

# Children's Services Directors' Report to Governors Spring Term 2018

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 governors.



# Spring Term 2018 – Directors’ Report to Governors

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

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**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.**

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**Since the spring 2015 edition of the Directors' Report we now produce only two editions a year – spring and autumn. This means that the next Director's Report will be sent autumn 2018.**

**Since autumn 2016 we have been sending out an electronic copy to all governors. This decision is in keeping with other local authorities practice.**

**Thank you in advance for your continued support.**



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Dear colleagues,

I hope that you have had a good start to the spring term.

I am delighted that 2018 marks the launch of the Ealing Learning Partnership and that 95% of all Ealing schools have chosen to work alongside the council and to address key priorities in learning, achievement and inclusion.

The new interim Ealing Learning Partnership Board has been working hard to engage schools in shaping new models of working and I want to congratulate members for their achievements to date. The aims of the Ealing Learning Partnership are very clear. Working together, we want to support every pupil to achieve the best possible outcomes and ensure that we have high quality pathways to adulthood. We want to attract, develop and retain the very best education leaders and practitioners through creating the very best collaborative learning opportunities. We want to ensure that collective resources are well spent so that our model is resilient to the changing financial environment.

I want to congratulate you all on your achievements – the partnership has a great deal to celebrate. I am delighted to see that we now have more outstanding primary schools, that key stage 2 performance is strong and that reading outcomes have improved. I am delighted that we have so many young people achieving the new strong pass 5+ in English and mathematics and that so many are successful in the EBacc. Our outcomes in academic programmes post 16 are also outstanding. I am pleased that we are doing so well for pupils of all backgrounds and I am keen to see the Ealing Learning Partnership make even greater impact in improving the progress and achievements of pupils from disadvantaged backgrounds.

The Ealing Learning Partnership has set itself ambitious goals to reduce school to school variation and create strong mechanisms for schools to learn from each other. We expect that every school will take on board the educational challenges of the partnership, engaging in every opportunity for collaborative learning so that we enable you to share narratives of improvement and success.

Once again, my thanks and appreciation to all of you for your hard work, dedication and commitment. You should be extremely proud of the work you do on behalf of children and young people in Ealing. I look forward to continuing to work with you in 2018.

Yours faithfully

**Judith Finlay**  
**Executive Director Children, Adults & Public Health**

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 1</b>	<b>FOR INFORMATION/</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Children's services achievements</b>		
<b>SUMMARY</b>	This item provides an opportunity for schools and children's services staff in the council to share their successes and achievements since September 2017 with other schools and colleagues in the Ealing education community.		
<b>KEY ACTION POINTS</b>	If you have a particular success or achievement in your school that you would like to tell us about please submit an item for the next Directors' Report by 27 July 2018. The item should be sent to <a href="mailto:egflwebteam@ealing.gov.uk">egflwebteam@ealing.gov.uk</a> with 'children's services achievements' in the title line.		
<b>AUTHOR / TITLE</b>	<i>Ealing Grid for Learning (EGfL) Web Team / various contributors</i>		
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### **Mayor Sadiq Khan recognises Ealing primary schools for exceptional educational achievements**

Selborne and Three Bridges primary schools have been celebrated under a new programme set up by the Mayor of London, Sadiq Khan, to recognise exceptional schools in the capital.

Selborne Primary School has been recognised in the Schools for Success Awards because of its high academic standards with all its pupils considering pupils' starting points and overcoming all barriers to learning.

Three Bridges Primary School has been recognised because of its Disadvantage is not Destiny approach. The outcome of this approach: progress measures in the top 3% of the country and attainment figures over 20% above national in all areas.

Schools for Success is part of the Mayor's drive to help tackle education inequality and increase standards for all schoolchildren across the capital, whatever their background.

### **Trees provide pupils with new branches of learning**

Schoolchildren of all ages came together at the start of November to learn about the importance of trees in tackling air pollution in the borough, and to help plant two new trees outside one of the borough's largest high schools.

The new trees were planted outside Featherstone High School in Montague Waye, Southall.

Pupils from the high school were joined by younger children from Greenfields Nursery and Clifton Primary School – and a team from national charity Trees for Cities, who showed them all how to plant a street tree and how to maintain it and help it thrive.

Head boy at Featherstone High School, Rayyan, said: "It has been a blast helping plant these trees with the other kids and it feels great making a contribution to society," and fellow student Shabina agreed: "It was so nice to help the little children with planting the trees and It has given me a renewed feeling of responsibility to help out more in my community."

### **Runaway success at Selborne Primary**

Selborne Primary has seen a remarkable rise in the number of pupils joining sport clubs that take place in the morning, lunchtime or after school.

In fact, nearly every pupil at Selborne Primary School now takes part after teacher Patrick Amara set up a new programme which includes trips to see live sport and building links with top local clubs such as the London Broncos rugby league club and Ealing Trailfinders rugby union club.

It has seen an increase from 27% of pupils attending sport attending sport clubs in May 2016, up to 96% in December 2016. In addition to the increase in exercise, considerable improvements in pupils' behaviour and concentration have also been observed.

### **Miles, miles better at Stanhope Primary**

Stanhope Primary School used to have the worst rates in the borough for overweight or obese pupils. In fact, 63% of the children weighed and measured in reception year at Stanhope were once classified as overweight or obese.

Yet those same children, when weighed and measured again recently in year six, showed a 22% reduction. So, what happened?

Working with Ealing Council's [health improvement team](#), the school decided to put in place a new approach:

- Health became part of the school's core curriculum: physical activity, healthy eating and all aspects of living a healthy life became part of everyday teaching
- Stanhope was the first school in Ealing to introduce the 'daily mile' - Come rain or shine, every pupil must run, jog, walk or skip a mile-long track at some point during every school day
- Food policies were reviewed – introducing a water-only rule for drinks with packed lunches or school meals; and tokens were given out each lunchtime by pupil 'health champions' to reward those eating salad, vegetables or fruit – and no junk food.
- The school opened a new kitchen, donated by Magnet, allowing the children to learn how to prepare and cook healthy food.

The school is understandably really pleased and proud of the results.

### **Brighter futures for the council's young people leaving care**

Recognised nationally for the terrific support it provides, Ealing Council's leaving care service is one of the best in the country.

Ofsted has rated it as 'outstanding' and a recent national award acknowledged its positive work.

Ofsted picked out the council's Horizons Education and Achievement Centre as 'exceptional' for its support on life skills i.e. cooking and budgeting, as well as advice on health and employment. It provides help up to the age of 25, meaning leaving the support network of care can be a gradual process.

In 2015/16, 63% of the borough's care leavers aged 19-21 were in education, employment or training, compared to averages of 49% nationally, and 54% in London. In addition, 20% of our young people leaving care were at university in the last academic year, as opposed to 6% nationally.

### **SEND parent support group at Wood End Infant School**

The group, set up by a parent governor (who is also a parent of a child with additional needs at the school), meets at Wood End Infant school each month for a couple of hours and provision can be made for younger children to be looked after in the school's nursery whilst the parents attend the meeting.

The group is informal with tea and coffee available as parents arrive after dropping their children for school. The SENDCO attends along with a member of the SENDCO team from Wood End Academy. This greatly assists in achieving smooth transition for a child with SEND when moving from Wood End Infants to Wood End Academy.

There are usually two different speakers at each meeting, with plenty of knowledge and advice to share on a range of subjects including diagnosis, seeking specialist care, accessing resources and appropriate sports and fun activities. All speakers have been excellent, including two young men with SEND who were simply inspirational.

Attendance is increasing as parents acknowledge their child might need additional support and they seek reassurance. Experiences, both good and bad, can be shared and advice given.

Parents / carers from schools across Ealing are more than welcome to attend. If you would like to signpost parents or if you would like to come along and observe how the group works, then please contact Palvinder Malik e-mail: [admin@woodendfirst.ealing.sch.uk](mailto:admin@woodendfirst.ealing.sch.uk) or Tel: 020 8422 5182.

### **Ealing schools rewarded for their hard work by Transport for London (TfL)**

Three Ealing schools have been recognised as part of a TfL programme to reduce car use, encourage walking, cycling and use of public transport and safer travel.

As part of the STARS (Sustainable Travel: Active, Responsible, Safe) schools programme, Clifton Primary and Brentside High were awarded Schools of the Region, while Beaconsfield Primary member of staff, Smita Moezzi, was praised for her dedicated work receiving the ILong Serving School Travel Champion award.

West London's top performers were presented with their awards on Tuesday, 5 December 2017 at City Hall by the Walking and Cycling Commissioner for London, Will Norman.

**Clifton Primary** secured School of the Region and gold accreditation by having positive parental engagement and a wide range of promotional activities. Having the parents mindful of the School Travel Plan (STP) encouraged them to help raise awareness of the road safety issues, improve safety and participate in active travel.

Meanwhile, the promotion activities included an organised 'step counting week' inter-class competition as part of Walk to School Week in May.

For the second consecutive year, **Brentside High** was chosen as the west London School of the Region (high school). To the school's credit, Brentside had very successful student participation in developing innovative campaigns to engage with their peers.

Smita achieved her award thanks to more than three years work on the STP for **Beaconsfield Primary School**, Southall. Since 2014, she has managed to get her school to gold almost single handily. She has worked very hard and always kept her goal of gold in mind, even applying early for this before their silver award had expired.

As part of Smita's work, she gave road safety presentations to parents who were new to the country. Given that ethnic and cultural diversity feature prominently in their school, she went the extra mile to make sure those who have not used British roads before were safe.

Councillor Bassam Mahfouz, cabinet member for transport, environment and leisure, said: "It's amazing to see schools across Ealing being rewarded for their dedication and continuous hard work to change travel behaviours. Ealing has 37 schools part of the scheme with 19 achieving gold accreditation and we hope to see more register next year.

### **Ealing first council in London to ensure all schools have lifesaving defibrillators**

Ealing has become the first borough in London to ensure all its schools have access to lifesaving automated external defibrillators (AEDs) - easy-to-use devices which can prove vital in aiding those suffering from cardiac arrest.

This initiative follows after a number of community centres, parks and public buildings had also been provided with AEDs.

According to the Resuscitation Council UK, 270 children a year die from Sudden Arrhythmic Death Syndrome at school. AEDs, which are known to significantly boost survival rates in cardiac arrest cases, have been provided to schools free-of-charge through joint funding from Labour Councillor's ward forum budgets and the Leader's Fund.

The scheme, launched by council leader Julian Bell at Our Lady of The Visitation Primary School, will ensure all 91 schools in the borough have an AED. Training on the devices will be offered to staff members and pupils, although, AEDs are simple enough for anyone to use as they talk the user through the entire process should an emergency occur. The training will also include basic CPR which is vital to increase survival chances before an AED can be brought to the scene.

Lesley Groome, fundraising coordinator at Hand on Heart, a charity which works to reduce the number of deaths of young people due to sudden cardiac arrest, said: "As a charity committed to keeping children safe and preventing the deaths of 12 young people who will die each week due to sudden cardiac arrest, we praise

Ealing Council for such an important initiative. Through their actions in placing defibrillators in all the schools in Ealing, they are increasing survival rates from 6% to 74%.”

### **Ealing schools lead the way in anti-radicalisation**

Two schools in Ealing have been recognised for their approach to the ARISE (anti-radicalisation in schools for Ealing) network which aims to prevent radicalisation in the borough.

Berrymede Junior and Greenford High were the first primary and secondary schools to receive the Quality Assurance Mark for their work to promote good citizenship and keep children and young people safe from being drawn into all forms of extremism.

The awards were presented by Julian Butcher, head of Prevent in schools at the Department for Education in September.

The ARISE network, represented by local schools, promotes the adoption of best practice in helping teachers to explain and implement the Prevent duty as part of a whole school approach.

These practices provide recognition for schools that satisfy the criteria, developed in alignment with the Department for Education.

Berrymede Junior headteacher, Lubna Khan, said: “We’re thrilled to be awarded the ARISE quality mark, the process has really helped us to understand and develop essential practices across the school in terms of ensuring safety of our school community. The support from Ealing Council and the network has been very timely and of a very high calibre, tackling some very sensitive materials in a very professional manner.”

Greenford High School headteacher, Mathew Cramer, said: “We are delighted to be awarded the ARISE quality mark. The process has raised awareness and improved practice. In the end, it’s all about safeguarding the welfare of the students.”

### **Greenfields Children’s Centre wins Bookstart Corner Award**

Greenfields uses the Bookstart Corner programme to its maximum effect by supporting families in the most deprived wards of Southall.

Bookstart Corner is a targeted programme for children aged 12-24 months, which enables settings to gift additional books and other resources, and to carry out additional sessions with families who need a bit of extra support beyond the universal Bookstart Baby and Bookstart Treasure packs

The centre has carefully thought through how best to use the resources and sessions available with Bookstart Corner, making sure that it is delivered in a way that is comfortable for local families, which come from many different ethnicities and cultural backgrounds.

Regular sessions are held at a local library and participants include children with additional needs and with English as an additional language. Resources are skilfully adapted to specific children and their needs. The centre has a member of staff who speaks several South Asian languages, has a number of fathers attending and continues to look for ways to engage those families that would most benefit from the programme.

Greenfields also stood out for its extensive and close work with local libraries, which provide a sustainable and safe space for families to continue their reading journeys.

Gwendaline Chin, Project Developer and Assistant Headteacher, says: 'Winning this award really consolidates that all the work which is going on is good work! It has come as a nice big surprise!'

'Being involved in Bookstart Corner has really opened another world for some families. We know some families living in shared housing feel isolated and have limited access to space. Going out to the library for Bookstart Corner opens up opportunities for families to make friends and to learn about other services such as Stay and Play sessions and Nursery Readiness courses.'

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 2</b>	<b>FOR ACTION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Ealing Learning Partnership (ELP)</b>		
<b>SUMMARY</b>	An update on key developments for schools		
<b>KEY ACTION POINTS</b>	Schools to indicate their commitment to joining the ELP collaborative cluster model by <b>12<sup>th</sup> March 2018</b>		
<b>AUTHOR / TITLE</b>	<i>Julie Lewis, Assistant Director, School Effectiveness</i>		
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### **Ealing Learning Partnership Spring Term Update**

95% of Ealing's schools (65 primary schools; 6 special schools and 14 secondary schools) have subscribed to ELP for 2018 – 2019. This commitment, supported by the financial investment from Ealing Council, means that the interim ELP board can implement the full core entitlement for schools set out on pages 9-11 of the ELP brochure on [www.egfl.org.uk/ELP](http://www.egfl.org.uk/ELP). Additional support services are now also available for schools [www.egfl.org.uk/S4S](http://www.egfl.org.uk/S4S) (see item 27) and the deadline for orders is 28<sup>th</sup> February 2018.

### **The “architecture” of ELP**

The interim ELP board will become the full ELP board from September 2018. The terms of reference and membership of the full board are currently being finalised and schools will be able to vote in members in the summer term.

The interim ELP board is working to develop the terms of reference and membership of six ELP committees that will drive forward the strategic aims and priorities of the partnership. These are:

- Learning and achievement
- Safeguarding
- Business planning and development
- Special educational needs and disabilities (SEND) and inclusion
- Financial sustainability - schools
- Progression to adulthood and employment

You can download the ELP interim board terms of reference and the ELP interim board contact details from [www.egfl.org.uk/ELP](http://www.egfl.org.uk/ELP)

### **School Improvement Model**

Headteachers and governors have been very engaged in discussions about affordable, scalable and sustainable school improvement models that harness and utilise expertise across the partnership, building the trust and commitment of all schools to the partnership's priorities set out on page 8 of the ELP brochure 2018/19 on [www.egfl.org.uk/ELP](http://www.egfl.org.uk/ELP).

A task group has been established to gather feedback from consultation events on different school improvement models and to shape the model for a partnership-wide pilot in 2018-2019.

It is expected that every primary and special school will join a collaborative cluster of 9 to 12 schools facilitated by a “cluster lead” headteacher. The cluster lead will establish the conditions

for each school to learn effectively through collaboration, peer review and shared approaches to addressing ELP priorities. The clusters will be designed around a “high challenge-low threat” principle so that colleagues can better support each other to develop new knowledge and innovative approaches to challenges.

Clusters will incorporate “learning triads” through which school leaders will develop the skills to lead enquiry-based reviews and contribute to professional learning in contexts other than their own.

The details of the model to be piloted will be available to governors and headteachers in February and, subject to final comments, the window for school sign up will open in February and close on 12<sup>th</sup> March. Extensive training and development will be organised for the summer term to prepare leaders to work in their triads in autumn. By the end of the autumn term, we would expect every participating school to have hosted and contributed to a learning triad.

In addition to ELP clusters, schools experiencing significant challenges or who are not already providing a good quality of education for pupils, will receive support and challenge through Ealing’s Securing Good Programme and in conjunction with the local authority’s statutory duties.

The new **learning and achievement committee** will play an important role in overseeing data on pupils’ achievements across the partnership and in mapping priorities and resources to ensure that every leader has access to high quality support.

A draft diagram showing the relationship between the board, the committees and school clusters published on [www.egfl.org.uk/ELP](http://www.egfl.org.uk/ELP) to illustrate how the model could develop: ‘Ealing Learning Partnership organisation – learning and achievement’.

The board is keen to receive feedback from headteachers and governors throughout February.

**Wednesday, 28 February (deadline):** [ELP consultation questionnaire](#) (word) - return your response to Julie Lewis

**Tuesday, 6 March 6-7pm (EEC event):** [ELP consultation learning and achievement model and governors meeting](#) (CPD online)

**Monday, 12 March (deadline):** Schools to indicate their commitment to joining the ELP collaborative cluster model

Consultation documents on [www.egfl.org.uk/ELP](http://www.egfl.org.uk/ELP)

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 3</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> Primary governors
<b>TITLE</b>	<b>Early years foundation stage (EYFS) update</b>		
<b>SUMMARY</b>	An overview of the current quality, take up and outcomes in early years education in Ealing.		
<b>KEY ACTION POINTS</b>	Share with governors responsible for early years.		
<b>AUTHOR / TITLE</b>	<i>Rachelle Leslie, Early Years, Childcare Lead</i>		
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Ealing's children continue to benefit from a good provision of local early years education.

We are in the third year of Ofsted's common inspection framework which sought to align education, skills and early year's inspection outcomes. The Ofsted inspection outcomes show the quality of early years private, voluntary and independent group provision remains high in Ealing through this framework with 94% good or better in line with London and slightly below national. Childminder provision has improved, with 85% now good or better, however this is below London and well below national.

There are 1060 eligible two year olds taking up their early education in Ealing, and almost all of these children are experiencing good or outstanding provision (99% of funded two year olds in good or outstanding provision) which is supporting them in their life-long educational journey. However we are still not reaching 41% of those eligible for a two year old funded place and this continues to be a key focus.

85% of Ealing's three and four year olds take up their universal early education place, which is similar to London, and almost all are also in good or outstanding provision (97%, January 2017). 38% of three year olds take up their place in a private, voluntary or independent (PVI) early provision, while 61% are in school provision, though for four year olds only 11% are in PVI provision while the majority (86%) are in school.

Though the early year's foundation stage (EYFS) provision is largely good, there are still 28.5% of children not in line with age related expectations at the age of five going into year one in Ealing. On average in outer London 73.2% of children reached a good level of development (GLD) at the end of reception, and nationally 70.7% children attain a GLD, with Ealing's outcomes in between London and national (71.5% GLD, 2017).

The gap is narrowing for children eligible for free school meals (FSM) and their peers (62% GLD in 2017 – 11% gap between those eligible for FSM and those not eligible) which is a real strength in Ealing's early years education, yet the gap between the lowest 20% and the Ealing average (called the inequality gap) is widening (29.8% gap in 2015 to 33.1% gap in 2017), and is therefore a crucial focus this year.

30% of children with special educational needs (SEN) support in EYFS in Ealing are school ready, improving from 28% in 2016. This is in line with our statistical neighbours (29.8%, 2017), above national (27%, 2017) and slightly below outer London (31%, 2017) though the outcomes are variable over a three year trend so continues to be a priority (32% GLD in 2015 / 28% in 2016 / 30% in 2017).

There is more work to do in reducing ethnicity gaps also, with black children in Ealing having less opportunity to meet school readiness than national or outer London comparisons (black pupils in Ealing – 66% GLD in 2017, national – 70% GLD, outer London – 71% GLD).

In looking at the curriculum aspects in Ealing, we are below national in communication and language, personal, social and emotional development and understanding the world (1.6% below national in each area) which are the foundational aspects of young children's development. All other areas are in line or slightly above national (physical development, mathematics, literacy and expressive arts and design). When looking at the percent of children reaching expected levels in Ealing, our highest outcomes are in physical development with 87.7% of children on track at age 5, with the lowest outcomes evident in Literacy with only 74.2% of children on track.

Individual school EYFS profile outcomes are available for governors to view by request to the Headteacher or through Analyse School Performance (ASP) system.

National and local authority EYFS profile outcomes are available at:

<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2016-to-2017>

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 4</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF: All governors</b>
<b>TITLE</b>	<b>Early years inclusion funding update</b>		
<b>SUMMARY</b>	An update on the Inclusion support Model for early years providers to support the inclusion of children with additional needs.		
<b>KEY ACTION POINTS</b>	Please read and action as appropriate		
<b>AUTHOR / TITLE</b>	<i>Jacqueline Carolan, Early Start SEND and Inclusion Manager</i>		
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Changes to the early years national funding formula included two new measures for allocating additional funding to support with meeting the needs of children with additional needs and disability:

1. A targeted Disability Access Fund (DAF), paid as an annual sum to providers in respect of children eligible for the three and four-year-old early education entitlement; and in receipt of Disability Living Allowance (DLA) accessing a place at their setting.
2. All local authorities are required to establish a special educational needs (SEN) inclusion fund within their local funding systems for three and four-year-olds with SEN taking the free entitlement.

Both measures go towards supporting the inclusion of children with additional needs, SEN and/or disabilities (SEND) within early years' settings, to improve their progress towards the learning and development outcomes.

### **Ealing's inclusion model**

The focus is on improving the skills and confidence of practitioners to support sustainable changes in inclusive practice. With an allocation of time from an early start SEND worker planned as part of the support package in addition to/or in place of funding, particularly for the higher needs group. This will take the form of practical modelling/coaching in the setting that will support effective use of the funds.

### **Breakdown of referrals**

As of December 2017, 76 individuals in Ealing, with a wide range of additional needs, have benefitted from accessing the inclusion support across schools (44%) and early years settings (56%).

### **Examples of special educational area of need's covered are:**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

A consultation with early years providers during the autumn term on the inclusion model provided highly positive feedback:

- 92% of respondents agreed with making grants available to support the inclusion of individual children with emerging to higher levels of SEN.

- 89% agreed that funding should be extended to 2 years olds to support intervention at the earliest level.
- 89% of respondents agreed with that consultancy should be offered as part of the support package.

### **How to apply**

Inclusion funding application forms and the outline of the process is available on the Ealing Grid for Learning (EGFL) website. Applications are considered at a monthly panel.

Please visit [www.egfl.org.uk/SEND-EY](http://www.egfl.org.uk/SEND-EY)

Any enquires / requests for support to: **Jacqueline Carolan** [jcarolan@ealing.gov.uk](mailto:jcarolan@ealing.gov.uk)

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 5</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> Primary and special governors
<b>TITLE</b>	<b>30 hours extended entitlement for 3 and 4 year olds</b>		
<b>SUMMARY</b>	Summary of take up in Ealing		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Michael Nolan, Early Years and Childcare</i>		
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### Supply of places - providers

There are currently 132 providers offering 30 hours places in Ealing:

- 2 academies
- 13 primary schools
- 2 special schools - high needs units
- 4 nursery schools
- 78 private, voluntary and independent (PVI) settings
- 32 childminders.

We estimate this will generate approximately 1269, 30 hours places. In the autumn term we offered training and support for all remaining providers to develop their 30 hours offer for 2018.

### Additional capacity in primary schools

The four capital projects to increase 30 hours capacity at Grange, Durdan's Park and Fielding Primary Schools and Greenfield's Nursery School are on course for completion by the end of January 2018.

### Demand for places

As of 1<sup>st</sup> November 2017, 731 places have been taken up across the borough. 637 places for children resident in Ealing and 94 places for children resident outside the borough.

### Impact of 30 hours extended entitlement

The 30 hours extended entitlement is assisting disadvantaged working families. Of the 637 places, 40% have been taken up by children living in the top 30% most deprived lower layer super output areas (LSOAs). If we add the next decile, this would bring it to 57.3% of all places have been taken up by children living in the top 40% most deprived LSOAs in Ealing and England. We are anticipating an increasing demand for places in the spring and summer term 2018.

### Monthly payments to providers

All providers offering 30 hours places now utilise the specially designed synergy portal for 30 hours monthly returns, which enables monthly payments to be made, assisting cash flow and business sustainability.

### 30 hours delivery support fund

In December we submitted our local authority application to the Department for Education for funding to extend the support to all providers in developing their 30 hours strategy and move to the synergy portal for monthly payments. The bid also included supporting children with special educational needs and disabilities (SEND) and support to increase communication with parents through promotional videos and materials and easy access to childcare vacancy information. We will be informed of result in February 2018.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 6</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> Primary governors only
<b>TITLE</b>	<b>Primary assessment and moderation</b>		
<b>SUMMARY</b>	Update covering autumn 2017 moderation period		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Deb Whittle, Moderation Manager and Glinys Weller, Lead Primary Adviser</i>		
<b>TELEPHONE NO.</b>	020 8825 5367	<b>EMAIL ADDRESS</b>	<a href="mailto:wellig@ealing.gov.uk">wellig@ealing.gov.uk</a>

During the autumn term the assessment and moderation team sent three Local Authority representatives to the training run by The Standards and Testing Agency (STA) which were held late November/December. This was a statutory requirement and attendance at the training gave the borough the most up to date information that was being delivered across the country. The Ealing representatives all successfully passed the writing standardisation exercise that now allows them to deliver STA's training to moderators and to actively support the statutory assessment process.

Training was made available last term for teachers new to the statutory assessment process at both key stages 1 and 2. In the forthcoming term existing moderators will have the opportunity to update their accreditation and apply to moderate in the 2018 assessment cycle. Teachers aspiring to be moderators will also be offered training and the chance to become accredited.

Eight quadrant lead moderators (QLMs), two per quadrant, have been appointed from the existing pool of teachers with accreditation from the Standards and Testing Agency. Their role is to lead a moderation exercises each term to give teachers from different schools the opportunity to compare and discuss assessment of pupil work in different year groups. The meetings are held after school so that supply cover is not required. The events have been well attended (with over 100 teachers attending the first meetings) and evaluations have been very good.

We are fortunate that many schools work to support the assessment processes in Ealing, thus ensuring that good practice for all year groups is shared widely and that schools have a credible and easy way to access support and advice.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 7</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> Primary only
<b>TITLE</b>	<b>Primary school key stage 2 (KS2) performance tables 2017</b>		
<b>SUMMARY</b>	A summary of the main changes to the performance tables for key stage 2 in 2017		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Kim Price, Principal Research and Statistics Officer</i>		
<b>TELEPHONE NO.</b>	02088258698	<b>EMAIL ADDRESS</b>	<a href="mailto:kprice@ealing.gov.uk">kprice@ealing.gov.uk</a>

The primary performance tables for 2017 were published in December and can be found at:  
<https://www.compare-school-performance.service.gov.uk/>

Full details of the primary performance measures can be found at:  
<https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>

### **Primary performance table changes for 2017:**

Primary assessment and accountability were reformed in 2016. The 2017 accountability measures are broadly the same in 2017, with the following headline measures:

- The percentage of pupils achieving the 'expected standard' in reading, writing and mathematics
- The pupils' average scaled score in each of reading and mathematics
- The percentage of pupils who achieve a higher standard in reading, writing and mathematics
- The pupils' average progress in each of reading, writing and mathematics

The only minor change is the publication of some further breakdowns following requests from schools. These were: average scaled scores per pupil broken down for boys/girls, pupils whose first language is English and for non-mobile pupils. This was in addition to the average scaled score by prior attainment and disadvantage published in 2016.

The government consultation on the future of primary assessment and accountability closed on 22 June, and a government response was issued in September and can be found at:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/644871/Primary\\_assessment\\_consultation\\_response.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/644871/Primary_assessment_consultation_response.pdf)

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 8</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF: secondary only</b>
<b>TITLE</b>	<b>Changes to key stage 4 (KS4) performance tables 2017</b>		
<b>SUMMARY</b>	A summary of the main changes to the performance tables for key stage 4 in 2017		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Angela Doherty, Principal Adviser 11-19, School Effectiveness</i>		
<b>TELEPHONE NO.</b>	020 8825 9861	<b>EMAIL ADDRESS</b>	<a href="mailto:adoherty@ealing.gov.uk">adoherty@ealing.gov.uk</a>

The secondary performance tables can be found at:

<https://www.compare-school-performance.service.gov.uk/>

Full details of the secondary performance measures can be found at:

<https://www.gov.uk/government/publications/school-and-college-performance-tables-statements-of-intent>

### **Secondary performance table changes for 2017:**

Reformed GCSE qualifications in English and mathematics, graded 9-1, will be included in performance tables in 2017, with other reformed GCSEs to follow in 2018 and 2019.

The headline performance measures are broadly unchanged from 2016, except the threshold attainment measures, the headline threshold attainment measures in 2017 will use a grade 5 (strong pass) for reformed English and mathematics.

This will mean that these measures will become:

- The proportion of pupils achieving a strong pass in English and mathematics – grade 5 or above
- The proportion of pupils achieving the EBacc - grade 5 or above in English and mathematics, and grade C or above in unreformed subjects.

Some additional measures will also be published for the first time from 2017:

For transparency and to help schools show progress, the headline threshold attainment measures will also be published at grade 4. These are:

- The proportion of pupils achieving a standard pass in English and mathematics – grade 4 or above
- The proportion of pupils achieving the EBacc - grade 4 or above in English and mathematics, and grade C or above in unreformed subjects.

In addition, as a result of requests for additional data from schools, we will also publish:

- Average number of EBacc slots filled in Attainment 8 at school level
- Average number of open slots filled in Attainment 8 at school level.

### **Points scores in 2017**

From 2019 performance tables point scores will be allocated to the new GCSEs on a 9-1 point scale corresponding to the new 9 to 1 grades.

During the transition period (2017 and 2018) where a combination of reformed and unreformed GCSEs can count towards performance measures, point scores from unreformed GCSEs will

be mapped onto the 9-1 scale with 8.5 being the maximum that can be achieved from an unreformed GCSE.

The grade changes mean it is no longer possible to calculate the previous headline measure, 5+A\*-C including English and mathematics, and this measure will therefore not appear in the performance tables.

Data will however be made available, in the downloadable data file, for pupils achieving 5 or more GCSEs at grade 4/C or above including English and mathematics.

Data will remain available for 2015 and 2016 for pupils achieving 5 or more GCSEs at grade A\*-C including English and mathematics.

### **Changes to the Ebacc attainment measure in 2018**

The attainment measure will change to a school's EBacc average point score for the results of exams taken in 2018 onwards.

To calculate a school's EBacc average point score we will:

- Add together the EBacc average point score for all pupils at the end of key stage 4 divide by the number of pupils in the group.

To calculate a pupil's average point score we will:

- Take an average of the points scored in the 5 EBacc subject areas.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 9</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF: secondary only</b>
<b>TITLE</b>	<b>16-18 accountability 2017</b>		
<b>SUMMARY</b>	<b>Update on changes to the 16-18 performance measures</b>		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Angela Doherty, Principal Adviser 11-19, School Effectiveness</i>		
<b>TELEPHONE NO.</b>	020 8825 9861	<b>EMAIL ADDRESS</b>	<a href="mailto:adoherty@ealing.gov.uk">adoherty@ealing.gov.uk</a>

The following measures are published in the 2017 16-18 performance tables.

<https://www.compare-school-performance.service.gov.uk>

Full details of each measure and a guide to the calculation of progress bandings can be found at: <https://www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide>

### Headline measures in 2017

The five headline measures are:

- **Progress:** The progress of students is the main focus of the new accountability system. This measure is a value-added progress measure for academic and applied general qualifications, and a combined completion and attainment measure for tech level and level 2 vocational qualifications.
- **Attainment:** The attainment measure shows the average point score per entry, expressed as a grade and average points. Separate grades are shown for level 3 academic (including a separate grade for A level), applied general, tech level and level 2 vocational qualifications, including a separate grade for technical certificate qualifications.
- **English and maths progress** (for those students who have not achieved GCSE grade 9-4 or A\*-C by the end of key stage 4): This measure shows the average change in grade separately for English and maths. The methodology for the measure is closely aligned with the condition of funding rules, which means that students that do not reach grade 9-4 or A\*-C are required to continue to study English and/or maths at post-16.
- **Retention:** As the participation age has increased to 18 it is increasingly important that all young people are given suitable education and training opportunities that they see through to completion. The retention measure therefore shows the proportion of students who are retained to the end of their main programme of study.
- **Destinations:** Including destination information in performance tables broadens the information available to the public and gives schools and colleges the opportunity to demonstrate other aspects of their performance.

### Disadvantage measures

This measure applies students' disadvantage status to each headline measure to illustrate differences between how well disadvantaged students in a school or college do compared to non-disadvantaged students nationally.

## Additional measures

In 2016, three additional attainment measures were published. These were:

- **Best 3 A levels:**
- **AAB in at least two facilitating subjects:** The government's current policy is to promote and incentivise participation in the facilitating subjects<sup>4</sup> at A level
- **TechBacc:** The Technical Baccalaureate (TechBacc) is a high-quality alternative to the A level route.

## Additional measures included in 2017 tables are:

- **Level 3 maths:** This measure supports the government ambition for the majority of young people in England to study maths to age 18 by 2020
- **Technical certificate measure:** developed to encourage take-up of level 2 vocational qualifications that support student progression into a recognised occupation
- **Returned and retained for a second year:** This supporting retention measure shows the percentage of students who return and complete a second year
- **Retained and assessed:** This supporting retention measure shows the percentage of students who complete their main programme of study and are assessed at the end of their course.

## Developments planned for 2018

- **Multi-academy trusts:** In 2016, the government committed to publishing multi-academy trust (MAT) performance measures. The Department for Education (DfE) plan to release 2018 MAT performance tables for 16 to 18 education alongside the school and college performance tables in January 2019
- **Apprenticeships:** The 2018 school and college performance tables will include qualification achievement rates (QARs) for 16-18 year- old apprenticeships
- **Tech level measure:** This additional measure will show the proportion of students entering tech levels as a proportion of all students entering level 3 vocational qualifications
- **English and maths progress measures:** The existing headline measure (average progress) will be supplemented by data showing the proportion of students in scope for either the English and/or maths measures that enter an approved qualification.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 10</b>	<b>FOR INFORMATION AND FOR ACTION</b>	<b>ATTENTION OF:</b> Secondary governors
<b>TITLE</b>	<b>Career guidance</b>		
<b>SUMMARY</b>	<ul style="list-style-type: none"> <li>• The government published a new national careers strategy in December 2017.</li> <li>• This has been followed by new statutory guidance for secondary schools in order to improve careers provision.</li> </ul>		
<b>KEY ACTION POINTS (with deadline if appropriate) Must be a date near the end of term so that all governing bodies can comment/act</b>	<ul style="list-style-type: none"> <li>• Establish a careers leader post with a careers leader named on the school website – by 1<sup>st</sup> September 2018</li> <li>• Have in place a 'stable and structured' careers programme. This programme should fully meet the Gatsby Benchmarks by 2020.</li> <li>• School must now provide access to all pupils in years 8 to 13, for providers of technical qualifications and apprenticeships, such as further education colleges and training providers. This is so that pupils can be informed about all post-14 pathways.</li> </ul>		
<b>AUTHOR / TITLE</b>	<i>Deborah Dent, 14-19 Associate, School Effectiveness</i>		
<b>TELEPHONE NO.</b>	07986 450763	<b>EMAIL ADDRESS</b>	<a href="mailto:dentd@ealing.gov.uk">dentd@ealing.gov.uk</a>

The requirements are set out in statutory guidance issued 8 January 2018

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

This guidance follows on from the publication of the government's careers strategy; 'making the most of everyone's skills and talents' published 4 December 2017

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

### **Main Points:**

The purpose of the guidance is to help schools deliver a careers programme 'that is stable, structured and delivered by individuals with the right skills and experience'

The guidance has been structured around the 'Gatsby benchmarks' which set out eight areas of careers provision. Schools should have provision in place which meets all the eight the benchmarks by 2020. There is more detail about the Gatsby system in the guidance document.

Between now and 2020 a range of support for schools will be put in place, including through the Careers and Enterprise Company. More information about this is in the guidance.

Every school should publish its careers programme and the name and contact details of its careers leader on its website. This should be in place by September 2018.

There is now a legal duty on schools to facilitate providers of post-14 education and training to inform all pupils about approved technical qualifications and apprenticeships. This applies to years 8 to 13. The school must have a policy for provider access in place from January 2018. Annex A to the DfE guidance gives an example of such a policy.

Accountability in respect of careers provision is through pupil destinations data and Ofsted inspections.

More information about the Gatsby Benchmarks is available at:

<http://www.goodcareerguidance.org.uk/>

More information about school destinations can be found at this link and in your school's new 'Inspection Data Summary Report'.

<https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2016>

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 11</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF: All governors</b>
<b>TITLE</b>	<b>Child protection/safeguarding update</b>		
<b>SUMMARY</b>	<ul style="list-style-type: none"> <li>• Department for Education non-statutory guidance - sexual violence and sexual harassment between children in schools and colleges published December 2017</li> <li>• Future revisions to, <i>Keeping children safe in education</i></li> <li>• Admission of previously looked after children</li> </ul>		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Therese McNulty, School Workforce and Governance Adviser</i>		
<b>TELEPHONE NO.</b>	020 8825 8542	<b>EMAIL ADDRESS</b>	<a href="mailto:tmcnulty@ealing.gov.uk">tmcnulty@ealing.gov.uk</a>

## **Sexual violence and sexual harassment between children in schools and colleges**

Advice provided by the Department for Education (DfE) and published December 2017 focuses on sexual violence and sexual harassment between children at schools and colleges. It provides advice on what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when incidents occur, or are alleged to have occurred. It is for individual schools and colleges to develop their own policies and procedures as part of their child protection/safeguarding policies and principles.

The new guidance considers:

- What is meant by sexual violence and sexual harassment between children, providing specific definition of sexual violence and sexual harassment
- What are the legal responsibilities of schools and colleges?
- The need to consider a whole school or college approach to preventing child on child sexual violence and sexual harassment
- Safeguarding training
- The role of education in prevention
- How schools should respond to reports of sexual violence and sexual harassment and the action that should be undertaken following such a report
- Safeguarding and supporting the victim
- Safeguarding and supporting the alleged perpetrator.

The DfE will keep this advice under review, particularly as it develops its approach to relationships and sex education (RSE) and personal social health and economic (PSHE) education. This new guidance document can be accessed at

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

## **Keeping children safe in education (KCSIE)**

KCSIE sets out the legal duties that schools and colleges must comply with, together with good practice guidance on what they should do in order to keep children safe. The guidance is extensive, covering what staff should know and do to safeguard children, the management of

safeguarding in schools and colleges (where the role of governing board sits), safer recruitment and responding to allegations of abuse against staff

The DfE have consulted on:

- Revisions to Keeping children safe in education (KCSIE) statutory guidance <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- New advice on sexual violence and sexual harassment between children in schools and colleges

Key proposals as part of the consultation include:

- The provision of more information on early help and more information for staff on what they should do when they have concerns about a child
- The provision of additional information regarding children missing education in a safeguarding context i.e. where reasonably possible, schools and colleges should go beyond the legal minimum requirement to hold one emergency contact number
- The additional safeguarding challenges children with special educational needs and disabilities (SEND) can face - this should be reflected in the child protection policy

Following consultation, the government proposes to update and replace the current statutory guidance 'Keeping children safe in education 2016' in September 2018.

For full details of the proposed revisions go to

<https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/>

## **Admission of previously looked after children**

In December the minister of state for schools, Nick Gibb, wrote to local authorities and other admission authorities, with regards to children who were previously in care outside of England. He stated that school admissions authorities have been required to give looked after children (LAC) the highest priority in their admissions arrangements since 2007. In February 2012, this priority was extended to include previously looked after children who had ceased to be recognised as LAC due to adoption, being subject to a child arrangements order or special guardianship order.

The DfE have now concluded that when the opportunity arises, it seeks to make further amendments to the school admissions code to ensure that children who were previously in care outside of England also receive the highest priority for admission into a school in England. These children are also vulnerable and may have been abused and neglected, and should also be given the highest priority for admission, alongside other children who have been in care.

Any change to the admissions code will be subject to consultation, however, the minister states that until the DfE is able to formally amend the admissions code, he would encourage admission authorities, when setting school admissions arrangements, to use their discretion to give these specific children the second highest admissions priority in their oversubscription criteria. Nationally many admissions authorities will have already commenced the consultation process for admissions in 2019/20, or may not be amending them. In this instance, he would encourage the changes to be implemented for 2020/21.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 12</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Ealing safeguarding reporting procedures and contacts</b>		
<b>SUMMARY</b>	Item contains links, contact details and description on reporting of incidents, concerns and alerts.		
<b>KEY ACTION POINTS</b>	Visit <a href="http://www.egfl.org.uk/handbook">www.egfl.org.uk/handbook</a> for most up-to-date contact lists. Visit relevant sections on <a href="http://www.egfl.org.uk">www.egfl.org.uk</a> for further details.		
<b>AUTHOR / TITLE</b>	<i>Janet van der Meulen, EGfL Web and Communications Manager</i>		
<b>TELEPHONE NO.</b>	020 8825 7108	<b>EMAIL ADDRESS</b>	<a href="mailto:EGFLWebTeam@ealing.gov.uk">EGFLWebTeam@ealing.gov.uk</a>

### Child protection – report concerns

Concerned about a child?

ECIRS: 020 8825 8000

Use the referral form: [egfl.org.uk/ECIRS-referrals](http://egfl.org.uk/ECIRS-referrals) More information: [egfl.org.uk/ECIRS](http://egfl.org.uk/ECIRS)

Need advice?

Child protection adviser: 020 8825 8930 More information: [egfl.org.uk/CPadvisers](http://egfl.org.uk/CPadvisers)

Immediate danger - police 999

If there is concern that the child is in immediate danger, contact the police without delay.

### Allegations against professionals

More information /model procedure: [www.egfl.org.uk/AAP](http://www.egfl.org.uk/AAP)

Key contact for further information: Kogie Perumall (LADO) [PerumallK@ealing.gov.uk](mailto:PerumallK@ealing.gov.uk) / 020 8825 8155

### Radicalisation – report concerns

Ealing Prevent team: [preventschoolsinfo@ealing.gov.uk](mailto:preventschoolsinfo@ealing.gov.uk) More information: [egfl.org.uk/prevent](http://egfl.org.uk/prevent)

National preventing extremism helpline: 020 7340 7264 / [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

### School safe – alert other schools of incidents in/around your school

Submit the school safe incident description form on [egfl.org.uk/schoolsafe](http://egfl.org.uk/schoolsafe) to

[egflwebteam@ealing.gov.uk](mailto:egflwebteam@ealing.gov.uk) and report pupils being approached by strangers, suspicious/aggressive behaviour towards pupils and staff, filming/photography and other safeguarding issues AND don't forget to notify the police (appropriate for majority of school safe incidents). More information:

[egfl.org.uk/schoolsafe](http://egfl.org.uk/schoolsafe)

### Critical incidents – report incidents

Phone Stephen Dunham: 07940 546263 Email: [dunhams@ealing.gov.uk](mailto:dunhams@ealing.gov.uk)

Out of hours duty line: 020 8825 5000 More information: [egfl.org.uk/critical](http://egfl.org.uk/critical)

### Disease outbreaks – report a suspected outbreak

North West London HPT: 020 3326 1658

Out of hours: 01895 238 282 and ask for the North West London health protection on call staff.

Raj Chowdhury: 020 8825 7287 / 07568 130 165/ [chowdhury@ealing.gov.uk](mailto:chowdhury@ealing.gov.uk)

More information: [egfl.org.uk/flu](http://egfl.org.uk/flu)

### Accident and incidents - report online within 24 hours

More information: [egfl.org.uk/reportincidents](http://egfl.org.uk/reportincidents) for the online link and guidance.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 13</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>School safe scheme</b>		
<b>SUMMARY</b>	The scheme aims to protect children and the school community from public dangers by alerting other schools in the locality of, reported incident or possible problems, particularly when there are reports of children being approached inappropriately by strangers. The scheme is also intended as a method of rapid communication with schools in the event of an emergency.		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Janet van der Meulen, EGfL Web and communications Manager and Steve Dunham, Schools Property Officer</i>		
<b>TELEPHONE NO.</b>		<b>EMAIL ADDRESS</b>	<a href="mailto:EGFLWebTeam@ealing.gov.uk">EGFLWebTeam@ealing.gov.uk</a>

## School safe scheme

**What to do if a pupil, parent or member of staff reports an incident either on the way to or from school or during the school day?**

### Report the incident to the police

Schools are encouraged to contact the police in case of serious incidents. In particular if the incident involves:

- Strangers taking photographs of pupils
- Pupils being followed by strangers
- Unfamiliar persons present on school grounds
- Possible abduction attempts.

### Report a school safe incident

Download the incident description form at [egfl.org.uk/schoolsafe](http://egfl.org.uk/schoolsafe). Complete and return by email to the EGfL web team [egflwebteam@ealing.gov.uk](mailto:egflwebteam@ealing.gov.uk) so the team can alert schools in the area.

Prompt notification of an incident enables the Ealing Grid for Learning (EGfL) web team to contact colleagues who will provide security related support and advice to schools. This helps to respond to emergencies quickly whilst minimising the risk to personal safety.

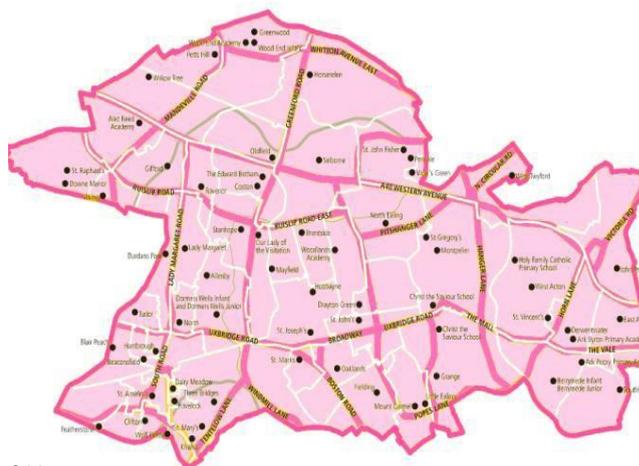
### Receiving alerts

If you wish to receive alerts, please email [egflwebteam@ealing.gov.uk](mailto:egflwebteam@ealing.gov.uk)

We distribute incidents to schools (includes independent schools) in one or more of the following areas, depending on where the incident took place:

- Acton
- Ealing/Hanwell
- Greenford/Northolt/Perivale
- Southall

Severe incidents are distributed to all areas.



### **Incidents reported last year (2017)**

During 2017 the EGfL web team distributed more than 100 school safe alerts

Some examples of more frequently occurring incidents, involved:

- Possible abduction attempts
- Strangers taking photographs of pupils on mobile phones
- Strangers taking photographs of school premises
- Pupils being followed by strangers.
- 56% of the incident alerts showed that the schools had reported or were going to report the incident to the police
- Over 400 email addresses are on the distribution lists.

### **Other uses of school safe**

The system is also used to disseminate:

- Police safeguarding alerts
- Security briefing updates following hoax threat calls to schools
- Counter terrorism information and advice for schools
- Guidance from Ealing Prevent on how to discuss the subject of terror attacks sensitively in schools and settings and how to report concerns around extremism and community tension
- School travel advice following terror attacks.

See next page for the school safe incident form.

## Ealing school safe scheme Incident description form

Complete this form, then save and send by email to: [egflwebteam@ealing.gov.uk](mailto:egflwebteam@ealing.gov.uk). We will circulate to appropriate schools and children's centres by email immediately. If you have any problems contact Dee Pollard on 020 8825 8245 or Janet van der Meulen on 020 8825 7108. You can download this form here [www.egfl.org.uk/schoolsafe](http://www.egfl.org.uk/schoolsafe)

Name of school reporting incident	Enter school name		
Date and time incident	Enter date and time of incident		
Location of incident	Enter location details		
Brief details of incident	Enter incident details		
Description of person	Person 1	Person 2	
Sex	Choose sex	Choose sex	
Age	Choose age	Choose age	
Height (cms)	Enter height	Enter height	
Build	Enter build	Enter build	
Skin colour – Enter colour and not ethnicity, unless certain	Enter skin colour	Enter skin colour	
Hair	Enter hair details	Enter hair details	
Eyes	Enter eye details	Enter eye details	
Hat	Enter cap details	Enter cap details	
Glasses	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Moustache/Beard	Enter details	Enter details	
Other distinguishing features eg accent, scars, tattoos	Enter distinguishing features	Enter distinguishing features	
Vehicle registration numbers	Enter vehicle reg number (*For relevant staff members, not for distribution to parents)		
* Under data protection any information that can identify a person/suspect should not be disclosed. Reported specifics such as the address, name, photo image or registration number on the school safe template are for the attention of safeguarding, child protection and other relevant members of staff only and should not be distributed widely to parents, unless clearly instructed to do so by the Met Police.			
Vehicle make, model, colour ...	Enter vehicle details		
Police informed: appropriate for majority of school safe incidents	<input type="checkbox"/> Yes <input type="checkbox"/> No	Crime CAD ref if applicable	Enter CAD ref
Does child involved have an allocated social worker?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Reported by	Choose an item.
Time and date reported	Enter date, time	Name of staff member completing form	Enter details.
Signed Type name for email purposes	Enter name	Date	Enter date

Disclaimer: We can only distribute school safe alerts to those schools we have the correct email addresses for. It is the schools' accountable officers responsibility to keep us up to date of any email address changes. We are not responsible for the content of the alerts. We are not responsible for passing serious incidents on to the police. Schools must contact the police directly to inform them of a serious incident.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 14</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Visits to schools from local authority staff</b>		
<b>SUMMARY</b>	Information summarising the details for proof of identity and proof of disclosure and barring service (DBS) clearance for local authority staff.		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Judith Finlay, Executive Director of Children, Adults and Public Health</i>		
<b>TELEPHONE NO.</b>	0208 825 6512	<b>EMAIL ADDRESS</b>	<a href="mailto:finlayj@ealing.gov.uk">finlayj@ealing.gov.uk</a> <a href="mailto:GJennings@ealing.gov.uk">GJennings@ealing.gov.uk</a>

We are aware that on several occasions, social work staff and other staff who are visiting schools to see children have been asked to produce proof of identity and proof of disclosure and barring service (DBS) clearance.

I have been advised that in line with Department for Education (DfE) and Ofsted guidelines, I should inform all schools in writing regarding the position of social work staff and other Council staff working in schools

This is confirmation that all social work staff and other staff employed by Ealing Council who frequently work with children in schools have been subject to an enhanced DBS check.

“Frequently” is defined as once a week or more often or on four or more days in a 30-day period. In respect of social work, this covers the positions of social workers, senior social workers, social work assistants, deputy managers, team managers, operations managers and assistant directors.

This applies equally to both locum and permanent staff.

Other council employees who are also covered include, for example, educational psychologists, music tutors, passenger assistants and teachers in the behaviour strategy and inclusion service and associates in the school effectiveness service

All staff are, of course, required to provide proof of identity when they visit your school and I confirm that you should accept a photographic Ealing ID badge as providing this proof.

This information was sent to schools via Gatekeeping on 26<sup>th</sup> January 2018.

Link: [www.egfl.org.uk/LAstaff-visit](http://www.egfl.org.uk/LAstaff-visit)

If you have any queries regarding this letter please do not hesitate to contact me or Gill Jennings, HR Business Partner for Children’s Services, on 020 8825 7121.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 15</b>	<b>FOR INFORMATION/</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Supporting pupils at school with medical conditions working group</b>		
<b>SUMMARY</b>	Details of a multi-agency working group currently working on a policy document for Ealing schools,		
<b>KEY ACTION POINTS</b>	Draft policy will go out for wider stakeholder consultation in February 2018.		
<b>AUTHOR / TITLE</b>	<i>Dr Vaishnavee Madden, Consultant in Public Health</i>		
<b>TELEPHONE NO.</b>		<b>EMAIL ADDRESS</b>	<a href="mailto:MaddenV@ealing.gov.uk">MaddenV@ealing.gov.uk</a>

A multi-agency working group is currently working on a policy document for Ealing schools, based on the Department for Education (DfE) guidance, 'Supporting Pupils with Medical Conditions at School' (2014) [www.egfl.org.uk/medicines](http://www.egfl.org.uk/medicines). This will include more detailed information about individual healthcare plans, managing medication and training expectations. The draft policy will go out for wider stakeholder consultation in February 2018 and the final document is expected to be published later in the spring or early summer term 2018.

The next stage of work will involve supporting implementation of the policy, including producing a checklist for governing boards and considering any potential human resources (HR) implications i.e. Acknowledgement of medical responsibilities for the named staff taking on the 'medical champion' role in each school and what to include in a job description.

In the meantime, it is important that governing boards fulfil their statutory duties by making arrangements to support pupils with medical conditions, including:

- Ensuring that all pupils with medical conditions have an individual healthcare plan
- Ensuring the safe storage, use and disposal of medication. This includes making sure that processes are in place to ensure that medication is in date
  - Ensuring that staff have adequate training to meet the healthcare needs of these pupils. This includes attending the 'managing medical emergencies' training run by the school nursing service [www.egfl.org.uk/schoolnursing](http://www.egfl.org.uk/schoolnursing), attending first aid training [www.egfl.org.uk/HStraining](http://www.egfl.org.uk/HStraining), completing free online modules in the management of asthma and anaphylaxis [www.egfl.org.uk/medicines](http://www.egfl.org.uk/medicines) or sourcing more specialist training for specific health needs by liaising with relevant health professionals.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 16</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Early Help Assessment and Plan (EHAP) Update</b>		
<b>SUMMARY</b>	Updated information on EHAP activity and support available for schools including the process to initiate and register an EHAP.		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Polly Bradley, Family Information Service Manager, Early Years and Childcare</i>		
<b>TELEPHONE NO.</b>	020 8825 5588	<b>EMAIL ADDRESS</b>	<a href="mailto:ehap@ealing.gov.uk">ehap@ealing.gov.uk</a>

The Early Help Assessment and Plan (EHAP) is the process and tool Ealing uses for professionals supporting children and 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 they become bigger, harder to address and affect the development or life chances of the children/young people in the family.

### **EHAP activity for schools April – December 2017**

<b>No. of Schools Initiated EHAP April - December 2017</b>	
High school	6
Primary school	40
Special school	3
Out of borough	8

<b>No. EHAPs Initiated April – December 2017</b>	
High school	13
Primary school	115
Special school	11
Out of borough	10

<b>EHAP Initiator Presenting Issue</b>	
Child development	62
Child safety	1
Child's behavioural issues	27
Child's disability	4
Childs health	5
Domestic violence	2
Emotional Issues	7
Family under stress	14
Mental health	1
Parental ill health/disability	1
Parenting issues	2
Substance misuse	2
Young carers	1
<b>129</b>	

### **EHAP support for schools**

Support is available for schools where EHAPs have been initiated, are being considered for initiation or have been advised to initiate an EHAP, to answer any questions, address concerns and support with team around the family (TAF) meetings.

[www.egfl.org.uk/EHAP](http://www.egfl.org.uk/EHAP)

To access the above support please contact:

**Paulette Scott EHAP** Information advice and consultancy - [Scottp@ealing.gov.uk](mailto:Scottp@ealing.gov.uk) or the **Family Information Service** - [ehap@ealing.gov.uk](mailto:ehap@ealing.gov.uk) 0208 825 5588

### **How to start using the EHAP - registration process for schools**

Contact the Family Information Service (FIS) to confirm whether an EHAP already exists for a child, young person or their siblings; even if you think there may not be an active EHAP.

Information required for a preliminary check:

Child's name / date of birth / address / sibling details - name and date of birth

- Your complete contact details - an email signature is sufficient provided it contains your telephone number, full name, job role and organisation.

The information can be sent to the FIS in the following ways:

Telephone: 020 8825 5588 (9am-5pm)

- Email: [EHAP@ealing.gov.uk](mailto:EHAP@ealing.gov.uk) when using email please make sure it is secure.

### **Preliminary check results confirmed**

An FIS officer carries out preliminary checks and responds via email to confirm the outcome. You will either be asked to register the EHAP or directed to the lead professional of an existing EHAP.

### **Registering an EHAP**

Once the EHAP initiator comments and identifying details have been completed, the EHAP can be registered and a unique EHAP registration number will be issued.

There are a number of ways to register an EHAP:

**Option 1 Online EHAP form:** Once submitted a portable document format (PDF) version of the EHAP will be generated to download and save securely at local level. The EHAP registration number will be issued immediately.

**Option 2** Email: Send a copy of the EHAP securely to [EHAP@ealing.gov.uk](mailto:EHAP@ealing.gov.uk). The EHAP registration number will be emailed in response.

**Option 3** Telephone: Call the FIS and an information officer will take the EHAP registration details over the telephone and issue the EHAP registration number. Telephone: 020 8825 5588 (9am-5pm). Please be aware option 3 is quite time consuming so we recommend registering through option 1 or 2.

Information on EHAP training, guidance and forms can be found at [www.ealing.gov.uk/EHAP](http://www.ealing.gov.uk/EHAP)

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 17</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>SAFE parenting service update</b>		
<b>SUMMARY</b>	Update of the courses available for the SAFE (supportive action for families in Ealing) Parenting Service		
<b>KEY ACTION POINTS</b>	<ul style="list-style-type: none"> <li>• Raise awareness of service within schools.</li> <li>• Share referral process.</li> <li>• Promote positivity – sending out the message that it is acceptable for parents to ask for help.</li> <li>• Promote the inclusive nature of these courses and their specialisms.</li> </ul>		
<b>AUTHOR / TITLE</b>	<i>Barbara Borghetto, Parenting Practitioner, SAFE East Team</i>		
<b>TELEPHONE NO.</b>		<b>EMAIL ADDRESS</b>	borghettob@ealing.gov.uk

The Ealing Parenting Service has been incorporated into SAFE and will be known as the SAFE Parenting Service. The SAFE Parenting Service provides support for parents/carers of children aged 0-18 who may present with behavioural challenges and/or emotional difficulties. These could include:

- Aggression
- Managing feelings
- Not responding to requests
- Problems in school and/or within the community.

Intervention and support usually involves a short initial assessment followed by evidenced-based group work parenting programmes. If there is a need identified for an individual parenting intervention this can be arranged using the wider SAFE service. In addition, we can offer parenting interventions at school and deliver workshops to parents on anger management, positive discipline strategies and tips on how to strengthen the parent-child relationship.

[www.egfl.org.uk/parenting](http://www.egfl.org.uk/parenting)

Please find below, outlines of the current programmes. Schools can refer parents to these programmes if parenting support is indicated within an EHAP assessment conducted for a child and their family.

<b>Family links</b>
<p><b>10 weekly sessions to help up to 15 parents of children 2-12 years, offering many positive, practical and fun ways of guiding children so they can better manage their feelings and behaviour.</b></p> <p>Based on the four core principles of self-reflection, positive discipline, empathy and appropriate expectations. There is a focus on parents looking after themselves and understanding their emotional needs and those of their children; in order to develop good communication and practical strategies to manage behaviour. This course is also offered locally in children's centres and supports diversity in offering the sessions in Urdu, Hindi, and Punjabi and has been successfully adapted for Islamic values. In addition, the model can be adapted to offer parents of special educational needs and/or disabilities (SEND) children, a parenting intervention.</p> <ul style="list-style-type: none"> <li>• 12/10/17 - 12/01/18 Families of children with additional needs delivered at Mandeville School</li> <li>• 19/09/17 - 28/11/17 Family links with Islamic values delivered at Jamia Mosque</li> <li>• 20/02/18 - 24/04/18 Family links with Islamic values Jamia Mosque (places available)</li> <li>• 12/02/18 - 30/04/18 Evening course for fathers held at Perceval House (places available)</li> <li>• 26/01/18 - 20/04/18 Families of children with additional Needs Clifton Primary School (places available)</li> </ul>

### **Strengthening families, strengthening communities**

**13 weekly sessions, 3 hours each, for up to 15 parents of children 2 -19 years. This course explores the way families communicate and the influence that culture and community have on your family.**

This course promotes positive relationships and teaches effective discipline methods to give parents the confidence and skills to make home life more manageable. This model works well for parents of teenagers. The model aims to reduce violent behaviour within the home and the community; focusing on managing children in the community and making the community safer. It spends substantial time on exploring issues to do with mental health and managing feelings.

Sessions in progress/upcoming:

- 01/11/17 – 07/02/18 in progress with 13 parents at Perceval House
- 02/11/17 – 08/02/18 in progress with 10 parents at Acton Active
- 08/01/18 – 18/04/18 in progress with 15 parents delivered at Dormers Wells Junior School
- 19/02/18 – 28/05/18 upcoming (places available) venue TBC
- 09/03/18 – 22/06/18 upcoming (places available) at Acton High School
- We will be running an additional course specifically for parents of children diagnosed with autistic spectrum disorder (ASD). We are taking referrals for these sessions - dates to be confirmed.

### **Webster Stratton INCREDIBLE YEARS®**

**14 weekly sessions, 2.5 hours each, for up to 15 parents of 2 – 6 years and 6-11years, to help parents build positive and close relationships with their children, whilst at the same time teaching strategies to manage unacceptable behaviour.**

Topics include playing with your child, giving effective praise and rewards, setting clear and consistent limits and boundaries, choices and consequences and supporting your child's education. This has the strongest evidence base for effective outcomes in children, particularly children with attention deficit hyperactivity disorder (ADHD) and conduct disorders. It is also the NICE (National Institute for Health and Care Excellence) recommended intervention for ADHD.

- 05/02/18 – 18/04/18 upcoming (places available) at Perceval House

### **Understanding anger for parents and professionals – one day workshop**

**The British Association for anger management run this one day workshop on understanding and dealing with anger. We aim to offer this workshop twice a year.**

- Upcoming (15 places available) at Dormers Wells Primary School. Dates to be confirmed – first workshop is planned in April 18.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 18</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF: All governors</b>
<b>TITLE</b>	<b>School funding 2018/19</b>		
<b>SUMMARY</b>	Update headteachers and chairs of governors on school funding 2018/19, and outline the key dates and financial reporting requirements at a schools and local authority (LA) level.		
<b>KEY ACTION POINTS</b>	15 <sup>th</sup> March 2018: Finance returns and end-of-year accruals 4 <sup>th</sup> May 2018: Budgets to the LA		
<b>AUTHOR / TITLE</b>	<i>Tamara Quinn, Strategic Lead, Business Planning and Resources</i>		
<b>TELEPHONE NO.</b>	020 8825 8444	<b>EMAIL ADDRESS</b>	<a href="mailto:tquinn@ealing.gov.uk">tquinn@ealing.gov.uk</a>

### Schools Forum

Schools Forum is a consultative and decision making body which meets at least four times a year and consists of elected representatives from:

- Maintained schools and academies/free schools
- early years and non-maintained special school providers
- Councillors
- Staff

The agenda, minutes and reports are available on the Council's website. The most recent schools forum report can be accessed through the following link:

<http://ealing.cmis.uk.com/ealing/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/5422/Committee/23/Default.aspx>

The next meeting of the Forum is in April where the forum will consider the scheme for financing schools 2018/19.

### Scheme for financing schools

The scheme for financing schools sets out the financial and accounting framework for maintained schools in Ealing. The two main areas are:

- The pattern of advances and cash payments to schools; and
- Arrangements for licenced deficits and loans.

Download from [www.egfl.org.uk/fairfunding](http://www.egfl.org.uk/fairfunding)

Corporate finance is also reviewing the process for a school putting forward a business case proposal for a loan or licenced deficit. We hope to update schools in the summer.

### Closing 2017/18 and budget setting 2018/19

Schools are asked to submit all finance returns and year end accruals on or before the **15<sup>th</sup> March 2018**. Schools are not able to close with a deficit budget without seeking prior approval for a licenced deficit by the local authority (LA).

Final budgets for mainstream primary and secondary schools and LA services were agreed at the January Schools Forum. All mainstream schools in Ealing gained a minimum of 0.5% per pupil of funding in 2018/19 with some schools gaining up to 2.5%. Final budgets have been published here: [www.egfl.org.uk/budgets](http://www.egfl.org.uk/budgets)

Remaining funding and cash flow will be published in February.

Schools are asked to submit their budgets to the LA by the **4<sup>th</sup> May**. These budgets must be ratified by the governing body before submission. Schools are not able to set a deficit budget without seeking prior approval for a licenced deficit by the LA.

The Department for Education's (DFE's) statutory guidance states that every LA must have a scheme for financing schools that:

*“Must contain a provision which has the effect of carrying forward deficit balances, by providing for deficits to be deducted from the following year’s budget share....The scheme may preclude any planning for deficits; or it may allow schools to plan for deficits only in certain approved circumstances...The scheme should contain a provision which makes it clear that the authority cannot write off the deficit balance of any school.”*

Ealing’s statutory scheme for financing school; allows schools to plan for a deficit and attaches a number of conditions to this. The school must repay over a maximum period three years. And all requests for licensed deficits have to be made in writing to the authority, with supporting evidence as to how the deficit has arisen and how it will be repaid.

**As such, the authority has the right to refuse this support. A deficit budget cannot be planned for, by the school, without the formal approval of the authority.**

### **Three to five year budgeting**

All schools should now have at least a three year projection which has been reported to governors. For most schools, these do not need to be submitted to the LA.

For schools that have:

- Licensed deficits or loans; or
- A forecasted deficit 31 March 2019; or
- Surpluses above 5% for high schools, and 8% for primary and special schools; or
- Are part of LA monitoring or securing good programme.

Should submit the three year plan and summarise the schools financial position in each of the years, and actions the school will take to address any expected deficits. These should be emailed to Schools Accountancy Services [SchoolsAccountancyServices@ealing.gov.uk](mailto:SchoolsAccountancyServices@ealing.gov.uk) and Tamara Quinn, [tquinn@ealing.gov.uk](mailto:tquinn@ealing.gov.uk).

Year one will be firmer than two and three but the thinking about future years will inform some of the key decisions your governing body will make in the coming financial year. This should fit in with schools development plans.

Those schools purchasing Level 2 or 3 from the Schools Bursarial Service will be supported by that service in preparing these plans.

### **2018/19 forecasts of outturn**

Schools are asked to have an outturn forecast from the second half of the summer term which is updated at least half termly to governors. As funding becomes tighter, regular monitoring and reporting on spending against your agreed budget is particularly important. Cumulative spend analysis is a part of this process however this should be combined with forecasts and assumptions for both income and expenditure which are reviewed on a regular basis. For most schools, these do not need to be submitted to the LA.

For schools that have:

- Licensed deficits or loans; or
- Forecasted a deficit at 31 March 2019; or
- Surpluses above 5% for high schools, and 8% for primary and special schools; or
- Are part of LA monitoring or securing good programme.

Should submit an outturn forecast to Schools Accountancy Services [SchoolsAccountancyServices@ealing.gov.uk](mailto:SchoolsAccountancyServices@ealing.gov.uk) and Tamara Quinn, [tquinn@ealing.gov.uk](mailto:tquinn@ealing.gov.uk).

### **Accounting arrangements**

Since April 2016 the principle source of information on school spending is each school’s financial system normally this is Capita Financial Management System (FMS).

It is important that all supporting evidence of income and expenditure to back up financial returns to the LA are generated from Schools financial Management System only and not separate spreadsheets.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 19</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Ofsted</b>		
<b>SUMMARY</b>	<ul style="list-style-type: none"> <li>• Changes to Ofsted's short inspection procedure</li> <li>• Ofsted's annual report for 2016/17</li> </ul>		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Therese McNulty, School Workforce and Governance Adviser</i>		
<b>TELEPHONE NO.</b>	020 8825 8542	<b>EMAIL ADDRESS</b>	<a href="mailto:tmcnulty@ealing.gov.uk">tmcnulty@ealing.gov.uk</a>

### Changes to Ofsted's short inspection procedure

From January 2018 Ofsted have made changes to the short inspections system following a recent consultation. Since 2015, schools previously judged 'good' have received short one day inspections that do not result in a full set of judgements but are converted to a full inspection if inspectors do not find sufficient evidence that a school remains 'good.'

From January 2018, there are four possible outcomes from a short inspection:

- If inspectors are confident that the school remains, 'good' the school will receive a letter confirming this; another short inspection will take place in approximately three years (in line with the existing system)
- If there are, "serious concerns about safeguarding, behaviour or the quality of education," the school will receive a full inspection within 48 hours
- If inspectors suspect that there has been a decline and the school is no longer 'good', the school will receive a letter setting out the findings and a full inspection will take place, "typically within one to two years but no later than five years since the previous full section 5 inspection"
- If inspectors believe that there has been an improvement towards 'outstanding', the school will receive a letter setting out the findings and a full inspection within two years.

To read Ofsted's full report on the consultation outcome, go to

<https://www.gov.uk/government/consultations/short-inspections-of-good-schools-maintained-schools-and-academies>

### Ofsted inspections and the involvement of governors

In terms of Ofsted inspections and the involvement of governors the following applies:

- As many governors or trustees as possible are invited to meet inspectors during an inspection
- For academies, inspectors meet those directly responsible for management and governance, including the chief executive officer (CEO)/their delegate (or equivalent), the chair of the board of trustees and other trustees
- An inspector may talk to the chair of governors by telephone if s/he is unable to attend a face-to-face meeting with the inspector in school
- For academies, the headteacher and CEO/their delegate (or equivalent) are invited to observe the inspectors' final team meeting
- All staff with governance responsibilities need to know the outcome of the inspection as soon as possible
- Individual governor representatives **must** keep the outcomes confidential until the school has received the final inspection report
- References to the 'data dashboard' have been replaced with the Inspection Data Summary Report (IDSR).

For more information please see the Department for Education (DfE): *School Inspection Handbook – section 5*, updated October 2017 <https://www.gov.uk/government/publications/school-inspectionhandbook-from-september-2015> And

DfE: *School Inspection Handbook – section 8*, updated October 2017 <https://www.gov.uk/government/publications/handbook-for-shortmonitoring-and-unannounced-behaviour-school-inspections>

### **Ofsted's annual report**

Ofsted's annual report for 2016/17 was published on Wednesday 13 December. This is the first annual report since Amanda Spielman took the helm as Her Majesty's Chief Inspector (HMCI) in February 2017

Key points include:

- The majority of schools are performing well - 89% are currently rated 'good' and 'outstanding'
- This breaks down as 94% of early years providers, 90% of primary schools and 79% of secondary schools are good or outstanding;
- 80% of further education and skills providers are good or outstanding;
- 83% of children's homes are now good and outstanding; and
- More local authority children's services are on a path to improvement.

The Annual Report identifies a small group of schools that have been persistently judged less than 'good', including around 130 where under-performance has stretched for up to a decade and over 700 judged 'requires improvement' or 'satisfactory' at their last two inspections. These schools share some similar characteristics, including unstable leadership, high staff turnover and difficulty recruiting. Many have high proportions of pupils from deprived areas and above average proportions of pupils with special educational needs and disability (SEND). Whilst these schools have all received considerable attention and investment from external agencies, none of these interventions have worked. Yet schools in similar circumstances are achieving well, showing that improvement is possible. In addition weak governance was a common feature of secondary schools which have persistently underperformed and across all phases too many schools are sacrificing breadth of curriculum in order to prepare pupils for statutory assessments.

The report also highlighted that, despite the government issuing academy orders to every 'inadequate' school since April 2016, there are 113 maintained schools that have not converted at least nine months after receiving this judgement.

A summary of common problems in multi-academy trusts (MATs) which have had focused inspections was given. With respect to governance, Ofsted highlighted a lack of clear schemes of delegation, over-dependence on school leaders, a lack of understanding of data, and unclear strategies for use of pupil premium funding.

Work will commence on developing a new education inspection framework for 2019, building on recent findings and with a particular focus on the curriculum.

To read the report in full go to <https://www.gov.uk/government/collections/ofsted-annual-report-201617>

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 20</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Analyse School Performance and the Inspection Data Summary Report</b>		
<b>SUMMARY</b>	Information for governors about the DfE's new Analyse School Performance system (ASP) and Ofsted's new Inspection Data Summary Report (IDSR)		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Kim Price, Principal Research and Statistics Officer</i>		
<b>TELEPHONE NO.</b>	020 8825 8698	<b>EMAIL ADDRESS</b>	<a href="mailto:kprice@ealing.gov.uk">kprice@ealing.gov.uk</a>

## Analyse School Performance

Analyse School Performance (ASP) is the new Department for Education (DfE) replacement to RAISE Online. The new service allows governors to have their own user accounts and to easily identify the data that frames discussions around school performance and priorities. It is the same view of annual performance that Ofsted inspectors use. It is similar in presentation style to "find and compare schools" (<https://www.gov.uk/school-performance-tables>) but allows users to drill down / filter to look at pupil groups and pupil scatter plots.

Initial 2017 KS2 provisional data was released in ASP in September. KS1 and phonics data and additional KS2 disadvantaged breakdowns were added in November. 2017 provisional KS4 data was then released in ASP in December. We expect ASP to be further updated with early years foundation stage profile (EYFSP), final KS2 and final KS4 data during February although do not know the exact timescales.

ASP is designed to be explored on screen and be accessible and easy to navigate. There is a "school performance summary" printable report (which can be found in the "list of reports" menu). However, this is basically just a print out of all the tables and charts in the system, with an index and glossary. Exploring on screen is recommended as it allows users to drill down into the different measures, apply a range of filters and access explanatory information.

ASP is accessed via the DfE secure access website <https://sa.education.gov.uk>. If you have not already done so, we recommend that the appropriate member(s) of the governing body request an account from their school to gain access to this important system.

In order for governors to gain access, the DfE recommend you ask your school the following: "Please can the 'Approver' of Secure Access accounts within the school set me up with a governor role account to Analyse School Performance". All schools should have a secure access approver who can do this. The governor role account does not give access to pupil level data so this should not be a barrier to gaining access. Once they have set you up, you will receive a secure access account activation email which will enable you to activate your account. Each user needs their own individual login to secure access and login details should not be shared.

## Inspection Data Summary Report

The Inspection Data Summary Report (IDSR) is a new style data report, replacing the inspection dashboard and is *“an important tool to help school leaders, governors, and inspectors understand a schools context, attainment and progress.”* This is a key document Ofsted inspectors will use to frame their discussions so it is important that governors understand what it says about their school.

The 2017 primary provisional version was originally released in November and has been updated a number of times to correct errors. An updated version (containing final KS2 data and EYFS) is due to be released in February. The 2017 secondary provisional version was released at the beginning of January, with 16-19 data a few weeks later. We expect it to be updated with final data in March.

The inspection data summary report begins with a list of “areas to investigate”, which gives an indication of some of the key areas Ofsted inspectors will initially focus on. Ofsted have published guidance on possible areas to investigate and how they are derived which can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/662139/Inspection\\_data\\_summary\\_report\\_-\\_guidance\\_on\\_areas\\_to\\_investigate.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/662139/Inspection_data_summary_report_-_guidance_on_areas_to_investigate.pdf)

The report then contains a series of tables and graphs showing your schools context, absence and exclusions, progress over time and attainment and progress with breakdowns by prior attainment group and for disadvantaged pupils. Ofsted have also published general guidance giving an overview of the data contained in the IDSR for primary and secondary schools and information to assist in interpreting the tables and charts which can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/675841/General\\_guidance\\_for\\_IDSRs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/675841/General_guidance_for_IDSRs.pdf)

Your school’s latest inspection data summary report can be downloaded from the list of reports section within ASP under “Inspection data summary reports”.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 21</b>	<b>FOR ACTION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>General Data Protection Regulations (GDPR)</b>		
<b>SUMMARY</b>	Changes to the GDPR effective from 25 <sup>th</sup> May 2018. All schools need to ensure they are compliant by this date.		
<b>KEY ACTION POINTS</b>	Please action as appropriate		
<b>AUTHOR / TITLE</b>	<i>Mark Robinson, Curriculum Technology &amp; Computing Consultant</i>		
<b>TELEPHONE NO.</b>	020 8825 7343	<b>EMAIL ADDRESS</b>	<a href="mailto:dataprotection@ealing.gov.uk">dataprotection@ealing.gov.uk</a> <a href="mailto:MRobinson@ealing.gov.uk">MRobinson@ealing.gov.uk</a>

## General Data Protection Regulations (GDPR)

On the 25<sup>th</sup> May 2018, the European Union (EU) General Data Protection Regulations (GDPR) will come into effect in the UK. The government has confirmed that the UK's decision to leave the EU will not prevent the introduction of the GDPR. As schools are data controllers they are required to comply so it is important that governors and trustees begin to consider any potential impact. The GDPR apply to all personal data collected by an organisation.

The regulator for the Data Protection Act 1998, the Information Commissioner's Office (ICO) has produced guidance notes which are available on their website.

[This page on the ICO site](#) provides a useful checklist for data controllers and for data processors.

[GDPR: 12 steps to take now](#)

[Guide to the General Data Protection Regulations \(GDPR\)](#)

This section of the ICO site provides guidance specifically for education: <https://ico.org.uk/for-organisations/education/>

There is also a webinar discussing how the ICO will help schools with GDPR compliance. <https://ico.org.uk/about-the-ico/news-and-events/events-and-webinars/data-protection-for-the-education-sector-webinar/>

Please note all data controllers should be on the ICO's register of data controllers. By visiting the register, you can confirm if your school is listed on it. The link to the register is: <https://ico.org.uk/about-the-ico/what-we-do/register-of-data-controllers/>

Definition of data controller: *"the natural or legal person, public authority, agency or other body which, alone or jointly with others determines the purposes and means of processing of personal data."*

Please note, the school governor development team, on behalf of Ealing Council and in line with the new GDPR, will be contacting all governors and clerks to make clear what data is held by the council.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 22</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF: All governors</b>
<b>TITLE</b>	<b>Teacher recruitment and retention</b>		
<b>SUMMARY</b>	<ul style="list-style-type: none"> <li>• Research by the National Foundation for Educational Research (NFER) has looked at the destinations of teachers who are leaving the profession in order to understand how schools can improve retention</li> <li>• Department for Education (DfE) flexible working guidance</li> </ul>		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Therese McNulty, School Workforce and Governance Adviser</i>		
<b>TELEPHONE NO.</b>	020 8825 8542	<b>EMAIL ADDRESS</b>	<a href="mailto:tmcnulty@ealing.gov.uk">tmcnulty@ealing.gov.uk</a>

## Teacher retention and recruitment

Research by the National Foundation for Educational Research (NFER) has looked at the destinations of teachers who are leaving the profession in order to understand how schools can improve retention. The key findings from NFER's analysis were:

- **Teachers' job satisfaction improves after leaving** – the job satisfaction of teachers who leave teaching for another job increases considerably after they leave. Teachers' job satisfaction had been declining in the years before they left teaching, suggesting that low job satisfaction was an important factor contributing to their decision to leave
- **Teachers do not leave for higher-paid jobs** - the monthly pay of teachers who leave teaching and take up a new job is, on average, ten per cent less than it was as a teacher. This does not necessarily imply that increasing teachers' pay will have no impact on teacher retention, but policy responses need to consider pay alongside other factors.
- **Leavers' working hours decrease and many secondary leavers take up part-time positions** – with respect to secondary teachers who leave, the proportion working part-time increases by twenty percentage points after leaving, suggesting that secondary schools are less effective than primary schools at accommodating part-time working. The NFER argues that the Government and other secondary-sector stakeholders need to urgently look at ways of accommodating more part-time working in secondary schools, to retain those teachers who are at risk of leaving.

The retention of existing staff is strategically key in light of the Department for Education's (DfE's) recent statistical release into postgraduate initial teacher training (ITT) courses in the 2017/18 academic year. The release shows that the government's recruitment targets have been missed for a fifth consecutive year. Each year, according to the teacher supply model, the government must recruit around 30,000 new teachers to maintain staff supply. For the 2017/18 academic year, there were only 27,895 new entrants to ITT courses.

The authors of this NFER report recommend that, in order to improve staff retention, governing boards should monitor job satisfaction and engagement, look at ways of accommodating part-time working (particularly in secondary schools) and tackle teacher workload.

A copy of the most recent research can be found at <https://www.nfer.ac.uk/publications/NUFS04>

## **Flexible working**

In February 2017 the DfE issued guidance on flexible working in schools <https://www.gov.uk/government/publications/flexible-working-in-schools>, to help school leaders, staff and governing bodies put in place arrangements for their staff.

In March 2017 the then Secretary of State for Education, Justine Greening announced that she wanted flexible working practices to become the norm in schools across the country, as part of her vision for the teaching profession speech to the Association of School and College Leaders (ASCL) conference <https://www.gov.uk/government/speeches/justine-greening-teacher-development-key-to-school-improvement>.

As a governing board you may wish to strategically consider these issues e.g. reviewing (anonymised) responses to staff surveys undertaken by the school.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 23</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Governor recruitment and membership</b>		
<b>SUMMARY</b>	<ul style="list-style-type: none"> <li>Information on SGOSS's new name, <i>Governors for Schools</i></li> <li>Ealing governor recruitment event, Wednesday 14<sup>th</sup> March 2018 together with <i>Governors for Schools</i></li> <li>Ealing induction and support for new governors reminder</li> </ul>		
<b>KEY ACTION POINTS</b>	Please confirm attendance by 2 <sup>nd</sup> March 2018		
<b>AUTHOR / TITLE</b>	<i>Therese McNulty, School Workforce and Governance Adviser</i>		
<b>TELEPHONE NO.</b>	020 8825 5444	<b>EMAIL ADDRESS</b>	<a href="mailto:tmcnulty@ealing.gov.uk">tmcnulty@ealing.gov.uk</a>



### **SGOSS name change to Governors for Schools**

From Tuesday 30<sup>th</sup> January 2018 SGOSS changed its name to Governors for Schools. It also has a new website (although you will still be able to access the new website via the previous SGOSS uniform reform locator (URL)).

*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 are able to 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 new website [www.governorsforschools.org.uk](http://www.governorsforschools.org.uk) or via the Ealing account manager William Durham. For more information call 020 7354 9805 or e mail [William.Durham@sgoss.org.uk](mailto:William.Durham@sgoss.org.uk)

### **Governor recruitment event**

Working with [Governors for Schools](http://www.governorsforschools.org.uk) we will be holding an event for volunteers and governing boards (GBs) to find potential new governors on **Wednesday 14<sup>th</sup> March 2018 at Ealing Town Hall, 6.30pm – 8.00pm.**

This event will be an opportunity for potential new governors to find out more about the role and about Ealing schools with governor vacancies to meet potential candidates.

The success of this event will rely on us attracting as many high calibre candidates as possible but more importantly on your involvement i.e. governor representatives attending, to meet potential governors to promote their school and fill vacancies.

### **What to do next?**

1. If you have GB vacancies register them with Governors for Schools or contact William Durham. [William.Durham@sgoss.org.uk](mailto:William.Durham@sgoss.org.uk) Governors for Schools will use this information to contact you regarding any candidates that may be interested in your school and to promote you to potential new governors. Please note all schools that attend will be required to do this prior to the event.
2. Identify who will be attending the event on the 14<sup>th</sup> March – ideally two people.
3. Confirm attendance with [governors@ealing.gov.uk](mailto:governors@ealing.gov.uk) – **by 2<sup>nd</sup> March 2018**
4. Think about what you will bring to the event – materials to give interested volunteers? Recruitment stand? (Only the small display banners please).
5. If you can confirm attendance sooner than the deadline above please do so, as this will give us time to indicate to volunteers how many schools will be attending – the more schools we have the more enticing it will be for would be governors thinking of attending!

## **New governor and chair induction reminder about Ealing resources available**

**Welcome to new governors** (PowerPoint briefing) and information pack on Ealing Grid for Learning (EGfL) <https://www.egfl.org.uk/school-effectiveness/school-governance/governor-training-development-and-support/induction-new> which all new governors should be given before/as soon as they start the governing body (GB). This is in addition to termly induction for governors run at Ealing Education Centre (EEC). For 2017/18 training dates see item 29 or view on [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk).

**Welcome to new chairs briefing** (PowerPoint) available on EGfL <https://www.egfl.org.uk/school-effectiveness/school-governance/governor-roles/chair-and-vice-chair-governors> this covers the key aspects of being a chair of governors. The PowerPoint should be shared with all new chairs as soon as they start the role or ideally with those considering being a chair so they know what the role is all about. It should also be shared with current chairs and headteachers as a 'refresher' and all members of the GB so that they are clear about what the role of the chair is/is not and supporting the chair as part of a team. Please note this PowerPoint briefing is in addition to the chair of governors' information pack also available on EGfL.

Please note both of these are password protected so you will need an EGfL user name and password.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 24</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Governor recruitment and membership - Inspiring Governance</b>		
<b>SUMMARY</b>	Reminder of Information on Inspiring Governance and the chairs recruitment service pilot		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Therese McNulty, School Workforce and Governance Adviser</i>		
<b>TELEPHONE NO.</b>	020 8825 5444	<b>EMAIL ADDRESS</b>	<a href="mailto:tmcnulty@ealing.gov.uk">tmcnulty@ealing.gov.uk</a>

### **Inspiring Governance**

Inspiring Governance is the national online matchmaking service which connects skilled volunteers interested in serving as governors and trustees with schools and colleges. It provides free, expert support for volunteers and governing bodies, as well as for employers wanting to run programmes for their staff serving as governors. The service is supported and funded by the Department for Education (DfE).

How to contact prospective governor volunteers:

1. Register/Login to <http://inspiringgovernance.org/>
2. Click **Find Volunteers** and search for **School Governor** volunteers
3. Read the profiles and select the volunteers you would like to invite in for an exploratory chat
4. Send them an invitation and wait for them to respond!

A new video featuring young people explaining the benefits of being a governor/trustee, challenging myths about who can govern and sharing how to get involved can be found at <https://www.youtube.com/watch?v=j-ArsHUMk84>

Register your school – whether you have current vacancies or want to browse volunteers in your local area. <https://educationandemployersprogrammes.force.com/s/signupitf?type=singleGovernor>  
If you are seeking new recruits, or have any further questions please contact [enquiries@inspiringgovernance.org](mailto:enquiries@inspiringgovernance.org) or phone 020 7566 4880

### **Inspiring Governance – Future chairs recruitment service**

The chairs recruitment Service is part of the Inspiring Governance programme, supported by the Department for Education and delivered by the Education and Employers and the National Governance Association (NGA) [www.inspiringgovernance.org](http://www.inspiringgovernance.org)

The chairs recruitment service will help boards with the vital task of recruiting a high calibre individual who has the potential to become a chair, vice-chair or committee chair within a year of joining a school governing board. The service will identify and recruit appropriately experienced individuals from within and beyond the education sector who are willing to be considered for this opportunity.

The Inspiring Governance team will work with and support both the recruiter and the volunteer through the recruitment and induction process. Potential volunteers are contacted by NGA and undertake an initial screening telephone interview. Matched volunteers will then have a meeting at the school and a face to face interview with the recruiting board. If the candidate is successful, they will be appointed to the board, in accordance with the board's procedures. The final recruitment decision rests with the board. Once the volunteer is appointed as a future chair, they will be able to access twelve months of training and support:

If you have any questions, please do not hesitate to contact Simon Richards – chairs' development manager at NGA on 0121 237 3780

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 25</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Governing boards work schedule/annual plans</b>		
<b>SUMMARY</b>	Reminder of key areas to consider		
<b>KEY ACTION POINTS</b>	Please read and action as appropriate.		
<b>AUTHOR / TITLE</b>	<i>Therese McNulty, School Workforce and Governance Adviser</i>		
<b>TELEPHONE NO.</b>	020 8825 5444	<b>EMAIL ADDRESS</b>	<a href="mailto:governors@ealing.gov.uk">governors@ealing.gov.uk</a>

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; children, families and community. Committees indicated below are examples. Governors should decide on a committee structure which works most effectively for their governing board (GB) and its particular workload.

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](https://www.egfl.org.uk/school-effectiveness/school-governance/governor-toolkit) <https://www.egfl.org.uk/school-effectiveness/school-governance/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.

#### **Items that should be included on each agenda**

- Declaration of interests – pecuniary and other which must now 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.

**All governors must have an enhanced check** Disclosure and Barring Service (DBS) <https://www.egfl.org.uk/news/2016/03/dbs-checks-governors> (A reminder that only the individual gets 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.

#### **All governor information must be on Getting Information about Schools (GIAS)**

<https://www.gov.uk/government/news/national-database-of-governors>

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.

### 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\*
- Review annual report on safeguarding (Please note – there is no longer a requirement to send a report to the local authority (LA). We still recommend it is still good practice to report on safeguarding to the governing board)\* see end for more information.

#### **Reminder**

- 15<sup>th</sup> January 2018 - admission applications to primary schools close
- \*Equalities published information must be reviewed 'at least' annually – usually by 6<sup>th</sup> 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 31<sup>st</sup> 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 one of their school improvement buyback days for the external adviser role. 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 2018**
- 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
- 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 and female genital mutilation (FGM).

## **Autumn term**

Some of these may also be usefully done in the summer term ready for autumn.

- 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 31<sup>st</sup> December)
- **Review and determine the HTs salary** (backdated to 1<sup>st</sup> September)
- **Ensure every teacher has an appraisal review and their salary is reviewed by 31<sup>st</sup> October** (backdates to 1<sup>st</sup> September)

## **Teaching and learning**

- Review progress of the school improvement plan

## **Children, families and the community**

- Review annual report on safeguarding (the local authority require 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 31<sup>st</sup> - admission applications to secondary schools close.
- Own admission authorities who intend to change their admission arrangements for 2018/19 must provide the proposed admission arrangements to the local authority (LA) for consultation between 31<sup>st</sup> October and 31 January and must last for a minimum of six weeks – see [www.egfl.org.uk](http://www.egfl.org.uk)

Please refer to the statutory guidance [https://www.gov.uk/government/publications/keeping-children-safe-in-education--2\\_2016](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2_2016). The report should be based on a review of the duties in the revised guidance, the school's current practice and any future plans needed to ensure the practice current requirements. All the changes since the July 2015 version of the document are listed in Annex H Pages 70 – 74. E.g. Paragraph 68 - Changes the requirement that governing bodies 'should consider' to 'should ensure' children are taught about safeguarding, including online, through teaching and learning opportunities.

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 26</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>School term and holiday dates</b>		
<b>SUMMARY</b>	Ealing schools term and holiday dates.		
<b>KEY ACTION POINTS</b>	School term and holiday dates for 2018/19, 2019/20 & 2020/21 academic years. <a href="http://www.egfl.org.uk/term-holiday-dates">www.egfl.org.uk/term-holiday-dates</a> Please see pages 53 - 55		
<b>AUTHOR / TITLE</b>	<i>Lynda Daly, Pupil Support</i>		
<b>TELEPHONE NO.</b>	020 8825 6477	<b>EMAIL ADDRESS</b>	<a href="mailto:ldaly@ealing.gov.uk">ldaly@ealing.gov.uk</a>

## EALING SCHOOL TERM AND HOLIDAY DATES ACADEMIC YEAR 2018/19

### AUTUMN TERM

**Monday 3 September 2018 to Friday 21 December 2018** **75 Days**  
**Half Term:** Monday 22 October 2018 to Friday 26 October 2018  
**Christmas Holiday:** Monday 24 December 2018 to Friday 4 January 2019

### SPRING TERM

**Monday 7 January 2019 to Friday 5 April 2019** **60 Days**  
**Half Term:** Monday 18 February 2019 to Friday 22 February 2019  
**Easter Holiday:** Monday 8 April 2019 to Monday 22 April 2019

### SUMMER TERM

**Tuesday 23 April 2019 to Friday 26 July 2019** **63 Days**  
**May Day:** Monday 6 May 2019  
**Half Term:** Monday 27 May 2019 to Friday 31 May 2019

**TOTAL DAYS** **198 days**

### TRAINING DAYS

The above schedule sets out 198 days in total, providing a framework for schools from which five days should be selected as training days for teachers, set by head teachers in consultation with their staff.

### OCCASIONAL DAYS

The schedule also allows for the 3 occasional day holidays for pupils and staff to be set in consultation with each school's governing body. In considering the dates of these 3 days, governing bodies should take account of the need to observe religious festivals other than Christmas and Easter. These should also be taken from within the 198 days specified in the schedule. **Should the occasional days not be required for religious festivals it is recommended that they be used at the end of the Summer Term 2019.**

**Please note that the total number of working days for teachers is 195 and for pupils is 190.**

#### Bank Holidays

25 December 2018 (Christmas Day Holiday)	22 April 2019 (Easter Monday)
26 December 2018 (Boxing Day Holiday)	6 May 2019 (May Day)
1 January 2019 (New Year's Day Holiday)	27 May 2019 (Spring Bank Holiday)
19 April 2019 (Good Friday)	26 August 2019 (Summer Bank Holiday)

Produced by Pupil Support Services.  
March 2017

## EALING SCHOOL TERM AND HOLIDAY DATES ACADEMIC YEAR 2019/20

### AUTUMN TERM

**Monday 2 September 2019 to Thursday 19 December 2019** **74 Days**  
**Half Term:** Monday 21 October 2019 to Friday 25 October 2019  
**Christmas Holiday:** Friday 20 December 2019 to Friday 3 January 2020

### SPRING TERM

**Monday 6 January 2020 to Friday 3 April 2020** **60 days**  
**Half Term:** Monday 17 February 2020 to Friday 21 February 2020  
**Easter Holiday:** Monday 6 April 2020 to Friday 17 April 2020

### SUMMER TERM

**Monday 20 April 2020 to Friday 24 July 2020** **64 days**  
**May Day:** Monday 4 May 2020  
**Half Term:** Monday 25 May 2020 to Friday 29 May 2020

**TOTAL DAYS** **198 days**

### TRAINING DAYS

The above schedule sets out 198 days in total, providing a framework for schools from which five days should be selected as training days for teachers, set by head teachers in consultation with their staff.

### OCCASIONAL DAYS

The schedule also allows for the 3 occasional day holidays for pupils and staff to be set in consultation with each school's governing body. In considering the dates of these 3 days, governing bodies should take account of the need to observe religious festivals other than Christmas and Easter. These should also be taken from within the 198 days specified in the schedule. **Should the occasional days not be required for religious festivals it is recommended that they be used at the end of the Summer Term 2020.**

**Please note that the total number of working days for teachers is 195 and for pupils is 190.**

#### Bank Holidays

25 December 2019 (Christmas Day Holiday)	13 April 2020 (Easter Monday)
26 December 2019 (Boxing Day Holiday)	4 May 2020 (May Day)
1 January 2020 (New Year's Day Holiday)	25 May 2020 (Spring Bank Holiday)
10 April 2019 (Good Friday)	27 August 2020 (Summer Bank Holiday)

Produced by Pupil Support Services.  
March 2017

## EALING SCHOOL TERM AND HOLIDAY DATES ACADEMIC YEAR 2020/21

### AUTUMN TERM

**Wednesday 2 September 2020 to Friday 18 December 2020** **73 Days**  
**Half Term:** Monday 26 October 2020 to Friday 30 October 2020  
**Christmas Holiday:** Monday 21 December 2020 to Friday 1 January 2021

### SPRING TERM

**Monday 4 January 2021 to Wednesday 31 March 2021** **58 Days**  
**Half Term:** Monday 15 February 2021 to Friday 19 February 2021  
**Easter Holiday:** Thursday 1 April 2021 to Friday 16 April 2021

### SUMMER TERM

**Monday 19 April 2021 to Wednesday 28 July 2021** **67 Days**  
**May Day:** Monday 3 May 2021  
**Half Term:** Monday 31 May 2021 to Friday 4 June 2021

<b>TOTAL DAYS</b>	<b>198 days</b>
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### TRAINING DAYS

The above schedule sets out 198 days in total, providing a framework for schools from which five days should be selected as training days for teachers, set by head teachers in consultation with their staff.

### OCCASIONAL DAYS

The schedule also allows for the 3 occasional day holidays for pupils and staff to be set in consultation with each school's governing body. In considering the dates of these 3 days, governing bodies should take account of the need to observe religious festivals other than Christmas and Easter. These should also be taken from within the 198 days specified in the schedule. **Should the occasional days not be required for religious festivals it is recommended that they be used at the end of the Summer Term 2021**

**Please note that the total number of working days for teachers is 195 and for pupils is 190.**

#### Bank Holidays

25 December 2020 (Christmas Day Holiday)	5 April 2021 (Easter Monday)
28 December 2020 (Bank Holiday)	3 May 2021 (May Day Bank Holiday)
1 January 2021 (New Year's Day Holiday)	31 May 2021 (Spring Bank Holiday)
2 April 2021 (Good Friday)	30 August 2021 (Summer Bank Holiday)

Produced by Pupil Support Services  
March 2017

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 27</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Purchasing Ealing services for schools 2018-19</b>		
<b>SUMMARY</b>	Launching the services for schools information and ordering process on Ealing Grid for Learning (EGfL) website.		
<b>KEY ACTION POINTS</b>	<ul style="list-style-type: none"> <li>Services for schools 2018-19 updated information will be available on the EGfL from 22 January 2018.</li> <li>The purchasing deadline for annual buyback services is <b>28 February 2018</b>.</li> </ul>		
<b>AUTHOR / TITLE</b>	<i>Sally Davies, CPD, Communications and Business Adviser</i>		
<b>TELEPHONE NO.</b>	020 8825 5828	<b>EMAIL ADDRESS</b>	<a href="mailto:sdavies@ealing.gov.uk">sdavies@ealing.gov.uk</a>



### **Ealing services for schools 2018-19 timeline**

Services for schools purchasing options for 2018-19 are available on EGfL. The order form for annual buy back services closes on 28 February 2018.

### **Online ordering system's success**

This is the fourth year that schools can place their purchasing decisions online. In the previous years we saw a 100% return of order forms by schools within the deadline dates.

### **Governors' access**

You can view service information on [www.egfl.org.uk](http://www.egfl.org.uk). Once logged in with your EGfL user account you can also see service level agreement (SLAs) and price details.

### **Governors will also find the following resources on EGfL useful:**

- Dedicated governors section [egfl.org.uk/governors](http://egfl.org.uk/governors)
- Induction handbook for new headteachers [egfl.org.uk/handbook](http://egfl.org.uk/handbook)
- News [egfl.org.uk/news](http://egfl.org.uk/news)
- Events and key dates for senior leaders [egfl.org.uk/events](http://egfl.org.uk/events)
- Find a local authority or school colleague - directory [egfl.org.uk/people](http://egfl.org.uk/people)
- Find a school [egfl.org.uk/schools](http://egfl.org.uk/schools) - directory with printable lists
- Links direct to CPD (continuing professional development) online training information and booking website [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk)

### **Get an EGfL user account**

Email [egflwebteam@ealing.gov.uk](mailto:egflwebteam@ealing.gov.uk) with your name, school and role within the governing body.

### **Already have an account but forgotten your password?**

Use this link to request a new password: [egfl.org.uk/user/password](http://egfl.org.uk/user/password)



Ealing Grid for Learning

[www.egfl.org.uk](http://www.egfl.org.uk)

## Dedicated web area



### School governance

Web area that aims to support our hardworking and dedicated school governors and clerks in Ealing.

School governance



School governance news



Becoming a school governor or clerk



Clerk job descriptions and claim form



Clerks to the governing board



Directors' reports



Governing board procedures and committees



Governor roles



Governor toolkit



Governor training, development and support



Statutory regulations and guidance



Contact governance team



Ealing Grid for Learning  
Governance section  
[www.egfl.org.uk/governors](http://www.egfl.org.uk/governors)

## Half-termly newsletter

Welcome to Governance News



View it in your browser

Ealing Grid for Learning

## Welcome to Governance News

Dear colleague,

Welcome to the latest edition of Governance News.

Our Ealing Governance News, (sent half termly) will provide you with the most up to date information to support you with governing board matters.

We hope that you enjoy this addition of Governance News – feedback always welcome on [governors@ealing.gov.uk](mailto:governors@ealing.gov.uk)

Kind regards,

Therese and the governance team

[www.egfl.org.uk/governors](http://www.egfl.org.uk/governors)

## Bi-annual report

Children's Services  
Directors' Report  
to Governors

Autumn term 2017

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 governors.



School workforce and governance development



<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 28</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Governor services 2018/19</b>		
<b>SUMMARY</b>	Details of Ealing governance provision 2018/19		
<b>KEY ACTION POINTS</b>	Deadline of 28 <sup>th</sup> February 2018 for purchase of any traded service required		
<b>AUTHOR / TITLE</b>	<i>Therese McNulty, School Workforce and Governance Adviser</i>		
<b>TELEPHONE NO.</b>	020 8825 8542	<b>EMAIL ADDRESS</b>	<a href="mailto:tmcnulty@ealing.gov.uk">tmcnulty@ealing.gov.uk</a>

The Ealing school governance development team provides a complete support, advice and guidance service. Details of what is provided can be found below.

### Statutory duties

All schools receive:

- Nominate local authority governors to all maintained schools
- Maintain a membership database
- Check and make Instrument of Government (IOGs) for all maintained schools
- Communicate information and signpost training on essential governance issues
- Set up temporary and shadow governing boards for new maintained schools
- Appoint parent governor representatives on local authority forums dealing with education (carried out by the Council's democratic services team)
- Support governing boards (GBs) of schools at risk or in a category including appointment of additional governors or interim executive board members.

### Ealing Learning Partnership (ELP)

Schools that subscribe to ELP will receive:

- Online, telephone and email advice/ support on any governance issue
- Distribution of key governance communications including bi-annual Directors' Report communicating local and national educational items for information and action
- Half termly governance news bulletin to all governors and clerks
- Dedicated governor/clerk section on EGFL [www.egfl.org.uk/governors](http://www.egfl.org.uk/governors) including guidance templates and toolkits
- Termly briefings for clerks and chairs
- Online induction for new governors and new chairs
- Annual governor recruitment event
- Access to annual discounted membership for The Key to School Governors /National Governance Association (cost paid for by the school at discounted rate)
- Support in finding high quality trainers and reviewers for governance issues (cost to be paid by the school or purchased as part of traded service/pay as you go (PAYG))
- Discount on annual governance conference and certified national college clerks and/or chair leadership development programme (dates to be confirmed).

### Additional buy back services

#### Clerking support

- Online, telephone and email advice/ support on any clerking issue
- Review of minutes - advice on ways to improve your minutes and best practice email and telephone support

- Recruitment guidance handbook incl. job description, advert, interview questions, tasks and advice on contractual arrangements of professional clerks
- Tailored one-to-one induction for new clerks
- Free place on the professional clerks training programme (one day)
- Access to professional Ealing networking site for clerks e.g. What's App or Yammer
- Access to potential new clerks applying from clerking recruitment/ promotional event.

### **External review of governance**

An external review of governance will usually take between two to three days. It may additionally include a follow-up visit to review impact. This may be as a result of an Ofsted inspection but also as part of a GBs self-evaluation process to establish best practice and areas for development.

### **GB bespoke training**

Popular sessions have included; preparing for Ofsted; roles and responsibilities of the GB; Vision and values; Ensuring accountability including use of visits and other evidence.

**New chairs - mentoring support /one to one training** Email and telephone support with an initial meeting as relevant. Time will be dependent on the type of support or mentoring needed.

Details can be found on Ealing Grid for Learning (EGfL) [www.egfl.org.uk/governance](http://www.egfl.org.uk/governance)  
Schools must have secured their order by 28<sup>th</sup> February 2018.

### **Governor and clerks training (central training)**

For 2018/19 this will remain as part of the CPD buyback provision  
[www.egfl.org.uk/CPD-service](http://www.egfl.org.uk/CPD-service).

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 29</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF: All governors</b>
<b>TITLE</b>	<b>Governor development update</b> <input type="checkbox"/>		
<b>SUMMARY</b>	Ealing professional development, training and support available to governors and to school staff		
<b>KEY ACTION POINTS</b>	Promote Ealing's high quality professional development and training opportunities to governors and to all staff.		
<b>AUTHOR / TITLE</b>	<i>Mohid Hasham, Business Support Officer</i>		
<b>TELEPHONE NO.</b>	020 8578 6154	<b>EMAIL ADDRESS</b>	<a href="mailto:hashamm@ealing.gov.uk">hashamm@ealing.gov.uk</a>

Ealing Learning Partnership (ELP) 2017-18 programme of high quality professional development and training for all governors and school staff is available on the continuing professional development (CPD) website [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk).

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 [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk), 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 [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk), 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.

Attached 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](mailto: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 CPD for Schools



## Governor training events (September 2017 – July 2018)

Governor specific excerpt from the wider 2017-18 Ealing and training school alliance programme which can be found at [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk)

Event title	Start date	Start time	End time	Charge
Ensuring accountability	6 February 2018	18:00	20:00	CPD/Training SLA subscribers: £0 Pay as you go: £85
Chairs and clerks - joint briefing. What governing bodies need to know?	7 February 2018	17:00	19:00	CPD/Training SLA subscribers: £0 Pay as you go: £85
The effective chair	8 February 2018	16:00	20:30	CPD/Training SLA subscribers: £0 Pay as you go: £85
Keeping children safe in education – part 2	22 February 2018	18:00	20:30	CPD/Training SLA subscribers: £0 Pay as you go: £85
Governors SEN and inclusion – getting right information: asking the right questions	27 February 2018	18:00	20:00	CPD/Training SLA subscribers: £0 Pay as you go: £85
Governors and improving financial efficiencies	1 March 2018	18:00	20:00	CPD/Training SLA subscribers: £0 Pay as you go: £85
Special school governors - monitoring and evaluating progress	6 March 2018	18:00	20:00	CPD/Training SLA subscribers: £0 Pay as you go: £85
Governors visiting schools	15 March 2018	18:00	20:00	CPD/Training SLA subscribers: £0 Pay as you go: £85
Getting to grips with governance: an introductory course for new & nearly new governors and clerks	17 March 2018	10:00	14:30	CPD/Training SLA subscribers: £0 Pay as you go: £110
Emerging safeguarding issues in schools - for governors	22 March 2018	18:00	20:00	CPD/Training SLA subscribers: £0 Pay as you go: £85
Health and safety for governors	24 April 2018	18:00	20:00	Corporate health and safety SLA: £32.50 Pay as you go: £65
Clerks network briefing	26 April 2018	16:00	18:00	CPD/Training SLA subscribers: £0 Pay as you go: £85
ASP data training for governors (replacing RaiseOnline)	26 April 2018	18:00	19:30	CPD/Training SLA subscribers: £0 Pay as you go: £85
Getting to grips with governance: an introductory course for new & nearly new governors and clerks	3 May 2018 and 17 May 2018	18:00	20:00	CPD/Training SLA subscribers: £0 Pay as you go: £170
Chairs briefing: what governors need to know?	9 May 2018	18:00	20:00	CPD/Training SLA subscribers: £0 Pay as you go: £85
Health and safety for governors	4 June 2018	18:00	20:00	Corporate health and safety SLA: £32.50 Pay as you go: £65

School Effectiveness

# 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>▶ <b>Schools</b> Search the online directory of professional development and support packages available to schools and book training easily online.</p>	 <p>▶ <b>Governors</b> Search the online directory of professional development and support packages available to governors and book training easily online.</p>
 <p>▶ <b>Social care</b> Click here for all Children's &amp; Families and Adult Social Care courses</p>	 <p>▶ <b>Foster care</b> Click here for all courses available to Foster Carers</p>
 <p>▶ <b>Early years</b> Search courses available to Childminders, Out of School and Daycare settings.</p>	 <p>▶ <b>Ealing Safeguarding Children Board</b> 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](mailto:eec@ealing.gov.uk)

- Enter details and **submit**

## School effectiveness

# 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.

Last minute 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](mailto:eec@ealing.gov.uk) [www.egfl.org.uk/eec](http://www.egfl.org.uk/eec)

Monday to Friday 8.30am – 5.30pm during term time

Evening and Saturday hire available upon request

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 30</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Special educational needs and/or disabilities (SEND) training</b>		
<b>SUMMARY</b>	Training update from the Ealing Primary Teaching Schools Alliance (EPTSA)		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Paul Adair, Headteacher and Melanie Hogan, Deputy Headteacher, EPTSA</i>		
<b>TELEPHONE NO.</b>	020 8998 3135	<b>EMAIL ADDRESS</b>	<a href="mailto:eptsa@castlebar.ealing.sch.uk">eptsa@castlebar.ealing.sch.uk</a>

### Special education needs co-ordinator (SENCo) induction

SENCOs new to post attend this four part programme as an introduction to the role and before enrolling for the National Award for SENCOs (NASENCO) qualification.

14 delegates attended the programme, 100% would recommend this programme



### NASENCO

All delegates who completed the SENCo Induction have either completed the NASENCO or are on the NASENCO programme which started in January 2017.

This school based programme is hosted by alliance member schools. The host schools contribute to the theme of each session.

Cohort 1 – 13 delegates, all Ealing employees. The Institute of Education (IOE) advise 11 have successfully passed the qualification and will be validated in October.

Cohort 2 - 14 delegates have registered. Module 1 has been delivered and module 2 will be completed on 29th November 2017.

### Feedback:

*'Provide invaluable understanding and knowledge of my role and how to support effective change through a confident authoritative air.'* *'The reading and action research has been invaluable, as has the NASENCO cohort, who have been supportive and a real asset to my role.'*

### SEND Conference



The annual SEND Conference was held on 30<sup>th</sup> January 2018 at Trailfinders. 71 delegates attended from 60 primary schools. **Key Note speaker, Diane Rochford, presented on Rochford Review** followed by Teach Meets. Feedback was excellent, highlighting the informative relevant content.

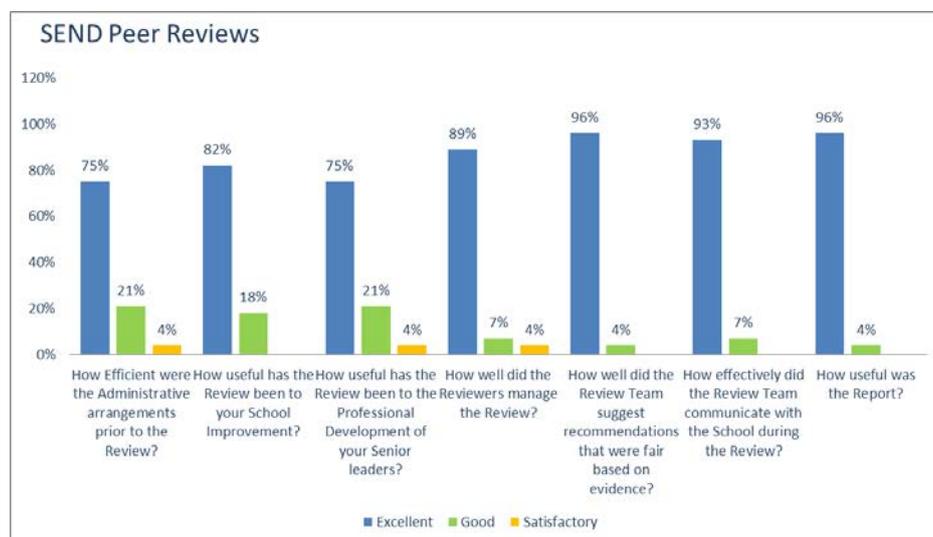
<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 31</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All primary governors
<b>TITLE</b>	<b>Special education needs and/or disabilities (SEND) peer reviews</b>		
<b>SUMMARY</b>	Information update from Ealing Primary Teaching Schools Alliance (EPTSA)		
<b>KEY ACTION POINTS</b>			
<b>AUTHOR / TITLE</b>	<i>Paul Adair, Headteacher and Melanie Hogan, Deputy Headteacher, EPTSA</i>		
<b>TELEPHONE NO.</b>	020 8998 3135	<b>EMAIL ADDRESS</b>	<a href="mailto:eptsa@castlebar.ealing.sch.uk">eptsa@castlebar.ealing.sch.uk</a>



Ealing Primary Teaching School Alliance's (EPTSA) receives a commission from Ealing local authority (LA) to improve SEND provision within the borough. Through special educational needs and disability (SEND) peer reviews and working collaboratively with SENCOs and their SLT, SEND peer reviewers have identified areas for improvement and strengths in each school's provision.

30 SEND peer reviews have been carried out across Ealing primary schools, with 15 follow up reviews.

The following gives an indication of how schools view the SEND peer review process



100% of Schools reviewed would recommend SEND peer reviews as a valuable process

<b>DIRECTORS' REPORT SPRING TERM 2018</b>	<b>ITEM NO 32</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All primary governors
<b>TITLE</b>	<b>Continuous professional development (CPD) with the West London Teaching Alliance (WLTA)</b>		
<b>SUMMARY</b>	A look at the CPD on offer from the West London Teaching Alliance and the school to school support they can provide.		
<b>KEY ACTION POINTS</b>	For further information about how the WLTA can support your school, please visit <a href="http://www.westlondonteachingalliance.com">www.westlondonteachingalliance.com</a>		
<b>AUTHOR / TITLE</b>	<i>Beth Gregory, Manager, West London Teaching Alliance(WLTA)</i>		
<b>TELEPHONE NO.</b>	020 8997 5855	<b>EMAIL ADDRESS</b>	<a href="mailto:bgregory@montpelier.ealing.sch.uk">bgregory@montpelier.ealing.sch.uk</a>

### **National professional qualifications for middle and senior leaders**

Helping to strengthen capacity across Ealing's schools as well as easing issues around recruitment and retention by giving staff an increasingly valued professional qualification, the WLTA has invested in facilitator training for 10 headteachers and supplemented the training of 25 middle and senior leaders in 2017-18. Feedback from the first two sessions is that delegates have found the delivery from serving heads to be highly beneficial in their current roles and is already giving them a sharper analytical focus at school.

### **Newly qualified training (NQT)**

*'Fantastic delivery' 'Amazing inset. Fantastic!' 'Very Engaging and useful' 'Really great ideas and resources for lessons!' 'Great informative session! Very organised.'*

Working in partnership with the local authority, the WLTA has been commissioned to deliver a comprehensive training package to the borough's NQTs this year. Employing our specialist leaders of education (SLEs) to present in their specialist areas, Ealing's NQTs have benefitted greatly from this course, giving them the best possible start to their teaching careers in Ealing.

### **Initial teacher training with school direct**

Addressing teacher staffing shortfalls, the WLTA is recruiting now for September 2018 and offers exceptional training to successful applicants on both salaried and tuition fee placements. The WLTA gives trainees a unique chance to become grounded in a broad range of specialisms and experience at every one of its School Direct schools.

### **Organising training and conferences for key school leaders**

The WLTA was commissioned to organise the headteachers' conference on 11th and 12th January 2018 in collaboration with the local authority and Ealing schools. This year we were joined by our secondary colleagues for inspiring and entertaining talks and workshops about school improvement, financial planning in austerity, recruitment and retention, children's mental health, the Ealing Learning Partnership and more.

### **Providing training to maximise outcomes in the early years and foundation stage (EYFS)**

In the autumn of 2017 we ran this interactive course to provide an opportunity for participants to observe teaching and learning in the classroom and reflect upon what makes good and outstanding practice in the early years and foundation stage. Delegates left with an action plan to support next steps for their setting, an acquired knowledge of the skills to make purposeful observation and a planning template for learning across the EYFS curriculum.

### **Leading the induction programme for newly appointed headteachers**

Through the WLTA, Headteacher mentors have been allocated to Ealing heads who are new to post. The mentors have committed to face to face visits and are on hand to help tackle a wide range of challenges as well as providing guidance wherever necessary.

### **Teaching and leadership support for individual schools within and beyond Ealing**

Drawing upon members of the Teaching School Alliance, support and school improvement activity has been commissioned for three schools that currently require improvement. The effectiveness of some of this work has been recognised by subsequent her majesty's inspectors (HMI) visits to schools.

### **Promoting reading, pedagogy and progress in classrooms**

Running bespoke and highly popular courses created by Mark Hartley of Barnes Primary School, the WLTA has had terrific feedback from the first two events to be run this academic year, 'Reading and the construction of meaning' and the highly impactful course, 'Emulating, pulling apart and reflecting – A process approach to teaching writing' which has been described by teachers as the best CPD ever attended. In April Mark will also be running his course, 'maximising pupil progress by getting the talk for learning right'.

### **Pupil premium reviews**

Working with schools to improve their pupil premium strategy, the WLTA continues to provide reviews in Ealing and beyond to help ensure that funding is spent on approaches shown to be effective in improving the achievement of disadvantaged pupils.

### **Promoting a vision for collaboration and professional development across the school system**

Sharing best practice is at the heart of everything the WLTA does. From newly qualified teachers to school leaders and heads, we have been able to greatly extend the CPD and support we offer other schools through specialist knowledge, mentoring, reviews and brand new courses including Safeguarding and Maths mastery. In the months ahead we will be developing further ways for schools to work with one another with a conference for specialist leaders of education (SLEs) and through a new breakfast network group for headteachers.

For more information please contact

**School Workforce and Governance Development  
Children's Services**

2nd Floor NE Perceval House  
14-16 Uxbridge Road  
Ealing W5 2HL

Tel 020 8825 5444

Email [governors@ealing.gov.uk](mailto:governors@ealing.gov.uk)

Visit [www.egfl.org.uk/governance](http://www.egfl.org.uk/governance) and [www.ealing.gov.uk](http://www.ealing.gov.uk)

Governor Training Enquiries 020 8578 6154

Visit [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk)

February 2018

**Ealing Learning Partnership**  
*No learner left behind*

