:30	Free to attend: please see event description

For further information and to book a place on any event please visit www.ealingcpd.org.uk

Ealing CPD online for governors

Registering and booking onto Ealing CPD training

No account needed to:

- View training events available
- View user guides in 'help section'

Register for **My CPD online** and you can:

- Request a place on an event
- Receive email authorization after your CPD Leader has authorized your booking
- Manage your own account and bookings
- View your training history
- Register for email alerts
- Print attendance certificates
- Reset your password 24/7

To register select **Governors** then **New user**

Professional development and training for Ealing's workforce

 <p>▶ Schools Search the online directory of professional development and support packages available to schools and book training easily online.</p>	 <p>▶ Governors Search the online directory of professional development and support packages available to governors and book training easily online.</p>
 <p>▶ Social care Click here for all Children's & Families and Adult Social Care courses</p>	 <p>▶ Foster care Click here for all courses available to Foster Carers</p>
 <p>▶ Early years Search courses available to Childminders, Out of School and Daycare settings.</p>	 <p>▶ Ealing Safeguarding Children Board The ESCB delivers a wide range of multi-agency courses. Please click here for course information.</p>

Log in
to find, book or cancel events

Username

Password

▶ [Forgotten Password](#)

▶ [New User](#)

Need more information?

- Ask your school CPD Leader
- Email: eec@ealing.gov.uk

- Enter details and **submit**

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 31	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ealing Primary Teaching School Alliance (EPTSA) – training and development		
SUMMARY	Training and development in the areas of leadership and special educational needs and disability (SEND)		
AUTHOR / TITLE	Melanie Hogan		
TELEPHONE NO.	020 8998 3135	EMAIL ADDRESS	mhogan@castlebar.ealing.sch.uk

Autism Education Trust (AET) training

372 participants have received AET training this year, through a series of whole school training and planned delivery. Ealing's ambition to become an Autism friendly borough. Feedback is made directly to AET. *"Greater understanding of Autism." "A clear overview of what should be in place to achieve an autism friendly environment. This will inform all practise moving forward."*

Lesson study (LS)

Six schools now engaged in LS through EPTSA training and three schools offer opportunities to attend open house lessons annually

Growth and Enrichment Programme

Bespoke sessions led through schools in EPTSA. 12 sessions delivered. 99% recommend training which has supported their development and practice in school

Deputy headteacher (DHT)/Assistant headteacher (AHT) Conference – Nov 18, 97 attendees, overall rating of 99% in all areas, 100% recommended.

Welcome event for new DHTs – September 2018, 19 attended.

Introduction of **Coaching Partners for new DHTs** – Eight new DHTs worked with their own coach/mentor this year. All feedback is positive. Following feedback we will be offering an extra training session at beginning of year around coaching/mentoring programme.

DHT/AHT quadrant networks – half-termly school based meetings – good practice from individual schools shared, plus local issues discussed. Cohesive networking and collaboration has been established. *"Being able to meet and discuss common issues with other DHTs/AHTs at the conference/regular meetings provides a valuable opportunity to reflect on priorities."*

National professional qualifications (NPQs) – National professional qualifications middle leaders (NPQML) 29 participants, **National professional qualifications senior leaders (NPQSL)** 26 participants. One appointed to DHT. Five to AHT posts.

CPD Training Package for DHTs/AHTs – 12 sessions, including:

Four coaching, two business/finance, one lesson study.

24 schools have engaged in more than 2 events.

70% of schools have accessed leadership activities from EPTSA this year

11 promotions to leadership posts.

Nurture Groups - supporting academic progress and well-being of pupils in a mainstream setting. 25 participants attended Nurture Group training – June 2019. 18 schools now using Boxall Profile online tool and attending termly network meetings

SEND conference – Jan 2019, 66 participants, overall rating 98% excellent/good in all areas, 100% would recommend.

Special educational needs co-ordinator (SENCo) induction programme - 14 participants 2019/20, including high schools. 100% would recommend and met their needs. “Brilliant introduction to complex role. Well-constructed course.” “Lots of opportunities to discuss ideas and fantastic practical resources. Amelia made sessions engaging and interesting.” “As a new SENCO, this is vital information.” Two previous participants now moved from SENCo to headship posts this year.

SENCo networks – Half termly meetings for primary SENCos (68 schools)
Current themes presented/discussed including: Achievement data, OFSTED updates and structured conversations. Feedback from meetings confirm networks valuable, colleagues especially rate the importance of Networking, sharing good practice, and current themes. Information is shared with the senior leadership team (SLT) and staff. 76% schools attended.

SEND peer reviews – 37 reviews to date. 100% would recommend. “The fresh-eyes approach helps to sharpen practice, enables the school to celebrate its strengths and know what to do next in the never ending cycle of improvement.” “This was an amazing experience for me as a newly appointed SENCo. I came out of this with clear goals and targets for myself and the school. We also went through an OFSTED inspection and having this report was very helpful.” Common themes identified from peer reviews have been delivered as training through SENCo Network meetings/conferences and the learning community for SEND.

DIRECTORS' REPORT AUTUMN TERM 2019	ITEM NO 32	FOR INFORMATION	ATTENTION OF: Primary governors only
TITLE	The West London Teaching Alliance (WLTA) at Montpelier Primary School continuing professional development (CPD) programme autumn 2019		
SUMMARY	<i>The Autumn 2019 CPD programme at the West London Teaching Alliance based at Montpelier Primary and National Teaching School. Bookings for WLTA courses can be made at Ealing CPD Online:</i>		
KEY ACTION POINTS	<ul style="list-style-type: none"> Information for Ealing Primary Schools. Bookings for the courses and training sessions listed below can be made at Ealing CPD Online: 		
AUTHOR / TITLE	Raj Powar / Teaching School Administrator		
TELEPHONE NO.	020 89975855	EMAIL ADDRESS	RPowar@montpelier.ealing.sch.uk

Date	Time	Title	Suitable for
Tuesday 17/9/19	09:45 – 13:00	The joy of not knowing (JONK)	Headteachers
Wednesday 25/9/19	09:00 – 12:00	NQT: Effective time management - building your resilience and ensuring positive well-being	NQT: EYFS; KS1; KS2
Thursday 26/9/19	10.00 – 16:30	The ELP & WLTA curriculum conference 2019 – how deep is your curriculum?	Headteachers
Wednesday 25/9/19	13:00 – 16:00	NQT: Building learning power	NQT: EYFS; KS1; KS2
Wednesday 2/10/19	09:00 - 12:00	NQT: Developing effective practice in EYFS	NQT, Teachers in their econd year: EYFS
Wednesday 16/10/19	09:00 – 12:00	NQT: English - developing teaching and learning for greater pupil engagement	NQT: KS1; KS2
Wednesday 30/10/19	09:00 – 12:00	NQT: English – reading: every child can read!	NQT: EYFS; KS1; KS2
Wednesday 30/10/19	13:00 – 16:00	NQT: English – writing: every child a writer	NQT: EYFS; KS1; KS2
Thursday 31/10/19	09:00 – 12:00	Resilience for headteachers part 1	Headteachers
Wednesday 6/11/19	09:00 – 12:00	NQT: Mathematics - developing teaching and learning for greater pupil engagement and progress	NQT, Teachers in their econd year: KS1; KS2
Thursday 7/11/19	09:00 - 12:30	Outstanding in the early years	EYFS

Friday 8/11/19	11.30 - 12.45	WLTA school direct 2020-21 briefing for Ealing primary schools	Headteachers; School Leadership
Wednesday 13/11/19	09:00 – 12.00	NQT: Reading - developing effective reading practices (whole class/group reading)	NQT, Teachers in their second year: KS1; KS2
Wednesday 20/11/19	09:00 – 12:00	NQT: Assessing pupil progress - marking and feedback	NQT, Teachers in their second year: KS1; KS2
Thursday 28/11/19	08:45 – 15:15	Reading and the construction of meaning	KS2
Wednesday 4/12/19	13:00 – 16:00	NQT: Working scientifically and engaging lessons in science	NQT, Teachers in their second year: KS1; KS2
WEDNESDAY 11/12/19	09:00 – 12:00	A trauma informed approach to supporting vulnerable children in your class and enhancing wellbeing for all children	NQT: EYFS; KS1; KS2
Thursday 12/12/19	0900 – 12:00	Resilience for headteachers part 2	Headteachers

Leadership Development – NPQML & NPQSL

The West London Teaching Alliance (WLTA Montpelier) will be running the National Professional Qualifications for Middle and Senior Leadership from November 2019. The WLTA provides these in conjunction with the Institute of Education at UCL which is the world leader for this accredited training.

Over the last two years, the WLTA has trained over 60 middle and senior leaders, most of whom work in Ealing schools. The deadline for applications to join the Autumn 2019 cohort is the 10th September 2019. For further information and to register an expression of interest for either the NPQML or NPQSL programme at the WLTA, please complete the short [expression of interest form](#).

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