

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

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



Spring Term 2019 – 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.

We produce two editions of the Directors' Report a year – spring and autumn. This means that the next Directors' Report will be sent in autumn 2019. Further details can be found on Ealing Grid for Learning at <https://www.egfl.org.uk/elp-services/school-governance/directors-reports>

Thank you in advance for your continued support.



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Dear colleagues,

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

I am delighted that 87 Ealing schools have joined the Ealing Learning Partnership (ELP) for a further two-year period until July 2021. At the heart of the partnership is its' mission: *No learner left behind; no school left behind*. Driving greater collective responsibility for outcomes through ELP will make the best use of expertise across the sector and the best use of resources for the benefit of Ealing's children and young people, in learning through addition to learning through collaboration and innovation.

This years' results continue to show real improvements. At primary level, 68% of 10 and 11-year olds in Ealing primary schools achieved the expected standard in all of reading writing and maths, which is four percentage point above the 64% who achieved this standard nationally. This is an 3%-point improvement since 2017 and 13% points higher than in 2016. At secondary level Ealing achieved a Progress 8 score of 0.53 in 2018, which means that children in Ealing secondary schools are making significantly more progress than children with similar starting points nationally. This score is well above the London average (0.23) and represents a 0.11 improvement on our 2017 score (0.42). These are excellent results and a testament to the ongoing work and commitment of school leaders, teachers and support staff. Thanks, you and well done.

Children and young people with special educational needs and disabilities (SEND) continues to be at the centre of our collective drive to improve outcomes across the borough. The recent local authority SEND Ofsted inspection, as yet embargoed, reinforced that the priorities in our strategy. The strategy, of which there is more detail in the report, has been approved by the multi-agency SEND Executive Board and the clinical commissioning group (CCG) and has four key priorities one of which is to support schools and other educational settings to embed the highest expectations for children and young people with SEND – reducing the variation in the quality of provision and outcomes. As part of this the ELP SEND and Inclusion committee is overseeing strategies to promote consistency in the expectation and practice of schools and the Local Authority towards all vulnerable children and young people, including those with SEND. Once the Ofsted report is published we will share with you.

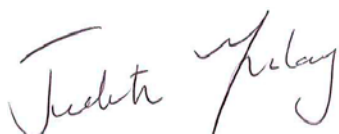
High needs funding is designed to meet the needs of children and young people with the most complex educational challenges. With the increasing numbers of children presenting, we all need to redouble efforts to make sure that the funds are distributed fairly, transparently and are effective in improving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

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

As always, I wish to thank the young people and staff and governors for their commitment to ensuring no learner is left behind. This is despite the continuing challenges in terms of funding levels and teacher recruitment. Working effectively in partnership is a clear driver for the council and as and or schools through ELP. To this end we are delighted that the governors and leaders conference this year will provide an opportunity to hear from Baroness Estelle Morris, Chair of Birmingham Education Partnership, on the importance of building civic responsibility and a commitment to place for children and young people. It will also be a focus for further consideration on how your school might reap long-term benefits from being part of Ealing Learning Partnership - building professional capital through focused collaboration – sharing success and working together on common challenges.

I look forward to continuing to work with you all as we move to the next phase of partnership working and in further realising the strength of collective ambitions for our children and young people.

Best wishes



Judith Finlay
Executive Director Children, Adults and Public Health

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 1	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Children's Services Achievements		
SUMMARY	This item provides an opportunity for schools and children's services staff in the council to share their successes and achievements since September 2018 with other schools and colleagues in the Ealing education community.		
KEY ACTION POINTS	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 26 July 2019. The item should be sent to egflwebteam@ealing.gov.uk with 'children's services achievements' in the title line.		
AUTHOR / TITLE	Ealing Grid for Learning (EGfL) web team / various contributors		
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Wood End Academy - Ealing in Bloom winners

Wood End's Eco Club consists of dedicated children from every year group who are passionate about their local and global environment. They have been active participants of the Trees for Cities project to establish areas of woodlands within the borough of Ealing and to date have planted 115 trees in a bid to create greener, healthier communities that will attract wildlife for future generations. To achieve their Bronze Award, they have focused on three topics, healthy living, school grounds and litter which will take between one and two academic years to complete.

Wood End's young gardeners have been extremely busy growing fruits and vegetables which has enabled them to get first-hand experience of the food cycle, from the sowing of seeds to supplying the school kitchen. They have worked hard at creating an oasis in the heart of the school and it is a space that is informative, interactive, connects with our senses and enjoyed by students, staff and visitors alike. Their hard work and dedication has resulted in them becoming the proud recipients of the Ealing in Bloom Award 2017 and 2018.

Ealing's nursery schools achieve national success

The Nursery World Awards, held on 22 September last year, put Ealing at the forefront of children's education – with three nurseries winning awards and others receiving high commendations and making it to the finals.

Greenfield's Nursery and Children's Centre in Southall was the stand out achiever, winning Nursery of the Year and the Early Years in School awards.

Grove House Nursery School and Children's Centre in Southall was a finalist for the Nursery of the Year award and was also highly recommended for the Early Years in School category.

Joining Greenfields on the winners list was Hungry Caterpillar at Acton Park Children's Centre, in the Online and Social Media category; and South Acton Nursery School and Children's Centre, which picked up the Team Development award.

South Acton was a finalist for two further awards: In the 'Working' and 'Parents' category; and Nursery Practitioner of the Year, for staff member Chevone Newman.

Meanwhile, Sasha Northam, from Hungry Caterpillar, was a finalist in the Nursery Manager of the Year category.

Perivale Primary School's successful initiative to improve attainment at greater depth in the core subjects.

Perivale Primary School embarked on an initiative to increase the numbers of pupils achieving higher standards. This was begun in 2014, embedded over two years and revisited last year to induct new staff. The school believes that all children should have the opportunity to reach greater depth and aims to ensure as many pupils as possible achieve this. The project involved three strands: Continuing professional development (CPD) for staff on how to deepen the thinking and learning of pupils at all levels; the use of assessment data to set targets for specific pupils and distributive leadership to help drive improvement.

A baseline survey was carried out by staff-including five newly qualified teachers on how confident they felt to stretch and challenge their pupils. This showed many staff felt the need for support in this area. This was followed up with a series of insets to provide CPD for teaching staff. They explored national research showing a decline in attainment in pupils over time from high starting points, particularly for disadvantaged pupils, and established the moral purpose behind the initiative. Work was done with staff on the pedagogy around challenge and the optimum level of difficulty required to get children into the 'Learning Pit' where they struggle with the learning, embrace mistakes as a learning opportunity and overcome difficulty to make maximum progress. They also examined what greater depth looked like in the different subjects.

To ensure learning would be put into practice in the classroom, expectations and tasks were set. Middle leaders were trained to analyse data, groups of children were named who reached higher standards at key stage 1 or early years foundation stage (EYFS), and pupils with hidden potential, including those who were disadvantaged were identified and targets set. Middle leaders shared responsibility for ensuring that these pupils were given enough challenge every day in every lesson and their teams were held to account by senior leaders who monitored through learning walks, lesson observations, book scrutiny and data analysis.

Comparative data shows the impact of the initiative. The table below shows the percentage of pupils achieving greater depth in each year group, compared to the previous year or to national figures. There are significant improvements (green) compared to last year or to Ealing/national figures. Next steps for the school are to increase reading at greater depth and the percentage of disadvantaged pupils reaching the higher standards in English and maths.

KS1

Cohort 20 pupils	School 2018		Ealing 2018		School 2017	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	21%	19%	17%	27%	13%	16%
Writing	21%	16%	11%	18%	13%	12%
Maths	21%	23%	15%	25%	7%	28%
RWM	14%	12%	7%	13%	7%	12%

KS2

KS2 GDS / HS	School 2018 ¹	Ealing 2018	National 2018*
Reading	28%	28%	28%
Writing	29%	22%	20%
Maths	45%	30%	24%
RWM	14%	12	10%
GPS	52%	45%	34%

	Reading 2018	Reading 2017	Writing 2018	Writing 2017	Maths 2018	Maths 2017
Year 3	23%	12%	22%	8%	30%	15%
Year 4	30%	18%	23%	15%	30%	25%
Year 5	22%	17%	17%	17%	24%	22%

Monitoring shows strategies are used with increasing confidence, staff are using data to inform their teaching and the language of challenge is becoming embedded across school.

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 2	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ealing Learning Partnership (ELP) update February 2019		
SUMMARY	A progress report on the establishment of the Ealing Learning Partnership and its priorities for the next two years		
KEY ACTION POINTS	<ul style="list-style-type: none"> Consider how your school will directly contribute to the aims and six key areas of the partnership's work 2019 – 2021 Consider the extent to which your schools will make full use of all the opportunities associated with the partnership. See www.egfl.org.uk/elp for more details. 		
AUTHOR / TITLE	Julie Lewis Director Learning, Standards and School Partnerships		
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Ealing Learning Partnership (ELP) - “No Learner Left Behind: No School Left Behind”

Background

Ealing Learning Partnership (ELP) is a partnership between schools and the council to promote educational excellence and well-being for all learners through collaboration and innovation.

Driving greater collective responsibility for outcomes through new structures will make the best use of expertise across the sector and the best use of resources for the benefit of Ealing's children and young people.

The following statements of intent capture the ethos of the partnership:

- High challenge: Low threat – promoting growth and innovation
- Responsive to the needs of schools so they can make the greatest difference to children and young people
- Working together to ensure value for money across all services for children and young people

The Ealing Learning Partnership was formally agreed in February 2018 following the investment of 86 Ealing schools and the council for one year. In November 2018, the council announced its commitment to fund the partnership for a further two years. On 11 January 2019, 87 Ealing schools committed to a two-year investment in the partnership through the subscription model 2019 – 2020 and 2020 – 2021.

The interim ELP Board successfully achieved its remit in establishing the vision, ethos and strategic direction of the partnership with schools in 2017 - 2018. Its driving aims, *No Learner Left Behind: No School Left Behind* are supported by its vision for sustainability:

- **Community of schools:** from collaboration to shared responsibility
- **Successful schools:** great outcomes for all young people – choice for residents
- **Strong partnerships:** better use of collective resources especially for our most vulnerable children
- **Creative solutions:** reducing the risk of financial vulnerability
- **Recruitment and retention:** An attractive place to work - opportunities and support.

What has been achieved so far?

Working **directly** with schools and council teams, the ELP Board has achieved significant momentum since 2017 with six **co-led** committees established to drive forward its aims and objectives.

1. Learning & Achievement

Securing consistently high standards of teaching and learning to achieve outcomes amongst the best in London through skilful and sustainable collaboration

3. SEND & Inclusion

Improving educational attainment and life chances for our most vulnerable children and young people including those with special educational needs and disability (SEND)

5. Financial Sustainability –Schools

Supporting schools to spend well for less – efficiency through creative solutions

2. Safeguarding & Wellbeing

Anticipating and responding intelligently to safeguarding needs through strong collaboration between schools and services

4. Progression Pathways & Employment

Ensuring that every young person is on a pathway to sustainable employment

6. Business Growth and Communications

A visible, agile partnership that attracts investment and talent through its core purpose and success

The two-year plans for each committee set out collaborative actions and milestones for measuring success. These are now published on the ELP website www.egfl.org.uk/elp alongside termly digests for schools capturing new developments, opportunities and achievements.

In Spring 2019, resources will be allocated to a number of, “ELP Commissions” designed to empower groups of schools to lead on behalf of the partnership’s aims. Some of the emerging themes that will drive the commissions include:

- Developing leadership and improving outcomes in reading in the primary years
- Reducing the variation across schools in the progress and outcomes of children on SEND Support
- Raising expectations for our significantly underachieving groups by concentrating on parental links; peer support and earlier exposure to the world of work
- Extending mechanisms for peer review and peer learning to mobilise expertise and knowledge
- Learning Communities linking research and practice for curriculum leadership.

Schools are encouraged to think about areas of excellence that they are ready to share through peer learning, networks and clusters and in submitting bids to lead on ELP programmes and projects.

Outcomes for children and young people

2018 progress and outcome measures for children and young people in Ealing schools are the best yet! Look at the success of our schools in 2018 www.egfl.org.uk/elp

Communications

A new ELP website and logo was launched in July 2018. Our aim is to streamline and modernise communications so that there is a one-stop portal at all levels, keeping partners up to date with opportunities and resources www.ealing.org.uk/elp

Coming up

ELP Governor and Leadership Conference

Wednesday 26 June 2019, Hilton Doubletree, Ealing common (times/costs TBC)

An opportunity for governors and school leaders to hear from Baroness Estelle Morris, Chair of Birmingham Education Partnership, on the importance of building civic responsibility and a commitment to place for children and young people.

An opportunity to consider how your school might reap long-term benefits from being part of Ealing Learning Partnership - building professional capital through focused collaboration – sharing success and working together on common challenges.

An opportunity to say what you need from the partnership in supporting you to do more with less in the context of the budget pressures we all face.

To book a place go to https://schools.ealingcpd.org.uk/courses/bookings/c_detail.asp?cid=14178

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 3	FOR INFORMATION	ATTENTION OF: Primary only
TITLE	Primary school performance tables 2018 and moderation 2019		
SUMMARY	<ul style="list-style-type: none"> • Analysis of the performance of primary aged pupils in state-funded Ealing schools in the national performance tables • Update on moderation arrangements for 2019 		
AUTHOR / TITLE	Julie Lewis Director Learning, Standards and School Partnerships		
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Primary school performance tables 2018

68% of 10 and 11-year olds in Ealing primary schools achieved the **expected standard in all of reading writing and maths**, which is four percentage point above the 64% who achieved this standard nationally. This is an 3%-point improvement since 2017 and 13% points higher than in 2016 when the new accountability framework was introduced. However, it remains two percentage points lower than the London average of 70% and places us 27th out of 33 London authorities. Nationally, Ealing was 39th out of 152 local authorities.

12% of Ealing children reached a **high standard in all of reading, writing and maths** (the same proportion as in 2017), compared to 10% of all pupils nationally and 13% across London.

Attainment at the expected standard was highest in grammar, punctuation and spelling and lowest in reading, which mirrors the national pattern.

The percentage of children achieving the expected standard in the **reading** test was 77%, which is one percentage point above the national average following a four-percentage point improvement since last year but remains two percentage points below the London average. 28% achieved a high score (110 or better), which is in line with national but three percentage points below the London (31%) average. The average scaled score achieved by Ealing children increased by one point to 105, in line with national but one less than the London average.

85% achieved the expected standard in the **grammar, punctuation and spelling** test, which is above both the national (78%) and London (83%) averages and is a one percentage point improvement since last year. 45% achieved a high score, which is also above the national (35%) and London (44%) averages following a three-percentage point improvement since last year. The average scaled score remained at 108, two above the national average and in line with the London average.

In **maths**, 82% achieved the expected standard, which is one percentage point above the London average (81%) and six percentage points above the national average (76%), following a one percentage point improvement since last year. 30% achieved a high score (same as last year), which is above national (24%) but now one percent point below London (31%). The average scaled score achieved by Ealing children remained at 106 which is two above the national average and in line with the London average.

79% were assessed as reaching the expected standard in the **writing** teacher assessment, following a one percentage point improvement, which is now in line with the national average but remains three percentage points below the London average (82%). 23% of children were assessed as working at a greater depth in writing, which is one percentage point below the London average (24%) but three percentage points above the national average (20%) following a two percent point improvement since 2016.

The **progress measures** show the progress that pupils make from the end of key stage 1 to the end of primary school. Progress scores are calculated for each of reading, writing and mathematics. They are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. In 2018, children in Ealing schools made significantly above average progress in all three subjects compared to children with similar starting points nationally, with progress scores of 0.5 in **reading** 0.6 in **writing** and 1.4 in **maths**. However, these scores have slipped back slightly since 2017 (when they were 0.6, 0.9 and 1.8 respectively). This is slightly below the progress made by pupils across London in reading (0.8) and writing (0.8) but better than the London average in maths (1.3). Progress was significantly above average in 17 (out of 62) schools in reading, 21 schools in writing and 28 schools in maths.

More pupils from **disadvantaged backgrounds** reached the expected standard in Ealing than nationally. 58% of disadvantaged pupilsⁱ achieved the expected standard in reading, writing and maths in Ealing (a one percent point improvement), compared to 51% nationally. However, this is lower than the 60% of disadvantaged children achieving the expected standard across London and the gap with non-disadvantaged children achieving this standard nationally is now 12 percentage points (an increase from a ten per cent point gap last year). Progress among disadvantaged pupils in Ealing is below children with similar starting points nationally in reading (-0.2) and writing (-0.1) but remains above in maths (0.5).

Ealing schools continue to outperform the national averages for children from different starting points. 13% of children from **lower starting points** (below level 2 at key stage 1) progressed to the nationally expected standard in reading, writing and maths in Ealing schools compared to seven percent nationally. 63% of **middle attaining** children (level 2 at key stage 1) and 98% of **higher attaining** children (above level 2 at key stage 1) progressed to the nationally expected standard compared to 59% and 95% respectively nationally. Low attaining children showed the largest improvement (two percentage points), with middle attaining children maintaining their 2017 performance and high attaining children improving by one percentage point since 2017.

In 2018, a school will be above the **floor standard** if:

- At least 65% of pupils meet the expected standard in reading, writing and mathematics; or
- The school achieves sufficient progress scores in all three subjects (At least -5 in English reading, -5 in mathematics and -7 in English writing)
- Nationally there are 364 schools (three percent) who are below the 2018 primary floor standard. The percentage of schools below the floor is considerably lower in London (one percent) than in any other region. Ealing do not have any schools below the floor standard in 2018.

Moderation

A school's moderation activity is an important validation for governors of assessment reliability.

All assessment moderators are nationally required to undertake training and to pass a writing exercise. Our team of moderators is drawn from qualified teachers working in schools across the borough and many have found the training and the moderation process to be an excellent opportunity to develop skills.

Following the success of the quadrant moderation sessions eight quadrant lead moderators (QLMs) have been appointed from the bank of 2017-18 Ealing lead moderators with key stage 1 or 2 expertise. Moderation meetings for teachers of non-statutory year groups based on the borough's priorities or areas identified by the quadrant give the opportunity to share good practice. Acton; Greenford, Northolt and Perivale; and Southall are holding meetings.

Notes:

Performance tables can be accessed at:

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

National and local authority comparisons can be accessed at

<https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2018-revised>

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 4	FOR INFORMATION	ATTENTION OF: Secondary only
TITLE	Secondary school performance tables 2018		
SUMMARY	Analysis of the performance of secondary aged pupils in state-funded Ealing schools in the national performance tables		
AUTHOR / TITLE	Julie Lewis Director Learning Standards and School Partnerships		
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Secondary school performance tables

The secondary school (key stage 4) performance tables, published on 24 January 2019 show:

- Attainment and progress for pupils at the end of key stage 4 including outcomes in key headline measures (Attainment 8, Progress 8, attainment in English and math's (9-5 and 9-4) and EBACC entry and achievement)
- Performance data broken down for boys and girls, disadvantaged pupils, low, middle and high achievers at key stage 2, pupils with English as an additional language and non-mobile pupils.

Progress 8

Progress 8 measures the progress pupils make from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment') at the end of primary school.

Ealing achieved a progress 8 score of **0.53** in 2018, which means that **children in Ealing secondary schools are making significantly more progress than children with similar starting points nationally**. This score is well above the London average (0.23) and represents a 0.11 improvement on our 2017 score (0.42). Progress is significantly above average in 11 of the 14-state funded secondary schools in Ealing, with William Perkin (1.34) achieving the highest score with its first ever GCSE cohort, followed by Cardinal Wiseman (0.93) and Ellen Wilkinson (0.93). Progress is particularly strong in the English Baccalaureate (EBacc) element of the progress 8 score (0.71).

Attainment 8

Attainment 8 measures the average achievement of pupils in up to eight qualifications including English (double weighted), maths (double weighted), three further qualifications that count in the EBacc and three further qualifications that can be GCSE qualifications (including additional EBacc subjects) or non-GCSE qualifications on the Department for Education (DfE) approved list. **Ealing state funded schools on average achieved an Attainment 8 score of 50.0 (up from 48.7 in 2017) which is 3.5 points higher than the national average for state funded schools (46.5) and 0.6 points higher than the London average (49.4)**. The highest performing schools in the borough were Twyford with a score of 61 and William Perkin with a score of 60.1.

Attainment in English and maths

52.2% of students in Ealing schools achieved a **grade 5 or above in both English and maths (a "secure" pass)**, 9% points above the national average of 43.3% and 3.5% points above the London average of 48.7%. This is a 1.5%-point improvement since 2017. The 69.4% of pupils achieving a **grade 4 or above in English and maths (a "standard" pass)** represents a slight (1% point) fall since 2017. **However, Ealing remains 5% points above the national average, and 1.5% points above the London average for this measure.**

English Baccalaureate

The EBacc measures performance in core academic subjects (English, maths, science, a language, and history or geography) at key stage 4. Ealing's **EBacc entries** have increased slightly to **54.3%** (from 53% in 2017) and remain well above national entries (38%). **36.7%** of students achieved all the components of the **EBacc** at

grade 4 or above (up from 34% in 2017) which remains above the London (33%) and national (24%) averages. **27.5%** achieved the **EBacc at grade 5 or above**, also above the London (23%) and national (17%) averages. Ealing (**4.59**) also outperformed the London (4.42) and national (4.04) averages for the new **EBacc average point score measure**.

Disadvantaged pupils

Pupils from disadvantaged backgrounds continue to do better in Ealing schools than they do nationally, with the proportion achieving a grade 4 or better in English and maths remaining stable at 60.1% and the proportion achieving a grade 5 or better increasing to 42.3% (from 38.5% in 2017). These figures are well above the 45% of disadvantaged pupils achieving 9-4 and the 25% achieving 9-5 nationally. Both measures are also above the London average (56% and 35% respectively). **Their Progress 8 score of 0.22 (up from 0.13 in 2017) means that disadvantaged pupils are making significantly more progress in Ealing than pupils with similar prior attainment nationally, more progress than all other pupils nationally (0.13) and considerably more progress than disadvantaged pupils nationally (-0.44).** However, their attainment remains 11.6% points below the national “all other pupil” figure of 71.7% for 9-4 and 8% points below the national “all other pupil” figure of 50.3% for 9-5.

Prior attainment groups

Ealing continues to perform better than the national average for all prior attainment groups, with 7.7% of low attainers, 43.3% of middle attainers and 86.9% of high attainers achieving a grade 5 or above in English and maths in 2018 (well above the 2.4%, 24.6% and 77.6% of low, middle and high attainers respectively achieving this standard nationally). This represents a 1%-point improvement for low attainers, a 3%-point improvement for middle attainers and no change for high attainers since 2017.

National floor standards

In 2018 a school is counted as being below the floor standard if its Progress 8 score is below -0.5. Nationally there are 346 secondary schools (12%) below the floor standard this year. One school in Ealing is below the floor this year.

LA comparisons

Ealing's is ranked fourth out of 151 local authorities nationally for Progress 8 (up from seventh last year), with only Barnet, Brent and the 14 pupils in the Isle of Scilly's achieved higher Progress 8 scores than Ealing. Ealing was the highest ranked authority nationally for the EBacc component of Progress 8 and was second highest for progress in maths (joint with Brent, after the Isles of Scilly).

For English and maths, Ealing is ranked 27th nationally (12th out of 32 authorities in London) for the standard 9-4 pass and 20th nationally (10th in London) for the secure 9-5 pass. Ealing's ranking in both measures has fallen slightly this year (from 23rd and 18th respectively in 2017). However, our Attainment 8 ranking has improved to 24th nationally (up from 33rd in 2017) and 13th (up from 15th) in London.

Data sources

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

<https://www.gov.uk/government/statistics/key-stage-4-and-multi-academy-trust-performance-2018-revised>

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 5	FOR INFORMATION/ FOR ACTION	ATTENTION OF: Secondary governors
TITLE	Careers guidance – school compliance		
SUMMARY	The government published a new national careers strategy in December 2017. This has been followed by new statutory guidance for secondary schools to improve careers provision. (January 2018)		
KEY ACTION POINTS	<ul style="list-style-type: none"> • Have a careers leader post with a careers leader named on the school website – by 1st September 2018 • Have in place a 'stable and structured' careers programme. This programme should fully reflect the eight Gatsby Benchmarks - by 2020 • School must now provide careers education to all pupils in years 8 to 13. This includes opportunities in technical qualifications and apprenticeships, at providers such as further education colleges and training providers 		
AUTHOR / TITLE	Deborah Dent, Senior Associate, Pathways and Progression, Ealing Learning Partnership		
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The requirements are set out in the DfE statutory guidance issued 8 January 2018. The guidance applies to all schools with pupils in within years 8-13

<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 eight benchmarks by 2020. There is more detail about the Gatsby system in the DfE guidance document referenced above and at: <http://www.goodcareerguidance.org.uk/>

There is also an additional document which sets out the role of a school Careers Leader

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/careers_leader_prospectus_schools_0.pdf

Every school should publish, on its website, its careers programme and the name and contact details of its careers leader. This should now be in place. There is also 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. Local colleges and Apprenticeship providers should be able to talk to all students about alternative post-16 pathways.

There is a specific role for the governing board. The guidance states that, 'Every school should have a member of their governing board who takes a strategic interest in careers education and guidance and encourages employer engagement.'

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

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 6	FOR INFORMATION/ ACTION	ATTENTION OF: All governors
TITLE	Ealing's strategy for special educational needs and/or disability (SEND) provision and inclusion 2018–2022		
SUMMARY	The council's area-wide strategy, 'Working together as a community so that all our children and young people can be the happiest and the best they can be' sets out its medium to longer term vision to improve outcomes for children and young people with SEND.		
KEY ACTION POINTS	<ul style="list-style-type: none"> • For information and engagement with parents and families • For signposting on your SEND Information pages • SEND support expectations document consultation from 25 February – 29 March 2019 		
AUTHOR / TITLE	Julie Lewis, Director Learning Standards and School Partnerships Gary Redhead, Assistant Director, Schools, P and R		
TELEPHONE NO.	020 8825 6473 020 8825 5773	EMAIL ADDRESS	jlewis@ealing.gov.uk gredhead@ealing.gov.uk

The council has re-published its strategy (January 2019 updated) to improve education, health and care outcomes for all children and young people with SEND.

The strategy has been approved by the multi-agency SEND Executive Board set up by the council, working with its partner, the clinical commissioning group (CCG).

The strategic document is accompanied by four action plans 2018 – 2020:

1. Support schools and other educational settings to embed the highest expectations for children and young people with SEND – reducing the variation in the quality of provision and outcomes.
2. Develop clear transitions and improve progression pathways through the curriculum to support better preparation for adulthood.
3. Improve the quality and timeliness of the statutory assessment process, co-production of education, health and care (EHC) plans and establish a new funding model for children and young people with SEND.
4. Ensure that the Local Offer (LO) is developed further to meet current and future needs.

The strategy and four action plans can be found at www.egfl.org.uk/SENDstrategy

A summary A4, two-sided leaflet for use by schools is available on the above link and the next page.

SEND funding for primary and high schools

Since the introduction of the national funding formulas for schools and high needs, the Department for Education (DfE) has required schools to fund from their budgets up to the first £6,000 of a child or young person's special educational needs irrespective of whether they have an education, health and care plan (EHCP). At the time this requirement was introduced, the local authority (LA) delegated to schools all funding that had previously been allocated centrally for old "Band A" statements.

Through the Schools Forum, the LA must identify within their formula allocation a notional amount of funding for pupils with SEND. This is called a 'Notional SEND Budget'. It is called 'notional' because no-one tells schools exactly how they should spend this money - they can spend it in the way they think is best. However, schools have a duty to identify, assess and make special educational provision for all children with SEND.

The notional SEND budget is made up of funding from the basic per-pupil entitlement, deprivation, lump sum and prior attainment factors. In Ealing the following percentage value of each of the following formula factors is used to create notional SEND Budgets

National Funding Formula Factor	Primary	High
Basic per pupil entitlement	3%	3%
Lump Sum	3%	3%
Ever 6 FSM and FSM	50%	50%
Income Deprivation Affecting Children Index (IDACI)	50%	50%
Low Prior Attainment	100%	100%
Pupil Mobility	25%	25%

When applying the above rates to the relevant formula factors the estimated notional SEND budgets for all schools' totals £33m, 14% of the total delegated funding to primary and high schools.

Pupil Premium monies may also be allocated to pupils with SEND and used to support provision in this area.

It is from this notional budget that mainstream schools are expected to:

- Meet the needs of pupils with low cost, frequently occurring SEND (e.g. learning and cognition)
- Contribute, up to at least the first £6,000 of the costs of provision for pupils with additional needs (most pupils with SEND will not require this full amount of funding).

From this, schools must make provision for all pupils to enable them to access the school's teaching and learning offer.

The LA is currently drafting guidance for schools on what to provide for SEND support. The document will have clear expectations of what should be provided from within the school's delegated funding for pupils at SEND Support stage, in addition to the quality first teaching (QFT) that should be provided for all children and young people.

The target audience is the special educational needs co-ordinators (SENCOs). The guidance aims to provide a resource that can be used with staff in schools to promote and underpin QFT and sections relating to the broad areas of need. It also links with work from the Ealing Learning Partnership (ELP) SEND: Inclusion committee on specialist advice and guidance from the special schools and pupil referral units (PRUs).

Draft guidance will be available from **25 February – 29 March 2019, for consultation/comments**. The draft document can be found here www.egfl.org.uk/SENsupport

High needs

High Needs Block funding is high-need, low-incidence SEND that comes directly from the commissioning local authority into schools (this is often the LA where the child or young person lives or is legally responsible for the care of the child or young person). It is aimed mainly at pupils with Education Health and Care Plans (EHCPs).

Early years SEND funding support

Local authorities must ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. To do this, local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children. Early years providers should consider how best to use their resources to support the progress of children with SEND.

More information on SEND can be found at:

www.egfl.org.uk/SEND (to the main SEND section)

www.egfl.org.uk/ELP-SEND (ELP SEND area)

Ealing's SEND Strategy 2018-2022

Working together as a community so that all our children and young people can be the happiest and the best they can be



Making improvements

The aim of our strategy is to achieve improvements in SEND provision that make a real and measurable impact on the lives of the children and young people with SEND in the borough. We have set ourselves the following goals:

- ✓ Educational outcomes consistently above the national average for similar groups of learners at ages 11, 16 and 19
- ✓ A greater choice of pathways into training, adulthood and employment for our young people
- ✓ Faster assessment processes and access to the right support
- ✓ Faster assessment of autism needs and stronger pathways to adulthood
- ✓ Strong cultures for supporting good mental health in schools and in referring to more specialist support
- ✓ Access to more additionally resourced provision attached to mainstream schools
- ✓ Better facilities in our secondary special schools
- ✓ Innovative post-16 curriculum offer through collaboration with our Further Education providers
- ✓ Fairer and more efficient allocation of resources linked to need
- ✓ A strong participation strategy so that young people and parents have a greater say in improving services
- ✓ Improved support for pupils with medical needs in schools.



Joining forces

Ealing Council has a commissioning partnership agreement with **Ealing Clinical Commissioning Group** so that, together, we can secure a range of services for children and young people including: community equipment; a team for young people with learning disabilities; support for adults 18-25; Ealing Service for Children with Additional Needs and Early Start Ealing.

By working together, and pooling resources, we can improve the way all these integrated functions are delivered to secure better outcomes for children and young people with SEND.



Priorities

To achieve these goals, we have set ourselves and our partners **four key priorities** that will be driven and monitored by our SEN Executive Board in the next two years:

1. **To support schools / other educational settings to embed the highest expectations for children and young people/adults with SEND, reducing inequality.**
2. **To develop clear transitions and improve progression pathways through the curriculum to support better preparation for adulthood.**
3. **To improve the quality and timeliness of the statutory assessment process, co-production of EHC plans and establish a new funding model for all children and young people with SEND.**
4. **To ensure the local area offer is developed further to meet current and future needs of our children and young people.**

The challenges – meeting demand

The high needs budget is expected to increase by 1.4% to £52.8M. However, expenditure is expected to grow by 3.75% over the same period resulting in a predicted shortfall of 2.35%.

Increasing demand for health services for children and young people with SEND leading to similar pressures on health budgets.

Ealing has seen an increase in the proportion of children with EHC plans. This upward trend is expected to continue over the next two years with a significant increase in over 19s.

In this context, we will continue to work closely with providers and parents to ensure that resources are used efficiently and effectively in meeting the outcomes in children and young people's plans.



Young people to be included in decisions about their lives



Improve outcomes for SEND children & young people and their families



Better preparation for adulthood and employment



Getting it right

Ealing has significant strengths it can build on including:

- ✓ Ealing Learning Partnership – commitment to sharing expertise across 80 mainstream schools and 6 special schools
- ✓ Excellent educational outcomes for pupils with SEND - significantly above national averages
- ✓ 6 good or outstanding special schools and 78 good or outstanding primary and secondary schools
- ✓ Good or outstanding children's centres including four with specialist units
- ✓ Integrated working between children's centres and Early Start Ealing so children's needs are identified quickly and addressed
- ✓ Speech and language therapists in every school supporting early intervention
- ✓ West London College - our biggest provider of post 16 education for learners with SEND
- ✓ Access to high quality support and training for all SENCOs through our Teaching School Alliance
- ✓ Additionally Resourced Provision in mainstream schools is growing to meet needs
- ✓ A good primary Pupil Referral Unit offering multidisciplinary assessment and support for children with social emotional and mental health needs and an outreach service to schools
- ✓ Strong foundations in integrated working across education, health and social care – ESCAN and ISAID
- ✓ An increasing number of supported internships and work-related programmes for young people
- ✓ Very few young people with SEND are NEET
- ✓ A developing partnership between parents / young people and the LA on SEND
- ✓ Innovations such as Brighter Futures; Building My Future and intensive therapeutic short-breaks programmes.

Key terms

ARP Additionally Resourced Provision
CAMHS Child and Adolescent Mental Health Services
EHAP Early Help Assessment and Plan
EHCP Education, Health and Care Plan
ISAID Impartial Support, Advice and Information on Disabilities and special educational needs
LA Local Authority
SENCo Special Educational Needs Co-ordinator
SEND Special Educational Needs and / or Disabilities
NEET Not in Education, Employment or Training



What our parents, carers and young people are telling us

- ✓ Outstanding and good schools are continuously improving inclusive practices, but continued work needs to be done to improve consistency in outcomes
- ✓ Colleges and schools should work more closely together to help prepare young people for adulthood. More options should be offered and better explained
- ✓ More needs to be done to improve communications, processes and timelines related to EHCPs and assessments
- ✓ There is strong support for expanding special schools, ARP places and for investment in mainstream school inclusion spaces
- ✓ The re-launched Local Offer is much improved and we look forward to even better search functions
- ✓ Young people want more access to work-based learning and supported routes to employment.



Our partners

Ealing Council
 Ealing, Hammersmith and West London College
 Ealing Mencap
 Ealing Learning Partnership
 Ealing Parent and Carer Forum
 Ealing Teaching School Alliances
 London North West University NHS Trust
 West London NHS Trust
 NHS Ealing Clinical Commissioning Group
 NHS England
 West London Alliance
 Dynamic Training (at Redwood College)
 Central London Community Healthcare NHS Trust

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 7	FOR INFORMATION	ATTENTION OF: All governors
TITLE	The responsibilities of governing boards in relation to special educational needs and/or disabilities (SEND)		
SUMMARY	Provision for children and young people with SEND is a key area of work for the governors/trustees. This item sets out the key functions, including the 'musts' and the 'shoulds.'		
KEY ACTION POINTS	Governors/trustees to check they are fulfilling their SEND duties		
AUTHOR / TITLE	Glinys Weller. Quality and Partnership Lead SEND and Inclusion		
TELEPHONE NO.	07795827459	EMAIL ADDRESS	wellerg@ealing.gov.uk

The board is responsible for ensuring that SEND functions are carried out in accordance with statutory duties under The Children and Families Act 2014 and Code of Practice 2015 <http://bit.ly/27yye0p>

Governing boards **must**:

- Co-operate with the local authority in reviewing the provision that is available locally and developing the local offer
- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Inform parents when they are making special educational provision for a child
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on their websites about the implementation of the board's policy for pupils with SEND (the school SEN information report)
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others.
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCo) for the school
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make reference to Ealing Learning Partnerships SEND Support Expectations when monitoring and planning provision.

In practice, the governing board can delegate these functions to a committee, an individual governor or the headteacher. However, the responsibility to ensure that the functions are carried out remains with the governing board itself.

The governing board **should**:

- Ensure appropriate meeting time is allocated in relation to SEND
- Review the SEND policy on a regular basis and ratify the SEND Information Report annually
- Ensure all the school's policies fully support the principle of inclusion for all pupils
- Provide a hand-over opportunity for outgoing / incoming SEND governors.

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 8	FOR INFORMATION/ ACTION	ATTENTION OF: Primary governors
TITLE	Family School Partnership Award		
SUMMARY	Do you want to improve the way your school works in partnership with families to deliver better outcomes for your pupils? Find out more about how the Family School Partnership Award (FSPA) can support your school.		
KEY ACTION POINTS	Book a place on the FSPA launch event on 8 May 2019 to find out more about how your school could benefit.		
AUTHOR / TITLE	Libby Giarraputo, School Partnerships Co-ordinator		
TELEPHONE NO.	020 8825 5465	EMAIL ADDRESS	lgarraputo@ealing.gov.uk

The Family School Partnership Award (FSPA) supports schools to review their whole school approach to working with families in the widest sense, identify areas where they would like to see positive change and put in place actions to effect this change. The School Partnerships and Enrichment Team have been awarded funding from John Lyons Charity to enable us to offer this award and the comprehensive training and support package FREE to schools in Ealing, Harrow and Brent.

The Family Partnership Model

The Family Partnership Model aligns the different aspects of schools' work with parents and families under five key themes, with an overarching theme of monitoring and evaluation cutting across all areas:

Theme 1: Fostering effective family-school partnerships

Theme 2: Communicating and consulting effectively

Theme 3: Enabling parental engagement in learning

Theme 4: Empowering parents and carers to develop their own skills

Theme 5: Supporting successful transitions

The process will support schools to review their provision from the view point of senior leaders, teaching staff, support staff, governors and parents.

Feedback from schools

"I would thoroughly recommend to other schools participating in the FSPA process. It is extremely well structured and supported and can be hugely beneficial to both the school and parents."

"We would definitely tell other schools how positive the process has been; it has provided opportunities to meet with staff from other schools and discuss the similarities in our struggles with parental engagement and effective ways they have been tackled."

Evidence of impact

In Summer 2017 13 schools successfully completed the award, they highly valued the support, guidance and training provided by the team and reported huge positive changes across a wide range of areas relating to parental engagement including, better relationships with vulnerable families and community groups; increased staff confidence to build positive relationships with parents; more parents reporting

that the school makes as effort to understand their needs and huge increases in attendance at parent events.

This year 26 more schools across Ealing and Harrow are working towards the award and are currently delivering a range of exciting work to effect positive change in their relationships with parents and families including:

- Establishing new ways to communicate with parents about progress and attainment
- Supporting families at key transition points in school life
- New and exciting methods to engage parents in supporting learning at home
- Targeted support to raise the attainment of vulnerable or disadvantaged pupils
- News ways of capturing parent voice and empowering parents to take an active part in improving school life
- Training school staff to increase their confidence to build positive relationships with parents and carers.

The Family Partnership Award process

1. Schools attend launch event, sign up to take part in the project and are provided with online or hard copy diagnostic tools.
2. Comprehensive results and analysis will be produced by the School Partnerships and Enrichment Team.
3. Schools will receive help to develop an action plan to effect change in identified areas.
4. A comprehensive toolkit will be provided to all schools taking part.
5. Schools will have access to a FREE training programme during 2019-20 to support them.
6. The awards will be made in Summer 2020 and a celebratory event and publication will showcase good practice.

To find out more:

Book your place on the Family School Partnership Award Launch Even, 8 May 2019, 8.45-10.45am (breakfast will be provided). Book through Ealing CPD Online

https://schools.ealingcpd.org.uk/courses/bookings/c_detail.asp?cid=14764 or by emailing lgiarraputo@ealing.gov.uk

Ideally this launch event should be attended by a senior leader as the award process will require a whole school commitment. However, schools may wish to send an additional member of staff who will lead the process – this would be an ideal project for an aspiring leader as it will enable them to demonstrate whole school impact.

If you have any questions or would like more information please do not hesitate to get in touch, we'd love to talk to you about the benefits of taking part for your school.

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 9	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Purchasing Ealing services for schools 2019-20		
SUMMARY	Launching the services for schools information and ordering process on Ealing Grid for Learning (EGfL) website.		
KEY ACTION POINTS	<ul style="list-style-type: none"> Services for schools 2019-20 updated information will be available on the EGfL from 23 January 2019. The purchasing deadline for annual buyback services is 28 February 2018. 		
AUTHOR / TITLE	Sally Davies, CPD, Communications and Business Adviser		
TELEPHONE NO.	020 8825 5828	EMAIL ADDRESS	sdavies@ealing.gov.uk



Ealing services for schools 2019-20 timeline Services for schools purchasing options for 2019-20 are available on EGfL. The order form for annual buy back services closes on 28 February 2019.

Online ordering system's success

This is the fifth 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. 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
- Induction handbook for new headteachers egfl.org.uk/handbook
- News egfl.org.uk/news
- ELP updates and offer to schools egfl.org.uk/ELP
- Events and key dates for senior leaders egfl.org.uk/events
- Find a local authority or school colleague - directory egfl.org.uk/people
- Find a school 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

Register for an EGfL user account

egfl.org.uk/register is the link to the online registration form. Governors are advised to register with their school email address. If you have a private email address, we will need your school to confirm you are on the governing board.

Already have an account but forgotten your password?

Use this link to request a new password: egfl.org.uk/password

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 10	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Governor recruitment – sources and event information		
SUMMARY	Reminder of: <ul style="list-style-type: none"> • Services that can help recruit new governors/chairs • Information on Ealing's governor recruitment event, Wednesday 27 March 2019 New National Governance Association (NGA) succession planning guidance • New National Governance Association (NGA) succession planning guidance 		
KEY ACTION POINTS	Email governors@ealing.gov.uk by 15 March 2019 if your governing board is attending		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

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

Governors for Schools (formerly SGOSS)

Governors for schools is an independent school governor charity that provides free services for volunteers, schools and employers. Volunteers come from a wide range of professional backgrounds, so they can address your specific recruitment needs. They also work with a wide range of organisations, especially if they do not have candidates with the required skills, to provide you with candidates who bring the experience you require. Governing boards can place vacancies at any time on their website 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

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 27th March 2019 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. Register your governor vacancies on the [Governors for School website](http://www.governorsforschools.org.uk) or email Eleanor Horswill: eleanor.horswill@governorsforschools.org.uk
2. 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
3. **Identify who will be attending the event - ideally two people and confirm attendance with governors@ealing.gov.uk by Friday, 15 March 2019 at the latest**
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 there and include your details in the schools' brochure we provide attendees.

If you are happy to promote the event that would be much appreciated - the event poster is available to download on EGfL www.egfl.org.uk/news/2019/02/governor-recruitment-event

Inspiring Governance

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

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

Livery Companies

There are 110 Livery companies with around 30,000 members from a very wide range of professions and skills. Livery and Livery companies were historically Guilds working to maintain standards, thorough apprentices. Each Guild wore specific clothing (Livery) to differentiate their trade, hence the name Livery.

Giving back to society is a big part of being a member of a Livery Company and all Livery Companies have a focus on education as a key pillar of activity.

Through the Volunteering Platform (VP), Livery Companies aim to find professional people from within their membership who are willing to give up their time to offer support to schools with resource needs, governors. Volunteers can also support further with career talks, employability days and to support school clubs. The VP is designed to match school requirements with the right people as easily and seamlessly as possible. The VP has been through its launch pilot/launch phase and currently has 175 volunteers, with the number growing weekly as the VP continues to be enhanced and the database of opportunities from schools increases. Usage by schools is totally free.

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

NGA succession planning guidance



NGA [new guidance](#) to help GBs prepare for the future, explores the concept of succession in terms of a GB, recruiting new governors/trustees and encouraging learning and development. The five short sections cover:

- Getting this basics in place
- Establishing a culture of succession
- Using the succession cycle
- Developing governors and trustee
- Ensuring leadership

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 11	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Governing boards work schedule/annual plans		
SUMMARY	Reminder of key areas to consider		
KEY ACTION POINTS	Please read and action as appropriate		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

The following can be used to review your governing boards annual work. The lists of tasks for the purposes of this guidance are divided into full governing board (FGB); resources/finance (including staffing); teaching and learning and children, families and community. Committees indicated below are examples. Governors should decide on a committee structure which works most effectively for their governing board (GB) and its priorities.

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 www.egfl.org.uk/governortoolkit on Ealing Grid for Learning provides GBs with a variety of tools to use if revising key areas e.g. committee structures, terms of reference. For September 2018 we have updated the code of practice and Department of Education (DfE) policies and information GBs must have/publish. We recommend all GBs have one which governors and clerks must which once agreed must be signed. We have also made some other minor amendments to ensure documents are still up to date.

Items that should be included on each agenda

- Declaration of interests – pecuniary and other which must 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)

www.egfl.org.uk/governorDBS (A reminder that only the individual receives a copy of their DBS certificate. It needs to be clear who the check must be shown to, so it can be added to the single central record. From September 2018 you may need to also carry out a check with [TRA Teacher Services](#) to check they are not subject to a section 128 direction.

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 GB 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

- 15th January 2019 - admission applications to primary schools close
- *Equalities published information must be reviewed 'at least' annually – usually by 6th April. Objectives must be reviewed 'at least' every four years (first set in 2012). It is recommended that they are also reviewed regularly to ensure they are still meaningful and where possible aligned to school priorities/school improvement plan
- Headteachers (HTs) who wish to leave by the end of the spring term must have handed in their resignation by 31 January. All other teaching staff 28 February.

Summer term

For full GB

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

Resources/finance

- **Agree budget for new financial year**
- **Review staff and pay** (last day for teacher resignations 31st May). Good practice to review staffing structure
- **Review appraisal policy/process and pay policy**
- Review staff attendance/absence
- Report on any racist incidents and the response at least annually
- Appoint governors to conduct headteachers appraisal review late summer or early autumn – ensure they are or will be trained and appoint an external adviser. In Ealing, schools can use 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 2019**
- Review attendance of pupils
- Review pupil exclusions for the year
- Review report on progress in implementing accessibility plan.

Reminder

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

Some features of a safeguarding report to governors

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

Please refer to the statutory guidance. The report should be based on a review of the duties in the revised guidance from September 2018., the school's current practice and any future plans needed to ensure the practice current requirements. Annex H lists a table of all the substantive changes in the guidance.

Autumn term

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

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

For full GB

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

Resources/finance

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

Teaching and learning

- Review progress of the school improvement plan

Children, families and the community

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

Reminder

- HTs who wish to leave by the end of the autumn term must have handed in their resignation by 30 September. All other teaching staff 31 October
- September – new parents home school agreements (not nurseries)
- October 31st - admission applications to secondary schools close.
- Own admission authorities who intend to change their admission arrangements for 2019/20 must provide the proposed admission arrangements to the local authority (LA) for consultation between 31st October and 31 January and must last for a minimum of six weeks – see www.egfl.org.uk/news/2018/02/admissions-arrangements-2019-20

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 12	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ofsted update		
SUMMARY	Proposed changes to the Ofsted Framework from September 2019		
KEY ACTION POINTS	Consultation closes 5 April 2019		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 8542	EMAIL ADDRESS	tmcnulty@ealing.gov.uk

On 16 January 2019 Ofsted launched consultation proposals, which if approved, will form the basis of all inspections of schools and other institutions from September 2019. A summary is below.

Details of the changes and consultation which closes on 5 April 2019 can be found at <https://www.gov.uk/government/news/ofsted-launches-a-consultation-on-proposals-for-changes-to-the-education-inspection-framework>

Inspections of 'good' schools increased to two days

Ofsted is proposing that its 'short' (section 8) inspections of 'good' schools will take place over two days, rather than one, as they do now. Although the principle of such visits – to confirm whether schools deserve to remain 'good' or to be marked up or down – will remain the same, Ofsted want to ensure that there is opportunity, "to gather sufficient evidence while on inspection to confirm that a school remains good under the new criteria." Inspectors will still be able to upgrade to a full inspection if they feel a 'good' school has changed.

Near no notice inspection

Currently inspectors carry out their preparation remotely the day before they visit a school. Ofsted is proposing that from September, this preparation will take place in the school on the afternoon before inspection. In practice, this will mean that schools will receive a call from Ofsted no later than 10.00am, informing them of the inspection, and the lead inspector will arrive on site no earlier than 12.30pm the same day leaving no later than 5.00pm. Senior leaders will then be used, "to gain an overview of the school's recent performance and any changes since the last inspection."

Personal development, behaviour and welfare judgment split

Current personal development, behaviour and welfare judgment will be replaced with two separate judgments: behaviour and attitudes and personal development. In practice, this means that schools' management of behaviour and discipline will be considered separately to how they look after their pupils and encourage them to grow.

New 'quality of education' judgment

The quality of teaching, learning and assessment judgment, which Ofsted has admitted is too focused on outcomes, will be replaced with an overall quality of education judgment. However, the quality of teaching, learning and assessment will still be judged - see 'curriculum impact.' It is not clear in the draft framework how much weight will be given to test/exam performance in forming an overall judgement.

Ofsted won't use internal performance data as inspection evidence

Ofsted proposes that inspectors "will not use schools' internal performance data for current pupils as evidence during an inspection, "to ensure inspection does not create unnecessary work." Instead, inspectors will gather information on the quality of education and hold, "meaningful discussions with leaders about how they know that the curriculum is having an effect." Inspectors will ask schools to explain why they collect the data they do, what they draw from it and how it informs their curriculum and teaching.

Other

The 'leadership and management' judgement will remain and will include looking at how leaders develop teachers and staff, while taking their workload and wellbeing into account. Inspectors will continue to make an overall effectiveness judgement about a provider.

The current Ofsted framework and [Ofsted Handbook 2018](#)

Whilst the draft framework and handbook do acknowledge the role of governors and the three core functions, they do not make explicit the expectations of governors, unlike the current handbook which outlines eight specific areas as below. In discussion with London colleagues we feel these will still be important and useful to refer to.

- Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- Provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
- Performance manage the headteacher rigorously
- Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils
- Ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, year 7 literacy and numeracy catch-up premium, primary physical education (PE) and sport premium, and special educational needs funding
- Are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 13	FOR INFORMATION/ ACTION	ATTENTION OF: All governors
TITLE	School complaints - new DfE guidance		
SUMMARY	New Department for Education (DfE) guidance and model policies		
KEY ACTION POINTS	<ul style="list-style-type: none"> Review your school complaints procedures/policy in the light of the new guidance Ensure your procedure/policy is published on the school website. 		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 8542	EMAIL ADDRESS	tmcnulty@ealing.gov.uk

The DfE have published new guidance and model policies for school complaints aimed at maintained schools <https://www.gov.uk/government/publications/school-complaints-procedures>

Please note, academies and free schools must also have a written complaints procedure, which is available on request to parents. The DfE recommend that it is published online. Further information <https://www.gov.uk/government/publications/complain-about-an-academy/complain-about-an-academy>

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

The DfE have produced new guidance to share and encourage best practice and help schools avoid common pitfalls. They have also published a non-statutory model policy and an additional policy for managing serial and unreasonable complaints.

As the duty to establish procedures for dealing with complaints lies with governing boards, you must tailor the policy to your individual school. You should make sure that your complaints procedure:

- Is simple to understand and use
- Is impartial
- Is non-adversarial
- Enables a full and fair investigation
- Where necessary respects confidentiality
- Addresses all the points at issue and provides an effective response and appropriate redress, where necessary
- Provides information to the school's senior management team so that services can be improved.

To make sure your complaints procedures are effective, we recommend that:

- Ask the complainant at the earliest stage what they think might resolve the issue - an acknowledgement that the school could have handled the situation better is not the same as an admission of unlawful or negligent action
- When responding to a complaint, advise the complainant of any escalation options at each stage of the procedure e.g. when communicating the outcome of stage one, include details of stage two
- Wherever possible, procedures state what you 'will' do rather than what you 'should' or 'may' do
- Try to avoid using ambiguous language in your complaints procedures, as not doing something the procedure states the school should or may do, can lead to further complaints.

We recommend that you review and revise as appropriate your school complaints policy/procedure considering the new guidance and model policies particularly to incorporate a serial complaints policy into your complaints procedure. If you choose to adopt the DfE or any other model policies, please make sure you tailor them to your school.

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 14	FOR INFORMATION/ ACTION	ATTENTION OF: All governors
TITLE	Summary of local and national publications and guidance		
SUMMARY	Details of information not otherwise included in other time in this edition of the Directors' Report		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

Brexit

Department for education (DfE) [No Deal Preparation for Schools](#) guidance for schools to support staff, children and families and the general running of the school in the event of a no deal Brexit

Teacher Recruitment and Retention [Strategy](#)

Covers four key areas: Ofsted reform; early career teachers and changes to induction; making teaching more attractive including flexible working and simplifying the application process for getting into teaching. [Download handy one-page guide](#) Contact recruitretain.events@education.gov.uk to register interest in attending a DfE roadshow to hear more.

New DfE online agency supply tool

[How the deal works and access to the online tool](#)

Tuesday 26th February 2019 1-2 at EEC DfE demonstration of tool. More info and [to book](#)

[Ethical Leadership Commission](#) launched its [report](#) 25 January

- The report details the work of the commission and the need for the framework in [a changing educational landscape](#)
- Report outlines set of principles to support school governors/trustees, as well as executive leaders in navigating, "the educational moral maze"
- The framework has a range of resources to help evaluate ethical leadership
- National Governance Association are (NGA) are leading a pathfinder project that invites school leaders to sign up to the framework until Easter 2019 ethicalschoools@nga.org.uk

Critical incident manual

Changes to sections 12 and 14 - primarily taking into account lessons learned from recent incidents and the [draft guidance on school security](#) set out by the DfE in November 2018

The DfE have also published new [guidance on controlling access to school premises](#)

Membership subscriptions 1 April 2019 – 31 March 2020 (Deadline for both 15-March 2019)

[The Key for School Governors](#)

- If you do not have already you can try free for 1 week, until 15th March 2019. All members of the school's governing body (including clerks) can use
- **NEW:** [Safeguarding Training Centre](#) - [demo the eLearning here](#).
- [Compliance Tracker](#), a tool to monitor and manage mandatory requirements in one easy practical place in the knowledge that you'll receive timely updates on legislation changes
- [New app](#) - News, significant dates and everything you usually get from The Key, now on your smartphone
- Cost dependent on size of school and packages purchased – more details [here](#). Orders direct to The Key enquiries@thekeysupport.com

National Governance Association (NGA) – discounted membership contact governors@ealing.gov.uk

- Standard membership £90 (normally £95)
- GOLD membership £240 (normally £270)
- Learning Link – e learning for governors and clerks £79 (normally £159)

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 15	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Keeping children safe in education (KCSIE) 2018		
SUMMARY	Reminder of the revised Department for Education (DfE) statutory guidance and London Grid for Learning community language resource.		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 8542	EMAIL ADDRESS	tmcnulty@ealing.gov.uk

Keeping children safe in education (KCSIE) 2018

In the autumn issue of the Directors' Report www.egfl.org.uk/DRarchive (item 21) we advised you of the Department for Education's (DfE's) revised Keeping children safe in education (KCSIE) 2018 statutory guidance. All governors/trustees should make sure they have read and understood part one and two of this guidance. Governing boards should also ensure all staff have read and understood part one.

Section 128 check

In addition, we have also issued guidance on section 128 checks for governors <https://www.egfl.org.uk/news/2018/11/section-128-checks-governors> i.e. recommendation for all new governors from September 2018, but we recommend for all governors. These are in addition to a Disclosure and barring service (DBS) check.

Section 128 direction checks can be done via the [Teaching Regulation Agency](https://www.teachingregulation.gov.uk/) (TRA) for free by logging onto the [Secure Access Portal](https://www.teachingregulation.gov.uk/secure-access-portal/) or for a small fee via Ealing's DBS unit. For more information contact CRBUnit@ealing.gov.uk This should also be recorded on the school's single central record

London Grid for Learning resource

As many schools employ speakers of English as an Additional Language who are not required to have a high level of English for their role, it can be challenging to ensure that everyone understands the full meaning and principles of the guidance.

As part of London Grid for Learning's (LGfL's) commitment to helping schools keep children safe, they have commissioned translations of KCSIE part one into 10 key community languages.

They are free to download and print but LGfL ask that you **do not** upload or share online except by referring people to this page: kcsietranslate.lgfl.net

Please note these translations were carried out by professional linguist with secondary proofing. However, the original English version should be treated as the official source of statutory school staff duties.

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 16	FOR INFORMATION	ATTENTION OF: Secondary governors
TITLE	Contextual Safeguarding		
SUMMARY	Information on Contextual Safeguarding as an approach to understanding, and responding to, young people's experiences of significant harm beyond their families.		
AUTHOR / TITLE	John Churchill, Head of Safeguarding, Review & Quality Assurance		
TELEPHONE NO.	020 8825 8364	EMAIL ADDRESS	ChurchillJ@ealing.gov.uk

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

This approach is being guided by the work at the Contextual Safeguarding Unit at the University of Bedfordshire - <https://contextualsafeguarding.org.uk/>

Contextual Safeguarding Pilot

A Contextual Safeguarding pilot pod has been set up in the multi-agency support, MAST Adolescent Team. This will be reviewed after six months – April 2019. A research team from Cardiff University has expressed an interest in evaluating this work.

Trusted Relationship Team

This team is funded by the Home Office for three years 2018/19 through to 2020/21. The team will work with predominantly high schools and three sites, supporting pupils to reduce the risk of exclusion. The three sites chosen are Northolt High School, Brentside High School and the Ealing Alternative Provision. It is aimed at high schools, but we are looking at how to incorporate year six as the transition to high school is recognised as a particularly vulnerable time.

The team will also offer targeted outreach to young people 11-17 in Ealing, working in the community until 11.00pm and offering a 24/7 service to support young people in crisis and develop trusting relationships with young people who may otherwise be at risk of exploitation.

Ealing is part of a wider project of eleven authorities (four in London) that is looking at developing practice in this area. The projects are being evaluated by the Behavioural Insights Team who have been commissioned by the Home Office.

Although the funding from the Home Office is for three years Ealing and our partner agencies are exploring the sustainability of this model of working which in turn will be dependent on it being successful in its aims. The following link takes you to a page detailing the programmes of all the involved authorities.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/735368/Successful TR Projects High Level Overview - Gov.uk .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/735368/Successful_TR_Projects_High_Level_Overview_-_Gov.uk_.pdf)

Mentors in Violence Prevention (MVP)

MVP is a mentoring scheme that aims to train young people to safely challenge the 'false consensus' through challenging words and behaviour that are abusive. It has been successfully embedded in Scottish schools as part of the work of the Violence Reduction Unit in Scotland. We are hopeful of attracting an independent research team from University of West London to evaluate the scheme in Ealing schools. Four High Schools attended training in January and currently there are four more High Schools due to attend in April. The following link is to the Violence Reduction Unit in Scotland which MVP is part of - <http://actiononviolence.org/>

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 17	FOR INFORMATION	ATTENTION OF: All governors
TITLE	School safe scheme		
SUMMARY	The scheme which aims to protect children and the school community from public dangers and is also intended as a method of rapid communication with schools in the event of an emergency.		
KEY ACTION POINTS	<ul style="list-style-type: none"> • Ensure all staff are aware of the scheme. • Encourage reporting of incidents to the police and through school safe. 		
AUTHOR / TITLE	Janet van der Meulen, EGfL Web and communications Manager and Steve Dunham, Schools Property Officer		
TELEPHONE NO.		EMAIL ADDRESS	EGFLWebTeam@ealing.gov.uk

School safe scheme

The scheme aims to protect children and the school community from public dangers by alerting other schools in the locality of reported incidents 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.

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 www.egfl.org.uk/schoolsafe Complete and return by email to the EGfL web team 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

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 (2018)



During 2018 the EGfL web team distributed more than 137 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.
- 51% 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 incidents.

See next page for the school safe incident form – also on www.egfl.org.uk/schoolsafe

Ealing school safe scheme Incident description form

Complete this form, then save and send by email to: 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

Name of school reporting incident			
Date and time incident			
Location of incident			
Brief details of incident	Enter incident details		
Description of person	Person 1	Person 2	
Sex			
Age			
Height (cms)			
Build			
Skin colour – Enter colour and not ethnicity, unless certain			
Hair			
Eyes			
Hat			
Glasses	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Moustache/Beard			
Other distinguishing features eg accent, scars, tattoos			
Vehicle registration numbers	(*For relevant staff members, not for distribution to parents)		
<p>* 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.</p>			
Vehicle make, model, colour ...			
Police informed: appropriate for majority of school safe incidents	<input type="checkbox"/> Yes <input type="checkbox"/> No	Crime CAD ref if applicable	
Does child involved have an allocated social worker?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Reported by	
Time and date reported		Name of staff member completing form	
Signed Type name for email purposes		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.

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 18	FOR INFORMATION	ATTENTION OF: All primary
TITLE	A community led approach to ending female genital mutilation (FGM)		
SUMMARY	Ealing primary schools can apply to be part of the, 'Community Led Approach to Ending FGM project'. Nine schools will be selected to be part of this project, which is funded by the John Lyons Charity.		
KEY ACTION POINTS	For more information about this project and/or a copy of the application form, please email meadec@ealing.gov.uk Application closing date is 21st June 2019.		
AUTHOR / TITLE	Claire Meade, Health Improvement Officer		
TELEPHONE NO.	0208 825 6173	EMAIL ADDRESS	meadec@ealing.gov.uk

Female Genital Mutilation (FGM) is a safeguarding concern for many schools, including schools in Ealing. In order to support schools raising awareness of FGM with parents, pupils and staff, Perivale Primary School has obtained funding from the John Lyon's Charity to support schools to develop, 'A community led whole school approach to tackling FGM in Ealing.' This is free for primary schools.

This project aims to develop a community led, whole school approach to tackling FGM by employing a qualified, known and trusted member of the community to use their skills, knowledge and local connections to engage with parents, interact with the local community and alert the workforce to FGM and its long-term effects.

This is a three-year project. During the 2017/18 academic year, three Ealing primary schools took part in this project and during the academic year 2018/19, six Ealing primary schools are part of this project. Each participating school receives:

- Initial meeting with senior leadership team (SLT) to discuss project and answer questions
- Whole staff training on FGM
- Whole staff training on relationships and sex education (RSE)
- Meeting with schools' parents forum/support setting up a parent forum
- Resources to hold a whole school PANTS day – based on the [NSPCC PANTS](#) rules
- Six parent workshops focusing on safeguarding and including topics such as online safety, grooming, RSE and FGM.
- Two days of modelled lessons for years 3 to 6 where experienced practitioners teach FGM specific lessons to pupils in years 3 to 6 and teachers can observe and teach team
- Invitation to be part of a termly FGM steering group
- Staff training based on delivering FGM specific lessons
- Baseline and end line surveys for staff, pupil and parents to measure the impact of the project.

During the third and final year of this project, nine schools will be chosen to work with the project lead, Hoda Ali, based at Perivale Primary School and the health improvement team to embed the community led whole school approach to tackling FGM. This project is free to all primary schools.

The project lead will work closely with the nine chosen schools to support them to develop and embed this project. Schools who wish to run this project should have a member of staff who is not a full-time class teacher to lead on and embed this project.

For more details contact Claire Meade on email above.

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 19	FOR INFORMATION	ATTENTION OF: All governors
TITLE	School single central record (SCR)		
SUMMARY	A reminder to schools of the statutory requirement for a school to maintain a register of checks undertaken on staff.		
KEY ACTION POINTS	<ul style="list-style-type: none"> • Note the statutory requirement to maintain a SCR • Make arrangements for a governor to periodically check the SCR as part of safeguarding monitoring. 		
AUTHOR / TITLE	Mark Nelson – Head of Schools HR Consultancy		
TELEPHONE NO.	020 8825 9478	EMAIL ADDRESS	mnelson@ealing.gov.uk

The requirement for a school to maintain a register of checks on staff appointed to the school is set out in the [School staffing regulations 2009](#) (as amended). Schedule two of those regulations details the information that must be recorded. The 'register' is more commonly referred to as the single central record (SCR).

The SCR will be reviewed by Ofsted during a school inspection and it is essential that the record is maintained as accurate, up to date and the information is contained/linked in the one document.

Governing boards where they do not already do so, may wish to make arrangements for one of their number (safeguarding governor or representative from appropriate committee) to periodically check the SCR for their school.

A template for the SCR and accompanying guidance can be found on the [Ealing Grid for Learning](#).

Below are also links from, Keeping Children Safe in Education (KCSIE) and the, Ofsted guidance on inspections which provide further guidance on what is required for the SCR.

KCSIE – see annex three

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings#annex-3--the-single-central-record>

Ofsted guidance on inspections - see part three, paragraphs 143 - 149

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf

Schools will note that, in addition to the checks required to be recorded by statute, the guidance does suggest that schools are free to record any other information (checks) that they feel are relevant.

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 20	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Supporting Pupils with Medical Conditions at School update		
SUMMARY	Reminder and updated information on training and insurance through Ealing covering this area		
KEY ACTION POINTS	Ensure your GB has reviewed the school's, Supporting pupils with medical conditions at school policy		
AUTHOR / TITLE	Therese McNulty, School Governance Lead		
TELEPHONE NO.	020 8825 8542	EMAIL ADDRESS	tmcnulty@ealing.gov.uk

Ealing policy

The revised Ealing policy on 'Supporting Pupils with Medical Conditions at School', based on the Department for Education (DfE) guidance 'Supporting Pupils with Medical Conditions at School' (2014) in addition to an range of other useful guidance and contacts is available on Ealing Grid for Learning www.egfl.org.uk/medicines

As a reminder, we asked that all governing boards (GBs) review this policy according to their specific needs before adopting in the autumn 2018 term.

Complete checklist

As part of the policy, appendix one contains a useful checklist to ascertain the school's current provision and future needs. In order to assess the impact of this policy across the local authority (LA), for any schools yet to complete, we would be grateful if a copy of the checklist could be completed (one per school) via our Survey Monkey version on this link: <https://www.surveymonkey.co.uk/r/MedicalConditions-Autumn2018>

The results will be grouped by phase, anonymised and only used to inform future training and support needs. Our intention is to repeat this in autumn 2019 to gauge the impact off the policy and further support and training needs.

Training

As part of the provision to support this policy, the Ealing school nursing service has now published dates for training on the following:

- Implementing the school medical conditions policy
- Managing medical emergencies (Anaphylaxis, Epilepsy, Asthma and Diabetes).

Training dates, booking details and further information can be found on the link below:

https://schools.ealingcpd.org.uk/courses/bookings/c_detail.asp?cid=15082

For more information contact the School Nursing Team (Central London community healthcare NHS, trust) E mail: clcht.ealingadminhub@nhs.net Tel: 020 8102 5888

Insurance provision

As part of the Council's commitment to supporting schools implement this policy, Ealing's insurance team have negotiated an increased level of cover. The Council's medical malpractice policy with its insurers provides for **blanket coverage** for the medical malpractice risks for all the insured activities of Ealing Council and schools (that buy into its insurance arrangements) subject to certain specific risks being excluded. Some of the excluded risks can be bought and will in the main be those services which are particularly unusual or require a bespoke underwriting approach. If an excluded risk is required, then the Council's insurance section ought to be contacted

which will then make enquiries. The insurer's new cover does not alter, dilute or reduce the cover provided by our public liability wording, but dovetails with the policy. To compare current and the new cover please see guidance on www.egfl.org.uk/insurancedocs

As an additional note please the insurance team have asked us to remind you that should a school or other Council establishment suffer property damage that may result in a claim being submitted to the Council's insurance section, then this must be reported in writing within 7 days. If this is not done, then the claim may be refused by insurers.

If damage is caused by faulty workmanship by a contractor, then the claim for damages must be submitted to the contractor. The Council's insurances do not cover damages because of faulty workmanship when there is recourse to recover losses from a third party.

For more details contact Mary Guruparan, Insurance Officer, GuruparanM@ealing.gov.uk

Medical Malpractice Insurance

The Council's medical malpractice policy with its insurers provides for **blanket coverage** for the medical malpractice risks for all the insured activities of Ealing Council and schools (that buy into its insurance arrangements) subject to certain specific risks being excluded. Some of the excluded risks can be bought and will in the main be those services which are particularly unusual or require a bespoke underwriting approach. If an excluded risk is required then the Council's insurance section ought to be contacted which will then make enquiries.

Our insurer's new cover does not alter, dilute or reduce the cover provided by our public liability wording, but dovetails with the policy.

Key features of the cover are:

Insurers – QBE

Policy Number – PMMP040913

Policy Cover:

1. It is a stand alone separate policy. The wording is QBE PMMP040913 Medical Malpractice Liability Insurance.
2. Standard Limit of Indemnity is £5m Any One Occurrence and in the Aggregate.
3. The cover provided by the current Public Liability wording will remain unchanged and the Med Mal wording will compliment the PL wording. For instance abuse claims will remain the domain of the PL wording.
4. Cover will be on a blanket basis subject to certain exceptions (see below), where cover can be bought back subject to underwriting criteria.
5. We have the med mal decision tree to assist with the application of coverage under the PL policy. Those risks are allocated as follows:



Procedure/Activity/Use of	Public Liability	Medical Mal Practice Policy
Acupuncture	Yes subject to written details of procedures	No
Anal plugs	No	Yes
Apnea monitoring	Yes – in respect of monitoring via a machine following written guidelines. There is no cover available in respect of visual monitoring	No
Bathing	Yes – following training and in accordance with written guidelines	No
Blood samples	Yes – but only by Glucometer following written guidelines	No
Buccal midazolam	Yes – following written guidelines	No
Bladder wash out	No	Yes
Catheters	Yes – following written guidelines for the changing of bags and the cleaning of tubes. There is no cover available for the insertion of tubes	No
Colostomy/Stoma care	Yes – following written guidelines in respect of both cleaning and changing of bags	No
Chest drainage exercise	Yes – following written health care plan provided under the direction of a medical practitioner	No
Dressings	Yes – following written health care plan for both application and replacement of dressings	No
Defibrillators/First Aid only	Yes – following written instructions and appropriate documented training	No
Denture cleansing	Yes – following appropriate training	No
Ear syringe	No	Yes
Ear/Nose drops	Yes following written guidelines	No



Enema suppositories	No	Yes
Eye care	Yes – following written guidelines for persons unable to close eyes	No
First Aid	Yes – Should be qualified first aiders and applies during the course of the business for the benefit of employees and others	No
Gastronomy tube – Peg feeding	Yes – cover available in respect of feeding and cleaning following written guidelines but no cover available for tube insertion	No
Hearing aids	Yes – for assistance in fitting/replacement of hearing aids following written guidelines	No
Inhalers, and nebulisers	Yes – for both mechanical and held following written guidelines	No
Injections	Yes but only for the administering of pre packaged does on a regular basis pre prescribed by a medical practitioner and written guidelines	No
Medipens	Yes – following written guidelines with a preassembled epipen	No
Mouth toilet	Yes	No
Naso-gastric tube feeding	Yes following written guidelines but cover is only available for feeding and cleaning of the tube. There is no cover available for tube insertion or reinsertion which should be carried out by a medical practitioner.	No
Occupational therapy	No	Yes
Oral Medication	<p>Yes - subject to being pre-prescribed by a medical practitioner and written guidelines.</p> <p>Where this involves children, wherever possible Parents/Guardians should provide the medication prior to the child leaving home. A written consent form will be required from Parent/Guardian and this should be in accordance with LEA procedure on medicines in schools etc. Similar consideration should be given when asked to administer “over the counter” medicines.</p>	No



Oxygen – administration of	Yes – but only in respect of assisting user following written guidelines, i.e. applying a mask	No
Pessaries	No	Yes
Reiki	Yes	No
Physiotherapy	No	Yes
Pressure bandages	Yes – following written guidelines	No
Rectal medazalam in prepackaged dose	Yes – following written guidelines and 2 members of staff must be present	No
Rectal diazepam in prepackaged dose	Yes – following written guidelines and 2 members of staff must be present	No
Rectal Paraldehyde	No	Yes
Splints	Yes – as directed by a medical practitioner	No
Suction machine	No	Yes
Syringe drivers- programming of	No	Yes
Suppositories	No other than rectal diazepam and medazalam.	Yes
Swabs - External	Yes – following written guidelines	No
Swabs - Internal	No – other than oral following written guidelines	Yes
Toe nail cutting	Yes – following written guidelines. If the patient suffers with diabetes then the cover only applies if the procedure is carried out by a registered chiropodist/podiatrist.	No
Tracheostomy	No – Cover is only available for cleaning around the edges of the tube only following written guidelines	Yes
Ventilators	Yes – following written guidelines	No

- To further enhance the above table then certain specific risks will be allocated as follows between the covers:

Public Liability Cover

1. Commissioning work as per the Authority's duties under the Health and Social Care Act 2012 (and any equivalent legislation in Scotland or Wales)
2. Procedures/treatments undertaken by non-medical staff with no invasive element
3. Advice/guidance on general health issues with no treatment being undertaken by Local authority/Police/Fire staff
4. Police custody suite care other than where medical decisions are being made.
5. Emergency first aid provided by non-medical staff.
6. Abuse Claims.

Medical Malpractice Cover

1. Treatments/Advice given by trained medical staff. Cover to be provided for medical staff (Individual) and for the Authority (entity sub MDO Clause).
2. Procedures/treatments involving an invasive element undertaken by non-medical staff operating to care plans and following training by medical staff – As per the table above. Other treatments can be considered.
3. Healthcare treatment provided by Authority staff e.g. vaccinations – subject to adequate training.
4. Emergency first aid provided by medical staff – including Samaritan Act cover
5. Work undertaken in any healthcare facility e.g. clinic, hospital operated by the Authority. – to be referred to underwriters on a case by case basis

The key Public Liability and Med Mal exclusions (cover under the Med Mal policy can be considered subject to additional underwriting information being supplied) read as.

- a) Any Clinical Research or Clinical Trials undertaken by the Insured
- b) Any medical treatment involving any of the following:-
- c) Maternity and Obstetric procedures or treatment
- d) Osteopathy or Chiropractor treatments
- e) Failure to diagnose meningitis
- f) Pre natal scanning and screening,
- g) Foetal monitoring
- h) midwifery
- i) Any claims for Abuse
- j) Any employed Medical Practitioner
- k) Any claims involving the following services:-
- l) Occupational health assessments
- m) Domiciliary care services
- n) Cosmetic surgery
- o) Any Healthcare Facility owned or operated by the Insured, including but not limited to any: -
- p) Hospital
- q) Clinic including GP, Dentist, Urgent Care clinics
- r) High Dependency Unit
- s) Walk in Treatment Centre
- t) Drug and Alcohol Rehabilitation Centres
- u) Fertility Clinic, Termination of Pregnancy Clinic,
- v) Bloodbanks
- w) Mental Health care homes
- x) Nursing and Residential care home
- y) Ambulance services including non emergency patient transfer

As stated the cover can be brought back into the policy if the risk is notified to and agreed by the Insurer. **Underwriting Information Required:**

- Occasionally for a specific risk insurers may require additional information.

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 21	FOR INFORMATION	ATTENTION OF: All primary
TITLE	Early years updates		
SUMMARY	Updates on moderation, Ealing early years conference, 30hr entitlement, the local offer and special educational needs and/or disabilities (SEND) inclusion fund.		
KEY ACTION POINTS	Deadline for conference bookings 8 March 2019		
AUTHOR / TITLE	Himisha Patel and Ellie Larkin, Early Years Quality and Partnership Principal Leads		
TELEPHONE NO.	020 39655187	EMAIL ADDRESS	hpatel@ealing.gov.uk

New Early Years Quality and Partnership Principal Leads

Himisha Patel and Ellie Larkin currently headteachers in two of Ealing's outstanding nursery schools have been seconded to share the role, on a part time basis.

Early Years Foundation Stage Profile (EYFSP) moderation

Himisha will be managing the EYFSP moderation and ensuring statutory duties are met by the local authority and schools. A moderation plan has been sent to headteachers and schools that are to be moderated by the early years consultants. Governors and headteachers should be clear that the primary responsibility for the moderation of EYFSP assessments sits within the school. All statutory duties as set out in both the *2019 EYFSP Handbook* and *Assessment and Reporting Arrangements (ARA) October 2018 must be met* <https://www.gov.uk/government/publications/2019-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>

Early years conference, 'Mind the (word) Gap', Saturday 23rd March 9:15am to 4:00pm

Historically, the majority of attendees to the conference have been from the private sector. However, the conference is open to all early years' practitioners including reception and year one and is free.

Oxford Language Report carried out market research with more than 1,300 teachers. Over half of those surveyed reported that at least 40% of their pupils lacked the vocabulary to access their learning. 69% of primary school teachers and over 60% of secondary school teachers believe the word gap is increasing. The report can be accessed here <https://educationblog.oup.com/primary/why-closing-the-word-gap-matters-the-oxford-language-report>

We need to address this from the very early years of a child's life so the conference '**Mind the (word) Gap**' offers a range of workshops to support practitioners on how to extend young children's vocabulary. Nancy Stewart is a renowned early years consultant who specialises in communication and language and will be the keynote speaker who will also run a workshop.

Demand and take up of 30hrs extended entitlement for children aged three and four

As of 24 January 2019, 1323 eligible children are accessing a 30hour place in the borough. All eligible children have found a 30hour placement. 1136 places for children resident in Ealing and 187 places for children resident outside the borough.

Of the 1136 places 39% were taken up by children living in the 30% most income deprived (Lower-layer Super Output Area or LSOAS (Indices of deprivation) in England. If we add the next two deciles, it would mean that 70% of all places are used by children resident in the 50% most deprived areas in England. We are anticipating an increasing demand for places in the Summer term 2019

Supply of Places

Providers

There are currently 151 providers offering 30hr places in Ealing: two academies, 25 primary schools, four maintained nursery schools, 89 private, voluntary, independents (PVI), and 25 childminders.

Over the last three terms we have seen a 107% increase in the number of primary schools offering 30hr places from 15 in Summer 2018 to 31 in Spring 2019. However, we have seen a 30% decrease in childminders from 36 to 25 in the same period. This may be due to factors such as greater availability of places from other providers and the additional bureaucratic responsibilities related to processing codes, reconfirmation etc.

Monthly payments to providers

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

Increase in hourly rates

From April 2019 the hourly funding base rate will increase from £4.43 to £4.63 and supplement funding will increase by 0.01p.

Enhancing communication with harder to reach parents

We are in the process of completing a series of 30hr promotional videos in a range of community languages, utilising the 30hr Delivery Support Funding, to assist in raising wider awareness and encouraging harder to reach eligible parents to apply.

The Local Offer

This is a one-stop-shop of information and guidance on services and provision within the borough for children with Special Educational Needs and/or Disability (SEND). Everything a parent needs to know on SEND is accessible through this website. This is a golden opportunity to empower and make a real difference to families. We really need schools' help in promoting our wonderful Local Offer, so it reaches all relevant families <https://www.ealinglocaloffer.org.uk>

The service can provide training to school staff to highlight the key features of the website and how schools might be able to maximise this fantastic resource. To discuss further please contact:

Izra Bernard (Family Information SEND Officer)

Tel: 020 88 25 5588

E: Bernardi@ealing.gov.uk

Special Educational Needs Inclusion Fund (SENIF)

Applications for the SENIF continue to be processed monthly with over 50% of these now coming from schools to support the inclusion of children with additional needs in the early years (NEG). Early Start SEND Inclusion workers work with nurseries and schools as part of a support package awarded. This is based on the individual needs of each child. Process of application and forms are on Ealing Grid for Learning (EGFL) www.egfl.org.uk/SEND-EY

Disability Access Fund (DAF)

Providers who offer three and four-year-old children free early years education can apply to claim DAF. A lump sum payment of £615 per year is available to providers who have eligible children in receipt of child Disability Living Allowance who are claiming free early years education. Four-year olds in primary school reception/foundation stage classes are not eligible for DAF funding.

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<p>oyUU° k'</p>	<p>Ealing's Children's Centres Strategy 2019-2022 sets out a proposal that will deliver a net saving of £808,000 in 2021/22 which will be achieved by significantly reorganising 11 centres</p>		
<p>M' ° #u@ V h\ @uo</p>	<p>A 12-week public and stakeholder consultation will be held from 22 February to 17 May 2019. The strategy document, an on-line survey and printed version, can be downloaded from the Family Services Directory and the Council's consultation page from 18 February 2019 at: www.ealingfamiliesdirectory.org.uk and www.ealing.gov.uk/consultations</p>		
<p>° yu=\ k' u@Q</p>	<p> € Charles Barnard, Assistant Director Integrated Early Years, Preventative and Youth Services € Clare Welsby, Children's Centre Strategic Manager </p>		
<p>u-Q h=\ V- V\</p>	<p>020 8825 6139 020 8825 5213</p>	<p>-U° @°)) k-∞</p>	<p> cbarnard@ealing.gov.uk cwelsby@ealing.gov.uk </p>

The total grant Ealing Council receives has been reduced by £143.7m over the last decade, the equivalent of a 64% funding reduction and greater than the London and national average. To operate within budget in future years, the council must deliver savings of £57m over the next three fiscal years. Savings proposals to deliver a balanced budget have been driven through the Future Ealing Programme.

Ealing's Children's Centres Strategy 2019-2022 sets out a proposal that will deliver a net saving of £808,000 in 2021/22 which will be achieved by significantly reorganising 11 centres. These changes may impact across all children's centres as some services will be displaced and others cease. A public consultation will be held from 22 February until 17 May. Depending on this consultation and negotiation with organisations that currently support the delivery of services in children centres, a small number of centres might close.

Ealing's strategy to reconfigure children centres will be informed by the following principles:

- € Prioritise vulnerable young children's 0- 5 years access to alternative service arrangements e.g. those with disabilities and special educational needs and/or disabilities (SEND) (currently 631); those subject to a statutory safeguarding plan (currently 216) and those living in poverty (10,328)
- € Improve access to high quality childcare on children's centres sites by expanding where practicable the number of childcare places available to vulnerable children
- € Use intensive home visiting for those families with very high levels of vulnerabilities who might be excluded from essential services without this support and this has been built into the new National Health Service (NHS) contract for Early Start 0-19 (September 2018)
- € Timetable activity across the wider children's centre network to minimise disruption to and protect access to services by vulnerable young children and their families
- € Maintain a geographic spread of children's centres across the borough so that access is protected as far as possible
- € Retain integration with pathways to more acute services, to ensure that the preventative opportunity of early intervention is maximised
- € Reschedule activities such as statutory health checks across the remaining children's centre estate, to minimise disruption to services whilst protecting access to services by vulnerable young children and their families. This will be supported by some services being delivered during the evening and weekends which is now built into the new Early Start contract (September 2018)

- Phase changes over sufficient time to minimise disruption to young children, parents and carers in terms of maintaining their relationships with professionals and services
- Continue to actively share information to allow parents and carers to understand any planned changes to service delivery and make informed choices to access appropriate services.

Children's centre	Main offer retained	Current Linked Site offer retained	Service offer reconfigured
Islip Manor	✓		
South Acton	✓		
Hanwell	✓		
Grove House	✓		
Perivale	✓		
Log Cabin	✓		
Academy Gardens locality	✓		
Grange		✓	
Greenfields		✓	
Hathaway		✓	
John Perryn		✓	
Limetrees		✓	
Maples		✓	
Petts Hill		✓	
Southall Park		✓	
St John's (Jubilee)		✓	
Acton Park			✓
Copley			✓
Dormers Wells			✓
Havelock			✓
Horsenden			✓
Northolt Park			✓
North Ealing			✓
Windmill			✓
Windmill Park			✓
West Twyford			✓
Wood End			✓

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 23	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Family Information Service		
SUMMARY	Information for staff within schools and children's services about the support offered by the Family Information Service (FIS) regarding free early years childcare for two, three and four-year-olds, special educational needs and/or disabilities (SEND) and the information available online for families.		
AUTHOR / TITLE	Family Information Service (FIS)		
TELEPHONE NO.	020 8825 5588	EMAIL ADDRESS	children@ealing.gov.uk

Family Information Service (FIS) - Free Early Years Childcare

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

Free childcare for two-year-olds

Our officers can help families find out if their two-year-old child is eligible for 15 hours a week of free childcare by asking a few questions and completing an online application form with them over the telephone. Following this check, if a family receives a result of, 'not eligible' the officers can then talk through the additional criteria with them to learn whether they meet one of these and explain what the family needs to do next to confirm their eligibility. Alternatively, if a family does not meet any of the additional criteria, the FIS can inform them of other local services available, of which they can access until their child is eligible for a free universal childcare place (the term after they turn three-years-old). However, if a child is eligible, the parent/carers will receive an eligibility letter to take with them to their chosen childcare provider to access a free place. Online eligibility checker www.ealingfamiliesdirectory.org.uk

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

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

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

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

The FIS can answer any questions or queries about free childcare for two, three and four-year-olds and can offer further support by helping to match a family's needs to Ofsted registered childcare in their area. They can also provide a list of nurseries, playgroups and childminders who offer free childcare places and a list of possible questions for families to ask when making their enquiries, to help them decide whether a childcare provider is the right one for them.

Family Information Service (FIS) SEND Officer

The FIS has a dedicated special educational needs and/or disability (SEND) officer (details below) who provides information, advice and support for families who have a child or young person with an additional need or disability. A brokerage service is also available to families who are experiencing challenges in accessing services that meet the needs of their child.

Izra Bernard – SEND Family Information Service Officer

Telephone: 020 8825 5588

Email: bernardi@ealing.gov.uk

Directory: www.ealingfamiliesdirectory.org.uk Local offer: www.ealinglocaloffer.org.uk

Ealing family's directory

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

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

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

Facebook

Another way families can obtain information on the services and activities available to them is by accessing our Facebook pages. These includes,

Family Information Service page: <https://www.facebook.com/EalingFIS/> which offers local and national information for families living in the Ealing borough; and

Enable Ealing Families: <https://www.facebook.com/enableealingfamilies/> which provides useful information for children and young people with an additional need and/or disability.

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 24	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Local Offer (LO) information and participation opportunities		
SUMMARY	<ul style="list-style-type: none"> • Local Offer (LO) website promotion • Parent LO focus group opportunities • Invitation for schools to set up own parent coffee morning groups with support from Family Information Service (FIS) with planning and setting up • LO Notice Board and the suggested components for schools. 		
AUTHOR / TITLE	Family Information Service, Izra Bernard		
TEL EPHONE NO.	020 8825 5588	EMAIL ADDRESS	children@ealing.gov.uk

The Local Offer (On-line)

We are very keen to share and promote Ealing's special educational needs and/or disability (SEND) Local Offer (LO) website, www.ealinglocaloffer.org.uk. The LO website is a one-stop-shop for children, young people and families with SEND. It's everything you need to know about local services and provision including, childcare and short breaks, support in education, education, health and care (EHC) plans, health and wellbeing, specific conditions, family support, travel assistance, money and benefits, preparing for adulthood (for ages 14-25), parent and young people forums and events.

The LO website is continuously undergoing development to ensure it responds to the needs of the families that use it. Parents and young people are actively encouraged to give feedback and to respond to consultation opportunities which are promoted on the website and Facebook page, **Enable Ealing Families**.

For more information contact the Family Information Service on 020 8825 5588 or email: children@ealing.gov.uk

Greenfields Children's Centre Local Offer parent focus group

To ensure that the Local Offer serves families well and continues to develop in the right way (responding to the views and the needs of the families it serves), we are inviting parents to come together to share ideas, discuss issues that affect them and together shape the continued development of Ealing's LO. The group is hosted by Ealing Council and Impartial Support, Advice and Information on Disability (I.S.A.I.D) and is open to any parent of a child with additional need. The session runs at Greenfields Children's Centre, Recreation Road, Southall UB2 5PF at 12:45-13:45 on the following dates 12 February, 9 April, 11 June, 13 August, 8 October and 10 December.

For more information contact Izra Bernard (FIS SEND Officer) 020 8825 5588 or email: children@ealing.gov.uk

Setting up Parent SEND Coffee Mornings within Schools

Following parent consultations earlier in 2018, parents of children with additional needs had raised the need for more local parent support within schools. To this end, schools have been encouraged to set up parent coffee morning groups and will receive initial support with their planning and setting up by a FIS SEND Officer. Schools can expect the following, a list of local SEND organisations/services that can be invited as external guest speakers to support focused information sessions, pairing/buddying with other schools with successfully established parent coffee groups, LO website training and advice on how this resource can be used during sessions to inform and support parents.

Local Offer Notice Board

We would like to encourage all schools to display a **Local Offer Notice Board**. This would be located in a prominent place within the school and be accessible to both parents/carers and staff alike. Maintaining a LO Notice Board has many positive functions but most of all it provides a focal point that showcases all the important services and support available to families as well as communicates news/notices in a timely way, all easily accessible and located in **ONE** place.

To ensure uniformity and quality, a bullet point list has been put together detailing the key components we might expect to find on any LO Notice Board.

Key components of the Local Offer Notice Board:

- LO Poster
- Photographs/images of the LO
- Information on how parents struggling to access the SEND LO can be supported i.e. FIS SEND Officer contact details
- What specialist provision/support is offered by the school (school's Local Offer)
- Name/contact details of school/setting's special educational needs co-ordinator (SENCo)
- Name/contact details of setting's Education, Health and Care Co-ordinator (EHCCo)
- Specialist/additional SEND related training undertaken by staff
- Communication of key notices
- Parent workshops/training
- SEND news/events
- Local support groups

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 25	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Early Help Assessment and Plan (EHAP)		
SUMMARY	Information on EHAP and what support is available for Ealing schools		
KEY ACTION POINTS	Contact the SAFE/EHAP workers who can support Ealing schools who have or are considering initiating an EHAP		
AUTHOR / TITLE	Polly Bradley, Family Information Service Manager		
TELEPHONE NO.	020 8825 5588	EMAIL ADDRESS	pbradley@ealing.gov.uk

The Early Help Assessment and Plan (EHAP) is the process Ealing uses for professionals supporting children/young people and their families, through the delivery of multi-agency, multi-disciplinary or targeted support.

If you are considering referring to the SAFE team through Ealing Children's Integrated Response Service (ECIRS), in most instances you would be required to have initiated an EHAP and held the first, Team Around the Family (TAF) meeting, completing the EHAP Assessment and Action Plan.

There are two SAFE/EHAP workers who can support Ealing schools with initiating EHAPs and holding TAF meetings.

Paulette Scott - ScottP@ealing.gov.uk and

Satwant Kahlon - KahlonS@ealing.gov.uk

Telephone: 020 8825 5588

Guidance and Forms: www.ealing.gov.uk/ehap

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

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

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 26	FOR INFORMATION	ATTENTION OF: All governors
TITLE	School terms and holiday dates		
SUMMARY	Ealing schools term and holiday dates.		
KEY ACTION POINTS	School term and holiday dates for 2019/20 and 2020/21 academic years. Please see following pages for dates and www.egfl.org.uk/term-holiday-dates		
AUTHOR / TITLE	Lynda Daly, Pupil Support		
TELEPHONE NO.	020 8825 6477	EMAIL ADDRESS	ldaly@ealing.gov.uk

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
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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 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

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 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

DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 27	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ealing professional development, training and support 2019		
SUMMARY	Ealing professional development, training and support available to governors, clerks and to school staff		
KEY ACTION POINTS	Promote Ealing's high quality professional development and training opportunities to governors and to all staff.		
AUTHOR / TITLE	Mohid Hasham, Business Support Officer		
TELEPHONE NO.	020 8578 6154	EMAIL ADDRESS	hashamm@ealing.gov.uk

Ealing Learning Partnership (ELP) 2019 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.

It is an excellent programme which has been developed in collaboration with schools, governors and training school alliances across the borough. It offers a fantastic 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. All training unless advised otherwise takes place at the Ealing Education Centre. See the following pages for more information.

If you already have an account set up on 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, 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.

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

Ealing Learning Partnership Governance Training Events (February 2019 – July 2019)

Event title	Start date	Start time	End time	Charge
Implementing the School Medical Conditions Policy *	26 Feb 2019	09:30 13:30	11:30 15:30	At Ealing Fields High School £0
Getting it right as a staff governor	28 Feb 2019	16:30	18:00	CPD/Training SLA subscribers: £0 Standard Cost: £90
Getting it right as a parent governor	28 Feb 2019	18:30	20:00	CPD/Training SLA subscribers: £0 Standard Cost: £90
Governors and improving financial efficiencies	28 Feb 2019	18:00	20:00	CPD/Training SLA subscribers: £0 Standard Cost: £90
Governors SEND and Inclusion – getting the right information: asking the right questions (part 2)	28 Feb 2019	18:00	20:00	CPD/Training SLA subscribers: £0 Standard Cost: £90
Implementing the School Medical Conditions Policy *	7 March 2019	09:30 13:30	11:30 15:30	At Ravenor Primary School £0
Safer Recruitment Refresher	7 March 2019	13:00	16:30	Schools HR advice & consultancy SLA: £0 Standard cost £120
Getting to grips with governance – new governor induction 2-part course	7 & 14 Mar 2019	18:00	20:00	CPD/Training SLA subscribers: £0 Standard Cost: £180
Understanding the autism spectrum and social communication difficulties – what governors need to know	7 Mar 2019	18:00	20:00	CPD/Training SLA subscribers: £0 Standard Cost: £90
Managing Medical Emergencies*	11 March 2019	09:30 13:30	11:30 15:30	At Featherstone Primary School £0
Governing board succession planning	14 Mar 2019	18:00	20:00	CPD/Training SLA subscribers: £0 Standard Cost: £90
Implementing the School Medical Conditions Policy *	19 March 2019	09:30 13:30	11:30 15:30	At Lady Margaret Primary School £0
	26 March 2019			At St Marks Primary School £0
Identifying and talking about suicide	3 Apr 2019	09:30	12:30	Health improvement SLA: £0 ELP schools: £110
How to better engage with parents and the wider community as a governing board	4 Apr 2019	18:00	20:30	CPD/Training SLA subscribers: £0 Standard Cost: £90
Clerks' network briefing	24 Apr 2019	16:00	18:00	ELP schools: £0 Non ELP schools: £90
Chairs' Briefing: what governors need to know	8 May 2019	18:00	20:30	ELP schools: £0 Non ELP schools: £90
Ensuring accountability	16 May 2019	18:00	20:00	CPD/Training SLA subscribers: £0 Standard Cost: £90
Managing Medical Emergencies*	22 May 2019	09:30 13:30	11:30 15:30	At Featherstone Primary School £0
Getting to grips with governance - new governor induction 2 part course	6 & 20 June 2019	18:00	20:30	CPD/Training SLA subscribers: £0 Standard Cost: £180
Leadership conference – governors and senior leaders	26 June 2019	TBC		Cost TBC Hilton Doubletree, Ealing Common

To find out more and book places visit www.ealingcpd.org.uk. For School Nursing Service training * book via Clicht.ealingschoolnurseteam@nhs.net. **Prevent training** - can be can be arranged for group of governors at a location convenient for them by contacting Anisa Syed – syed@Ealing.gov.uk

Ealing CPD online for governors

Registering and booking onto Ealing CPD training

No account needed to:

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

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

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

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

Professional development and training for Ealing's workforce

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

Log in
to find, book or cancel events

Username

Password

► [Forgotten Password](#)

► [New User](#)

Need more information?

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

- Enter details and **submit**

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 www.egfl.org.uk/eec

Monday to Friday 8.30am – 5.30pm during term time
evening and Saturday hire available on request



DIRECTORS' REPORT SPRING TERM 2019	ITEM NO 28	FOR INFORMATION/	ATTENTION OF: All governors
TITLE	Ealing Primary Teaching School Alliance (EPTSA) training		
SUMMARY	Leadership and special educational needs and/or disability (SEND) opportunities		
AUTHOR / TITLE	Melanie Hogan, Teaching School Lead		
TELEPHONE NO.	020 8998 3135	EMAIL ADDRESS	mhogan@castlebar.ealing.sch.uk

EPTSA training and networks that have occurred since September and where still available training for schools.

Leadership:

- Deputy headteacher (DHT) and assistant headteacher (AHT) conference (November 2018) on the theme of, 'Being Brave, Digging Deep and Moving Forward.' Keynote speakers were, Jaz Ampaw-Farr and Sean Harford from Ofsted.
- 97 participants attended. Evaluations achieved a score of 100% excellent/good in all areas with 100% who would recommend the conference to others
- Coaching partners for new deputy headteachers (DHTs). Ten partners available
- DHT/AHT networks – quadrant based
- DHT/AHT training package – 10 training sessions covering various aspects of leadership e.g. coaching, finance and business, equality and diversity, feedback excellent, following feedback two additional coaching sessions are planned – May 2019
- Stepping stones – for aspiring leaders (February 2019), 10 participants registered
- National professional qualifications for middle leaders (NPQML) – cohort of 29 and National professional qualifications for senior leaders (NPQSL) – cohort of 26 (primary and secondary)
- Specialist leaders of education (SLE) led training – six sessions. (Lesson study, early years, guided reading and writing)
- SLE deployments through EPTSA – four (reading, writing and maths, teacher support to a year three teacher
- Lesson study training and support

SEND:

Autism Education Trust training (school staff and social workers) delivery of training to date:

- T1 - Making sense of autism – 56; T2 - Good autism practice – 142; T3 - Leading good autism practice and progression framework - 11
- Special education needs co-ordinator (SENCo) induction – facilitated by Dr Amelia Roberts (UCL) 10 participants – autumn 2018. Feedback was excellent.
- Special education needs and/or disability (SEND) package of training from special schools – five training sessions
- SENCo networks – both full and quadrant meetings held half-termly
- SEND conference for SENCos and inclusion leads – January 2019, 66 attended. Keynote speakers: David Bartram and John Khan, feedback is excellent
- Special selections event – planned March 2019, a selection of SEND opportunities and training for teachers in mainstream settings
- SEND peer reviews – 35 to date, three planned follow ups demonstrate that identified areas have been addressed
- SLE deployments through EPTSA: six (SEND support packages and SEND peer reviews)

Newly designated SLEs for EPTSA – 10 covering business and finance, early years, partners in excellence (PiXL) support, zones of regulation, SEND, maths and assessment, drama and reading.

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Perceval House
14-16 Uxbridge Road
Ealing W5 2HL

governors@ealing.gov.uk
www.egfl.org.uk/governance