

Autumn Term 2015 – Directors’ Report to Governors

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Children’s Services Achievements

This item will be published as part of the electronic copy of the Directors’ Report on Ealing Grid for Learning (EGfL) www.egfl.org.uk/governors

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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.

Since the spring 2015 edition of the Directors' Report we now produce only two editions a year – spring and autumn. This means that the next Director's Report will not be sent again until spring 2016. We will continue to send all governors a 'hard' copy but in the future we may need to review this. This decision is in keeping with other local authorities practice. We are also mindful that with the growing number of documents aimed at governors it will allow more time to read and act on items as appropriate. Thank you in advance for your continued support.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO ()	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 May 2015 with other schools and colleagues in the Ealing education community.		
KEY ACTION POINTS (with deadline if appropriate) <i>Must be a date near the end of term so that all governing bodies can comment/act</i>	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 11 December 2015. The item should be sent to egflwebteam@ealing.gov.uk with 'Children's Services Achievements' in the title line.		
AUTHOR / TITLE	EGfL web team / Various Contributors	CONTACT NAME (if different)	
TELEPHONE NO.	020 8825 8245	EMAIL ADDRESS	egflwebteam@ealing.gov.uk

Schools and Children's Centres Items

Berrymede Junior School pupils' charity jumble sale success

Three year 6 pupils at Berrymede Junior School recently raised money for cancer research. They asked all the teachers for help and for any unwanted clothes, books or toys. They then ran a jumble sale, spending some of their afternoons after school sorting and pricing clothes and making posters and signs. With books for 10p and handbags for £2 they worked hard and made £86 which was sent to Cancer Research UK.

Oldfield Primary School quiz achievement

Oldfield Primary School pupils reached the finals of the Great Quiz during the summer and came ninth out of 2,000 participating schools.

A proposed £1.4million community facility could transform the range of sports and activities on offer in Greenford.

Ealing Council has joined forces with William Perkin Church of England High School, the Premier League, the Football Foundation and Twyford Church of England Academies Trust to create a youth sports development centre in the heart of Greenford. Included in the proposals is a pavilion and an artificial grass pitch marked with three five-a-side pitches to complement the sports facilities already at the school, including an outdoor multi-use game area, which opened in 2013. The council has contributed £500,000 towards the project, with another £150,000 given by Sport England, £150,000 from London Marathon Charitable Trust and, more recently, the Premier League and the Football Foundation awarded the project £534,000 which means the project is now able to move forward, subject to planning approval.

Keir Smith, associate headteacher at William Perkin High, said "This is an opportunity for the school to become the cornerstone of the local community; meet

the need for community facilities in an area; as well as improve the young people's access to sports facilities and training." If planning approval is given, work will start in the autumn this year and is expected to complete next summer

School transport triumphs for St Gregory's Primary and Beaconsfield Primary schools

Almost two thirds of schools in our borough have 'travel plans' devised by Ealing Council to help make sure pupils and staff can get to and from school as safely – and sustainably – as possible. One primary school's travel plan has even been recognised as the best in west London - St Gregory's Primary, Woodfield Road, Ealing, by Transport for London's sustainable travel scheme (STARS). Beaconsfield Primary School, meanwhile, was recognised by STARS for having the highest increase in walking to school.

West Acton Primary School pedals to victory

A 'Big Pedal' competition saw pupils at 10 local schools try to make the most journeys by bike or scooter over a 10-day period. West Acton Primary School came top after achieving 1,680 journeys. The competition, along with a travel plan put together by the council and the school, has seen 16% of its pupils cycling regularly to school (previously 7%) and 43% never being driven to school (previously 15%). Big Pedal is a national initiative for schools. West Acton Primary was treated to a cycle stunt display show as a reward for winning.

Ealing Teaching School Alliance

A new Ealing Teaching School Alliance has been set up to help staff from local schools share ideas, train and raise standards. It is supported by the council and a number of primary and special schools. It is based at Castlebar School, designated a Teaching School after its third 'outstanding' inspection by Ofsted last year. The alliance can be contacted at eptsa@castlebar.ealing.sch.uk or 020 8998 3135.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 1	FOR INFORMATION	ATTENTION OF: All governors
TITLE	School performance update		
SUMMARY	End of year summary of Ealing schools' performance - Ofsted		
KEY ACTION POINTS			
AUTHOR	<i>Julie Lewis, Assistant Director – School Effectiveness</i>		
TELEPHONE NO	020 8825 6473	EMAIL ADDRESS	jlewis@ealing.gov.uk

Ealing schools celebrate the best ever national rankings in the number of providers currently judged to be good or outstanding and the number of pupils now in good or outstanding provision.

66 schools have been inspected since the introduction of the revised and more challenging framework for inspection in 2012 by Sir Michael Wilshaw.

The national performance tables "Watchsted" www.watchsted.com show that 94% schools (81 schools) are now judged to providing a good or outstanding education for pupils with the national ranking placing Ealing in the top 10% of 163 England regions/Local Authorities.

61 out of 66 primary schools, 14 out of 14 secondary schools and 6 out of 6 special schools are currently judged to be good or outstanding.

These rankings represent the best ever performance of Ealing schools with a 26% overall increase since 2010

- 2010 68% good and outstanding
- 2011 70% good and outstanding
- 2012 70% good and outstanding
- 2013 87% good and outstanding
- 2014 88% good and outstanding
- 2015 94% good and outstanding

See ***Around Ealing*** Autumn edition special feature on Ealing schools and pupil performance.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 2	FOR ACTION	ATTENTION OF: All governors
TITLE	Achieving Excellence Together 2015-2018		
SUMMARY	A summary strategy/policy document for consultation setting out Ealing's relationship with its schools in promoting educational excellence		
KEY ACTION POINTS	We now invite final comments from governors and headteachers prior to final publication in autumn 2015. Comments to be received by 25 th September 2015.		
AUTHOR	<i>Julie Lewis, Assistant Director – School Effectiveness</i>		
TELEPHONE NO	020 8825 6473	EMAIL ADDRESS	jlewis@ealing.gov.uk

A summary of the Achieving Excellence Together strategy/policy document is in its final draft stage after consultation with key groups of headteachers.

It sets out Ealing's relationship with its schools in promoting educational excellence including:

- Educational aims 2015-2018 and current benchmarking against national standards
- Principles for partnership working and structures for agreeing how collaborative resources are spent to advance priorities
- Educational Excellence Policy: monitoring and evaluation of schools; risk assessment; challenge and support; Securing Good programmes

Please access this document at www.eqfl.org.uk/strategies-plans.

We welcome comments from governors and headteachers before final publication in autumn 2015.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 3	FOR ACTION	ATTENTION OF: All governors
TITLE	Prevent in schools		
SUMMARY	New duty from 1st July for schools to, 'have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism'.		
KEY ACTION POINTS	To review safeguarding policy in the light of the new duty		
AUTHOR CONTACT NAME:	<i>Therese McNulty, Workforce and Development Adviser Paul Smith or Nazia Matin</i>		
TELEPHONE NO.	0208 825 8895 0208 825 7590	EMAIL ADDRESS	matinn@ealing.gov.uk smithpa@ealing.gov.uk

On 1 July the Counter-Terrorism and Security Act 2015 [came into force](#). This puts an emphasis on the proprietors of schools (i.e. the governing body) to 'have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism'. As a result of this, the Department for Education (DfE) has [issued advice](#) which governors will need to follow. The advice outlines that schools will need to:

- Conduct a risk assessment to assess the likelihood of pupils being drawn into terrorist organisations
- Work in partnership with the Local Safeguarding Children Board (LSCB)
- Ensure that staff are trained properly and understand their duties under Prevent
- Have adequate ICT policies to protect children online. The DfE has also produced [new guidance](#) on how terror organisations are using social media to recruit young people.

Schools should treat Prevent as they would any other safeguarding issue and ensure that measures are in place to recognise young people who are vulnerable to extremist ideology.

Support is available from the Ealing Council Prevent Team who are already delivering briefings to management forums and designated safeguarding leads and can deliver whole school training to staff using the Home Office 'Workshop to raise Awareness of Prevent' (WRAP).

Please contact Nazia Matin matinn@ealing.gov.uk or Paul Smith smithpa@ealing.gov.uk

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 4	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Establishing a School Safeguarding Group		
SUMMARY	A recommended approach for schools to adopt to ensure the areas of safeguarding / child protection / behaviour / e-safety / personal, social and health education (PSHE)/ relationship and sex education (RSE) / countering extremism/data protection are adequately covered.		
KEY ACTION POINTS			
AUTHOR / TITLE	<i>Mark Robinson, Education Consultant ICT 3-11</i>		
TELEPHONE NO.	07939 114456	EMAIL ADDRESS	mrobinson@ealing.gov.uk

A key theme of the Ealing governors' conference 2015 was Prevent as part of a school's Safeguarding strategy/policy. We felt it would be useful to share with all governors one approach to help ensure this is a shared/delegated responsibility and does not fall to simple one person.

Over the last few years it has become increasingly apparent that the areas of safeguarding / child protection / behaviour / e-safety/ personal, social and health education (PSHE) relationship and sex education (RSE)/ countering extremism/data protection, all overlap enormously, and are all changing rapidly. Delegating these areas of responsibility separately to different people can result in piecemeal provision, and yet it is all too huge to be the responsibility of one person.

Ealing's recommendation to schools is to form a working group of about five to eight people that meet every half term and oversee these inter-connected areas. A growing number of schools have adopted this structure. The advantages are:

- Sharing the knowledge, experience and expertise of a range of professionals
- Everyone is better informed within the group, and indeed, as a consequence, across the school
- Workload / actions can be shared
- Everyone has to account to the group for actions done (not done?)
- If someone leaves - it doesn't all fizzle out: the momentum and progress can be sustained
- It helps develop the perception among the wider school staff that ALL these areas are truly inter-connected / inter related and everyone's concern

Purpose / remit of your safeguarding group

Generally, the main purpose of the committee is to ensure children in the school remain safe in the face of a complex and rapidly changing area we know as e-safety, and to achieve this by providing effective leadership and management of related areas.

Responsibilities:

- Stay up to date on new issues, developments and resources
- Monitor and evaluate the effectiveness of the school's e-safety provision
- Identify gaps in provision that require some form of initiative
- Organise events and initiatives e.g. a survey / parent workshops/ anti-bullying week / safer internet day
- Review relevant policies annually - RSE, acceptable use policy (AUP), safeguarding
- Monitor incidents and identify most effective practice

Members of the Safeguarding group could be selected from:

- Senior leadership team (SLT)
- Child Protection lead
- Governor (safeguarding)
- Coordinator for computing curriculum/information and communications technology (ICT)
- Curriculum leader for PSHE /RSE
- Parents/carers/local community
- Student(s) chosen from school council / cyber mentors / digital leaders (part of meeting)
- ICT technician/network manager
- Local police officer/community support officer

Initial organisational tasks:

- Clarify purpose of the committee (see above)
- Establish specific roles and responsibilities among members
- Nominate chair of meetings (governor / senior leader?)
- Agree how often to meet and set dates. We suggest every half term, at least initially
- Agree a set agenda to structure meetings
- Agree who is to record minutes and note actions delegated.
- How are meeting notes and actions to be shared? (Shared folder on your London Grid for Learning (LGfL) **“myDrive”**)
- How is the group’s work to be communicated to governors, staff, students, parents. See below.

Regular agenda items:

- Updates on any new legislation, national guidance or policy requirements
- Update on actions from last meeting
- Review progression of curriculum activities. Curriculum areas: computing; PSHE; RSE; Prevent
- Use of Early Help Assessment Plan (EHAP)
- Review of incidents and procedures for reporting/recording - child protection (CP) lead
- Issues/questions raised from staff, students, parents, police community support officer (PCSO), the wider community etc.
- Any other business

Other occasional agenda items:

- Anti-bullying week (occurs mid-November)
- Safer internet day (occurs early February)
- Parent e-safety /safeguarding workshops
- Other relevant events (regular assemblies incl. PCSO)
- Discuss training needs (staff, governors, parents)
- Review RSE, e-safety and AUPs
- Update on any infrastructure issues (network security / filtering / equipment)

Communications

- News, reports and updates on school website/learning platform/social media
- Articles and surveys by students on school blog area
- Regular newsletter feature
- Local newspaper article
- Get students to script and produce a play/song and invite parents to the show!

- Get students to create films, poetry, articles, reports, or conduct their own surveys using the just too easy (J2e) online software. Publish on the school blogsite.

Education

- Regular updates for staff and governors. Staff induction
- Progression of in-class activities designed to help children identify risks and issues, and know where to get help / advice. Evaluate the effectiveness of these activities using LGfL "**Cyber Pass**" as a means of assessing student knowledge and understanding
- Regular workshop sessions for parents
- The use of scenarios throughout, to identify issues and rehearse responses

Monitor

- Record incidents and analyse alongside other data (attendance) for patterns / effective practice
- Use what's learned to inform policy and curriculum review as well as staff training as appropriate
- Survey students / parents to establish concerns, views, issues and behaviours.
- Feedback to and from ESCB Education sub group, which links with Ealing's Safeguarding Children's Board (ESCB).

See websites / resources chart next page below.

Key Websites

<p>www.egfl.org.uk (Search e-safety)</p> 	<p>www.360safe.org.uk</p> 
<p>www.ceop.police.uk</p> 	<p>www.thinkuknow.co.uk</p> 
<p>www.preventforschools.org.uk</p> 	<p>www.counterextremism.lgfl.net www.britishvalues.lgfl.net www.esafety.lgfl.net www.realvoices.lgfl.net www.celebratingus.lgfl.net www.everyonematters.lgfl.net</p> 
<p>www.wewillinspire.com</p> 	<p>www.internetmatters.org</p> 
<p>www.saferinternet.org.uk</p> 	<p>www.anti-bullyingalliance.org.uk</p> 
<p>www.childline.org.uk</p> 	<p>www.getconnected.org.uk</p> 
<p>www.childnet.com</p> 	<p>www.getsafeonline.org</p> 
<p>www.net-aware.org.uk</p> 	<p>www.getsafeonline.org</p> 

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 5	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ofsted inspection Framework Released		
SUMMARY	Overview on the new framework effective from September 2015		
KEY ACTION POINTS			
AUTHOR	<i>Therese McNulty, Workforce and Development Adviser</i>		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

Following its consultation earlier this year, Ofsted [has released its new inspection handbook and framework](#) which will come into effect from September 2015. The significant changes are:

1. Common inspection framework: aligns inspection across early years settings, maintained schools and academies, non-association independent schools and further education and skills providers. While each remit will continue to have an individual inspection handbook which applies the principles of the common framework, the change is designed to provide consistency and comparability across Ofsted's education inspections.
2. Short inspections for 'good' schools: from September, schools that were judged 'good' at their most recent inspection will receive a short inspection approximately every three years. Inspectors carrying out short inspections will start from the assumption that the school or provider remains good, and will only make judgements on whether this is the case and whether safeguarding is effective. Where the inspectors believe the school may no longer be 'good' (either due to improvement or decline), these will be converted into full inspections.
3. Changes to the inspector workforce: Ofsted will contract directly with inspectors (rather than outsourcing) and bring training and quality assurance in-house. The majority of Ofsted Inspectors will be current leaders of 'good' and 'outstanding' education providers.
4. The headings under which Ofsted will report are:
 - overall effectiveness
 - effectiveness of leadership and management
 - quality of teaching, learning and assessment
 - personal development, behaviour and welfare
 - outcomes for pupils

Ofsted has produced a short guide to the new framework: [The Future of Education Inspection: Understanding the changes](#) on the GOV website.

At an event launching the new handbook and framework, HMCI Sir Michael Wilshaw also outlined plans to recognise 'exceptional leaders'; from September, when inspectors identify a headteacher who has played a key role in turning around other institutions, Ofsted will send a letter to them acknowledging their leadership as exceptional. A copy of this letter will go to the Secretary of State and Ofsted's annual report will also feature those leaders who have been recognised in this way.

Details of the changes, provided by Ofsted, can be viewed again on the .GOV website

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 6	FOR INFORMATION/	ATTENTION OF: primary only
TITLE	Primary School Assessment and Accountability: Changes in 2016		
SUMMARY	Overview of the changes to school assessment and accountability in primary 2016.		
KEY ACTION POINTS	Governors may wish to ask about how the school is preparing itself for the changes to primary accountability.		
AUTHOR / TITLE	<i>Karen Feeney, Principal Primary Adviser Stephen Anwyll, Consultant.</i>		
TELEPHONE NO.	0208 825 5490	EMAIL ADDRESS	FeeneyK@ealing.gov.uk

Previous arrangements

For more than ten years, the Government has set national 'floor standards' which define minimum expected school performance at the end of Key Stage 2. These have consisted of two measures, one based on the **attainment** of pupils in the statutory national tests and teacher assessment at the end of Y6 and the other based on **progress** made by the pupils between the end of Key Stage 1 (Year 2) and Key Stage 2. A school had to fail to reach the minimum on both measures to be considered 'below floor standards'. Schools in this category are subject to Ofsted inspection.

For 2014 and 2015, the measures were revised and set as follows:

- **attainment** measure - at least 65% of pupils attain Level 4 or above in all of their reading and mathematics tests and in teacher assessment of writing;
- **progress** measure – the percentage of pupils making at least 2 levels of progress from the end of KS1 to the end of Key Stage 2 (e.g. from level 2 to level 4 or level 1 to level 3) is above the national median (the middle of the range across all schools) in reading OR writing OR mathematics; these were 94%, 96% and 93% respectively.

New arrangements from 2016

When the new statutory assessment arrangements, relating to the 2014 National Curriculum, come into force from the summer of 2016, school accountability measures will also change. The Government initially announced that it would raise the attainment target very significantly to 85% of pupils achieving the new, higher expectation (roughly the equivalent of a 'good' level 4 in terms of the old standards). Just how big a rise is indicated by the fact that only 20% of schools nationally had 85% of their pupils reach this 'good level 4' standard in 2014. The main focus for school accountability from 2016 will be the progress pupils make between the ages of 7 and 11. This will continue to be the case until 2022. After that, the progress measure will cover seven years between the start of Reception and the end of Year 6 and will use the outcomes of the new Early Reception Baseline Assessment, to be introduced this autumn, as the reference point.

The Government has now published the new floor standard measures for 2016 and, under new legislation being passed through Parliament this year – the *Education and Adoption Bill* - will introduce a new category of 'coasting schools' which the Secretary of State will be able to deem 'eligible for intervention'. The two types of schools will be defined as follows:

Schools will be deemed **above the floor standard in 2016** where:

- **attainment:** at least 65% of pupils attain the new [higher] national standard in the Key Stage 2 reading and mathematics tests and in teacher assessment of writing **OR**
- **progress:** pupils make sufficient progress; this measure will be a value-added measure from Key Stage 1 to Key Stage 2 and will be set after the 2016 tests have been taken
Schools will be deemed as **coasting** based on outcomes over a three year period where:
- in **both 2014 and 2015**, fewer than 85% of their pupils achieved the 'old' national standard of Level 4 or above in their reading and mathematics tests and in teacher assessment of writing **and in 2016**, fewer than 85% of pupils reach the new [higher] national standard in the Key Stage 2 reading and mathematics tests and in teacher assessment of writing **and**
- in **both 2014 and 2015**, below average proportions of pupils made expected progress between the end of Key Stage 1 and the end of Key Stage 2 and **in 2016**, pupils do not make 'sufficient progress' on a measure to be set after the 2016 tests have been taken.

If a school is notified that it is judged to be 'coasting', the government's local Regional Schools Commissioner will then assess whether or not the school has a credible plan to improve and to ensure all children make the required progress. Those that are felt to be able to improve will be supported to do so by 'expert heads', and the others may be turned into sponsored academies.

Impact of the changes

To put these 2016 measures into some perspective, we can look at published data from 2014.

Floor standard: we know that over 5,500 primary schools (about 39% of those eligible) had less than 65% of pupils attain the 'good level 4' which is likely to be broadly in line with the new national standard. However, 'sufficient progress' is likely to be set at a point which means that around the same number of schools are below the threshold as at present (just under 800 schools)

Coasting schools: more than 5,800 schools (just over 40% of those eligible) had at least 85% of their pupils attain a combined level 4 in their reading and mathematics tests and in teacher assessment of writing in 2014 and so cannot fall into the new category. Other schools will have achieved this in 2015. The same measure of 'sufficient progress' will be used in both the floor standards and coasting school definitions but a higher bar will apply with the coasting schools. The Government's press release on the definition of coasting schools said that, based on current performance, it expected that the new category would include 'hundreds of schools'.

Conference for senior leaders

A conference will be held for senior leaders on Thursday 22nd October to discuss the new tests and performance descriptors and the implications for primary accountability.

Separate briefings will be held for governors this term.

References

Floor standards for 2016:

http://www.education.gov.uk/schools/performance/fs_14/index.html

Government press release on coasting schools:

<https://www.gov.uk/government/news/hundreds-of-coasting-schools-to-be-transformed>

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 7	FOR INFORMATION/	ATTENTION OF: primary only
TITLE	Changes To Primary Curriculum, Testing and Moderation		
SUMMARY	Summary to changes to curriculum, testing and moderation.		
KEY ACTION POINTS	Governors may wish to ensure plans are in place for the changes some of which started from September 2014.		
AUTHOR / TITLE	<i>Monica Raphael, Senior Primary Adviser 3-11</i>		
TELEPHONE NO.	020 8825 7211	EMAIL ADDRESS	MRaphael@ealing.gov.uk

Changes to curriculum, testing and moderation from 2014

Please note that academies do not have to follow the national curriculum but they are required to offer a broad and balanced curriculum.

The new national curriculum September 2014

The new national curriculum will be taught in all maintained primary schools from September 2014. However, pupils who entered years 2 and 6 in September 2014 were taught the pre-2014 programmes of study for English and mathematics to allow for the statutory end of key stage assessments for summer 2015.

Implementing the new curriculum

There are a range of resources available to support schools implementing the new national curriculum. All maintained schools in England are required by law to follow the statutory national curriculum. This sets out the programmes of study for each key stage and subject content for those subjects that should be taught to all pupils.

Programmes of study for each national curriculum subject will be published by the Secretary of State for Education in the autumn 2015. These will set out the matters, skills and processes to be taught at key stage 1 and 2. Schools can choose how they organise their day providing the content of the national curriculum programmes of study is taught to all pupils.

The new national curriculum provides an outline of core knowledge from which teachers can develop stimulating and exciting lessons which will help to develop pupils' knowledge, understanding and skills.

Key changes to the national curriculum tests and assessments

As part of the changes to the national curriculum, the current system of using levels to report children's attainment and progress will be removed from September 2014 for pupils in years 1, 3, 4 and 5 and for pupils in years 2 and 6 from July 2015.

The removal of levels allows teachers and schools greater choice in the way they plan and assess pupils learning.

The curriculum provided by schools must include an assessment system which enables schools to check pupils learning and if they are on track to meet expectations at the end of key stage 1 and 2. When schools are assessing, they will need to look at the progression of learning across subject and within year group. Schools systems for formative assessment can be validated through in-school and across school moderation practices.

New tests

The new tests for key stage 1 and key stage 2 in English and mathematics that is based on the new national curriculum will be sat in the summer of 2016 for the first time.

Samples of the new test can be found here:

<https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials>

2015 – 2016

During the 2015 – 16 academic year there will be a change in the way progress is measured from the two levels of progress required from KS1 and KS2 to a relative measure. KS2 test outcomes will be reported as a scaled score, where the expected score is 100. The progress made by pupils will be determined in relation to the average progress made by pupils with the same baseline.

Moderation

In 2014-15, moderation sessions were provided to support schools. These included Statutory Moderation training, Quadrant Network Clusters, LA Cross-phase Moderation – which focused on year groups 1, 3, 4 and 5, and Open surgery sessions. These will be offered to schools in 2015-16 academic year with the addition of cross phase moderation sessions involving KS3 practitioners.

The LA will be providing further support to schools through the production of standardisation materials in reading, writing and mathematics with a launch event planned for the autumn term 2015

For more details go to:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 8	FOR INFORMATION	ATTENTION OF: secondary only
Title	Timeline for the Introduction of New GCSE and New Grading Structure		
SUMMARY	From September 2015 new GCSEs with grades 9-1 will begin to be introduced with further subjects in September 2016 and 2017		
KEY ACTION POINTS			
AUTHOR / TITLE	<i>Angela Doherty, Principal Adviser 11-19</i>		
TELEPHONE NO.	0208 825 9861	EMAIL ADDRESS	adoherty@ealing.gov.uk

September 2015 Students in Year 10 will start learning new GCSEs, graded 9 to 1 and will take these exams in Summer 2017	September 2016 Students in Year 10 will start learning new GCSEs, graded 9 to 1 and will take these exams in Summer 2018	September 2017 Students in Year 10 will start learning new GCSEs, graded 9 to 1 and will take these exams in Summer 2019
English language English literature maths	ancient languages art and design biology chemistry citizenship studies computer science dance double science drama food preparation and nutrition geography history modern foreign languages music physical education physics religious studies	ancient history astronomy business classical civilisation design and technology economics electronics engineering film studies geology information and communications technology (ICT) media studies psychology sociology statistics

Academic year	Year 10	Year 11
2015/16	English Language, English Literature and maths graded 9-1, others A*-G	All GCSEs grades A*-G
2016/17	English Language, English Literature, maths and subjects in the 2 nd column graded 9-1, others A*-G	English Language, English Literature and maths graded 9-1, others A*-G
2017/18	All GCSE subjects graded 9-1	English Language, English Literature, maths and subjects in the 2 nd column graded 9-1, others A*-G
2018/19	All GCSE subjects graded 9-1	All GCSE subjects graded 9-1

New GCSE grading structure for new GCSEs being introduced over three years from 2015-2017

New GCSE grading structure	Current GCSE grading structure
9	
8	A*
7	A
6	B
5 Grade 5 (a good pass – DfE)	Grade C is 'good pass' in the current system
4 Grade 4 is the equivalent of Grade C in the current system	C
3	D
2	E
1	F
	G
U	U

Grade 5 will be awarded to the top third gaining the equivalent of grade C or the bottom third gaining the equivalent of grade B. The Department of Education has decided that grade 5 will be a 'good pass'.

Broadly the same proportion of students will achieve grade 4 and above as currently achieve grade C and above.

Broadly the same proportion of students will achieve grade 7 and above as currently achieve grade A and above.

The top 20% who achieve grade 7 or above will be awarded a grade 9.

The bottom of grade 1 is aligned with the bottom of grade G.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 9	FOR INFORMATION/ FOR ACTION	ATTENTION OF: secondary only
TITLE	2016 Performance Table Measures: Attainment 8 and Progress 8		
SUMMARY	From 2016 Attainment 8 and Progress 8 will become the headline performance measures for Key Stage 4 replacing 5 GCSEs at A*-C with English and maths		
KEY ACTION POINTS	Governors may wish to ask how well the curriculum supports the new performance table measures and if all groups of students are following qualifications that count towards the Attainment 8 and Progress 8 measures. Governors may also ask about whether these changes, alongside the forthcoming changes to GCSE grading, will have an impact on entry criteria to the Sixth Form.		
AUTHOR / TITLE	Angela Doherty, Principal Adviser 11-19		
TELEPHONE NO.	0208 825 9861	EMAIL ADDRESS	adoherty@ealing.gov.uk

A summary of Attainment 8 and Progress 8

Full details can be found at: <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Progress 8 aims to measure the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils.

Attainment 8 will measure the average grade of a pupil across 8 subjects. They are often described as three 'buckets of subjects. Most subjects will be GCSEs but other qualifications that can be counted are included in the detailed guidance:

Bucket 1 – English and maths

1. A double weighted mathematics element that will contain the point score of the pupil's English Baccalaureate (EBacc) mathematics qualification;
2. An English element based on the highest point score in a pupil's EBacc English language or English literature qualification. This will be double weighted provided a pupil has taken both qualifications. In 2016 an English (combined) qualification can be included and double weighted.

Bucket 2 – three EBacc subjects

3. An element which can include the three highest point scores from any of the EBacc qualifications in science subjects, computer science, history, geography, and languages. The qualifications can count in any combination and there is no requirement to take qualifications in each of the 'pillars' of the EBacc.

Bucket 3 – three other subjects

4. The remaining element contains the three highest point scores in any three other subjects, including English language or literature (if not counted in the English slot), further GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. For more information see the list of qualifications that will be included in the 2016 key stage 4 performance tables and in the 2017 key stage 4 performance tables.

Calculating Progress 8

A Progress 8 score will be calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment', calculated using assessment results from the end of primary school.

A school's Progress 8 score will be calculated as the average of its pupils' Progress 8 scores. It will give an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

Schools were provided with Attainment 8 and Progress 8 data based on 2014 results to help plan for the implementation of Progress 8 in 2016 and could opt in to have Progress and Attainment 8 data published in the performance tables in 2015.

Interpreting Progress 8 scores

For all pupils nationally, the average Progress 8 score will be zero. School scores should be interpreted alongside their associated confidence intervals. If the lower bound of the school's confidence interval is greater than zero, it can be interpreted as meaning that the school has achieved greater than average progress compared to pupils nationally, and vice versa if the upper bound is negative. *A score of +0.5 means that the school achieved half a grade higher than other schools nationally with pupils with the same prior attainment.*

Impact of the number of qualifications taken on a pupil's Progress 8 score

The number of qualifications each pupil should enter remains a professional judgement led by what best meets the needs of an individual student.

The Progress 8 score for each pupil will always be determined by dividing the points total by 10 (the eight qualifications with English and mathematics both double-weighted), regardless of how many qualifications the pupil sits.

This approach supports the policy aim to encourage schools to offer a broad and balanced curriculum with an academic core. It may benefit some less able pupils to work towards good grades (and hence score more points) in fewer subjects, with the emphasis on doing well in English and mathematics, rather than to take more subjects but achieve lower grades overall.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 10	FOR INFORMATION/	ATTENTION OF: secondary only
TITLE	Time-line of changes to AS and A levels		
SUMMARY	Summary of the time line for the introduction of new 'de-coupled' AS and linear A levels.		
KEY ACTION POINTS	Governors may wish to confirm the school's policy in relation to entry for the new AS level qualification, which is a standalone qualification that does not contribute to the final A level grade.		
AUTHOR / TITLE	<i>Angela Doherty, Principal Adviser 11-19</i>		
TELEPHONE NO.	0208 825 9861	EMAIL ADDRESS	adoherty@ealing.gov.uk

Changes to GCSEs, AS and A levels (updated by Ofqual) 18 June 2015

<p>September 2015 students in Year 12 will start learning new AS levels and A levels and will take the new AS level exams in Summer 2016 and the new A level in Summer 2017 in the following subjects:</p>	<p>September 2016 students in Year 12 will start learning new AS levels and A levels and will take the AS level exam in Summer 2017 and the A level in Summer 2018 in the following subjects:</p>	<p>September 2017 students will start learning new AS levels and A levels and will take the AS level exam in Summer 2018 and the A level in Summer 2019 in the following :</p>
<ul style="list-style-type: none"> art and design biology business chemistry computer science economics English language English language and literature English literature history physics psychology sociology 	<ul style="list-style-type: none"> ancient languages dance drama and theatre geography modern foreign languages (French, German, Spanish) music physical education 	<ul style="list-style-type: none"> accounting ancient history archaeology classical civilisation creative writing design and technology electronics environmental science film studies further maths general studies geology government and politics health and social care history of art information and communications technology (ICT) law maths media studies music technology philosophy statistics
<p>GCSE re-sits in English and Maths</p>	<p>November 2016: re-sits in GCSE maths, English and English language happen for the last time</p>	<p>November 2017 Students take re-sit exams for new GCSEs in English language and maths.</p>

Please note that until for the next two years students may be sitting all new style A levels, all old style AS/A2 examinations or a combination of the two.

Academic Year	Subject combination	New AS / A level / Old AS /A2
2015-16 – AS in 2016 and linear A level or A2 in 2017 (Current Year 12) (Year 13 – all old AS /A2)	Biology, Physics, Chemistry	All new AS / A level
	ICT, Media, Government & Politics	All old AS /A2
	Biology, Geography, Maths	One new, two old
	Physic, Chemistry, Maths	Two new, one old
2016/17 – AS in 2017 and linear A level or A2 in 2018 (Current Year 11) Year 13 – some old, some new)	Biology, Physics, Chemistry	All new AS / A level
	ICT, Media, Government & Politics	All old AS /A2
	Biology, Geography, Maths	Two new, one old
	Physic, Chemistry, Maths	Two new, one old
2017/18 – AS in 2018 (if taken) and linear A level in 2019 (Current Year10) (Year 13 last year of A2)	All subjects Year 12 have 9-1 grades in English & Maths and A*-G in other subjects	All new AS / linear A levels
2018/19 (Current Year 9)	Year 12 have 9-1 grades in English & Maths and some other GCSEs and A*-G in other subjects	
2019/20 (Current Year 8)	Year 12 have all GCSE grades 9-1	

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 11	FOR ACTION	ATTENTION OF: All governors
TITLE	Register of Interests		
SUMMARY	As of 1 September 2015, maintained school governing bodies will be required to publish the register of interests form on their websites.		
KEY ACTION POINTS	Please action as appropriate		
AUTHOR / TITLE	<i>Therese McNulty, Workforce And Governance Development Adviser</i>		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

Register of Interests

As of 1 September 2015, maintained school governing bodies will be required to publish the register of interests form on their websites (statutory guidance, [The constitution of governing bodies of maintained schools](#), (March 2015).

Governors and trustees have a legal duty to act in the best interests of their schools. Where there are personal or financial interests which, may conflict with this duty, they must identify, prevent and record the conflict. Generally, governors and trustees must not be involved in discussions or vote on matters to which their conflict relates

The National Governors Association (NGA) say the term is used to include both conflicts of interest (usually financial) and conflicts of loyalty. Either could (or appear to) affect decision making.

All school staff and governors are currently required to declare financial interests and for this to be reviewed and updated annually. The new duty extends this requirement to include other interests or conflicts.

The National Governors Association (NGA) has published two useful templates to support schools with this new statutory requirement. These can be found in appendix one or on Ealing Grid for Learning <https://www.egfl.org.uk/school-effectiveness/school-governance/clerks-governing-body>. These can be used or adapted as required.

- Declaration of interests form - this can completed by individual governors and reviewed annually, although, if their circumstances change, they should inform the clerk
- Register of interests form - the clerk can use the information in the above form to compile an overview as a central record for the purposes of financial reporting. This can be published on the school's website

In most cases it is sufficient if a financial interest, for the governor to declare the interest and not take part in the discussions or decisions. If a conflict of loyalty the other governors can decide if the governor should/should not take part in the discussion/decision. However, it should be declared so that the governing body can take this decision. If a conflict of interest, financial or otherwise arises at a meeting this should be recorded with any decisions/action in the minutes. If in doubt try the 'tabloid' test. What would the public think about handling of this if it was reported in the press tomorrow?

Please note this is already a requirement for academies. Also be mindful of data protection when selecting the information that is published.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 12	FOR INFORMATION/	ATTENTION OF: All governors
TITLE	What's on the Horizon?		
SUMMARY	Information for school governors on new and future Department for Education (DfE) legislation impacting on governing bodies (GBs)		
KEY ACTION POINTS	Please read and action as appropriate		
AUTHOR / TITLE	<i>Therese McNulty, Workforce And Governance Development Adviser</i>		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

The School Governance (Miscellaneous Amendments) (England) Regulations 2015

The DfE has published new regulations to take effect from 1st September 2015 <http://www.legislation.gov.uk/ukxi/2015/883/contents/made>, amending the regulations to the shadow GB and temporary GB membership to bring them in line with the 2012 reconstitution regulations. It also makes amendments to allow governing bodies to delegate certain of their functions relating to staffing to committees. i.e. It enables GBs to decide whether individual governors of a particular category could hold a term of office of less than four years prior to appointment. The effect of the last statement is that the governing body can set different terms of office for individual governors.

I have consulted more widely with other London local authority (LA) colleagues and I think overall the consensus is that GBs need to exercise caution with this. A governor whatever their term of office can resign at any point. If you go ahead with varying specific governor terms it will need to be an agenda item and agreed by GB, as you will be varying the instrument of government (IoG). The clerk will need to submit the changes to the LA with a copy of the minutes showing the reasons for the change. Your IoG will show that for one of your governor categories and for one governor position within a category, there is a different term of office. This will remain unless the IoG is altered again. As with all governor appointments please be mindful of the Equalities Act, transparency and fairness.

Recommendation for maintained schools to record information about governors on their website

As part of the DfE Trojan Horse report it has been recommended that all school governing bodies include details on their website of their governing body. This should include the full name of the individuals, along with any committees they attend; the method of appointment (e.g. whether a local authority appointment or an elected parent governor); and the expected period of the appointment. It is already mandatory for academies.

The DfE have also recommended that unless there are genuinely exceptional circumstances, there should be a presumption that an individual will only be a governor at a maximum of two schools at any one time. For information on overall what a school needs to publish on its website go to <https://www.gov.uk/what-maintained-schools-must-publish-online>

National data base of governors

At the end of June in response to the House of Commons Education Select Committee's Report on Extremism in schools, the DfE said it will create a 'national database of school governors by toughening up requirements on schools to publish the identities of their governors,' making it statutory as it is for academies.

[Speaking to the BBC](#), Emma Knights, Chief Executive of the National Governors' Association (NGA) said that the proposed national database will initially rely on information being published on individual school websites, rather than a centrally held database, as implied by the wording.

For a more in-depth look at the government's response to the Education Select Committee, <https://www.gov.uk/government/publications/extremism-in-schools-response-to-education-select-committee>

Education and Adoption draft Bill Published

The Education and Adoption Bill that has now completed its committee stage (14th July 2015) will mean new powers for Government intervention in schools. The main provisions of the Bill are that:

- Maintained schools rated inadequate by Ofsted *will* be subject to an Academy Order. That is, the mechanism which enables a maintained school to be converted to an academy, as opposed to the current position where the Secretary of State can issue such an order, but doesn't have to
- Powers of intervention – the Secretary of State, as well as local authorities, will have the power to issue warning notices to maintained schools and to determine the form of intervention: I.e. to require the governing body to enter into arrangements; to appoint additional governors; to suspend the delegated authority for the school's budget; and/or to appoint an Interim Executive Board (IEB) to replace a failing governing body. Currently the Secretary of State only has powers to direct a local authority to issue a warning notice
- The Secretary of State will have the power to determine the membership of an IEB even if a local authority had issued the warning notice.
- A warning notice will also apply to coasting schools; although as yet there is no definition of 'coasting' which will be defined in regulations after a summer consultation (see below for draft definition)
- Where a school has been rated inadequate by Ofsted and is therefore subject to an Academy Order, there will be:
 - No requirement to consult on conversion to academy status
 - A requirement on the governing body and local authority to take all reasonable steps to facilitate the conversion
 - Power for the Secretary of State to direct a governing body and/or a local authority to take specific actions to facilitate the conversion process.

The Bill <http://services.parliament.uk/bills/2015-16/educationandadoption.html> is expected to have its second reading in the House of Commons at a date yet to be announced.

'Coasting schools' - draft definition defined

The Government has published draft regulations outlining what a 'coasting' school will be, as referred to in the proposed Education and Adoption Bill. For the purposes of the legislation, a coasting school will be a local authority (LA) maintained school where, over a three year period, pupils are making insufficient progress and, at least for the first two years of the measure, are not meeting the required standards in exam/test results.

The following are responses from the DfE governance unit to questions asked by the London co-ordinators of governor services (LCOGs):

Do you know what the timeline is on the consultation which will take place on the legislation being introduced regarding intervention in coasting schools?

We (DfE) provided illustrative regulations for Parliamentary scrutiny during Committee stage of the Bill – and these can be found at <https://www.gov.uk/government/publications/coasting-schools-illustrative-regulations>. In the autumn we will consult more widely on a new draft of the statutory Schools Causing Concern Guidance including how we expect coasting schools to be tackled and consulting on exactly how we propose to define a coasting school.

What data will be used to determine an eligible for intervention judgment in coasting schools?

Illustrative regulations at <https://www.gov.uk/government/publications/coasting-schools-illustrative-regulations> set out the following position:

- That no school will be identified as coasting until the end of 2016, when there are three years of data available for 2014, 2015 and 2016. A school will be deemed to be coasting when its performance data falls below an expected level in each of the three previous years
- For secondary schools, from 2016 the relevant measure will be Progress 8 - a robust metric which measures the progress of pupils in a range of subjects and compared to pupils of similar starting points, rather than only the number of pupils falling above or below the grade C/D threshold. Progress 8 will be introduced from 2016. By 2018, schools will only be coasting if they have fallen below a coasting level set against this strong measure for three-years
- For primary schools, the coasting definition includes both an attainment and a progress measure. For a school to be identified as coasting, it must fall below both. In 2016, the attainment threshold will be 85% of pupils meeting the new expected standard in reading, writing and mathematics. The progress measure will be calculated by comparing the results of pupils with similar starting points
- The key measures incorporated into both the primary and secondary coasting definitions will be introduced from 2016, giving schools time to prepare for the new arrangements. It will therefore be 2018 until each school has three years of data reflecting these metrics. It is important, however, that we do not wait until 2018 to tackle coasting schools which is why the draft regulations therefore include interim measures for 2014 and 2015 which reflect current accountability measures
- This approach will allow regional school commissioners (RSCs) to begin identifying coasting schools from 2016, on the basis of three years of data (in 2014, 2015 and 2016). In 2014 and 2015 only, a secondary school will be below the coasting level where fewer than 60% of pupils achieve 5 or more A*-C grades including English and maths at GCSE, and the percentage of pupils making expected progress is below the national median. We are not applying Progress 8 retrospectively in these years, because that would be unfair for schools which had made curriculum choices which were reasonable for the accountability regime applying at the time of their choice. A primary school will be below the coasting level if fewer than 85% of pupils achieve level 4 in reading, writing and mathematics and the percentage of pupils making expected progress is below the national median.

DIRECTORS' REPORT AUTUMNT TERM 2015	ITEM NO 13	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Getting Ready for the New Academic Year		
SUMMARY	Guidance for governing when putting together an annual plan for the academic year. Governors can use to as preparation for the autumn term or as a reminder of key areas to look at.		
KEY ACTION POINTS			
AUTHOR / TITLE	<i>Therese McNulty, School workforce and governance development Adviser</i>		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

The following can be used to establish an annual work plan or to check your current annual plan against. The lists of tasks for the purposes of this guidance are divided into full governing body (GB); resources/finance (including staffing); teaching and learning; children, families and community. Committees indicated below are examples. Governors should decide on a committee structure which works most effectively for their GB and its particular workload.

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

To support your planning, the Ealing toolkit on Ealing Grid for Learning will provide GBs with a variety of tools to use if revising key areas e.g. committee structures, terms of reference.

Items that should be included on each agenda

- Declaration of interests – pecuniary and other which must now be published on the school website. However, 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. If not it is difficult to

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

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 body meetings a year
- Appoint or remove the chair and vice chair
- Appoint or remove a clerk to the governing body
- Establish the committees of the governing body (if any) and their terms of reference
- Appoint or remove a clerk to each committee
- Suspend or remove a governor

- Decide which functions of the governing body 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 body is necessary
- Review the delegation arrangements annually

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

Autumn term

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

- Discuss and agree terms of reference for full GB or operating guidelines
- Review the committees in place and their terms of reference/members. Elect members and appoint clerks to committees where appropriate. The full GB can delegate the election of chairs of each committee to the committee themselves.
- Appoint governor/s to specific responsibilities where appropriate e.g. Child protection, SEN, 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 VA) 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
- 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 HTs 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 require a copy of the report once a year – at school's discretion when)
- Has the review of safeguarding taken into account the new duty with regard to Prevent?

Reminder

- 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 2017/18 must provide the proposed admission arrangements to the LA for consultation by Thursday 1 October 2015 – see www.egfl.org.uk

Spring term

For full GB

- Review progress of the school improvement plan
- 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 Policy
- Start work on drafting budget for coming year
- Review charging and letting policy
- Review Insurance
- Review staff structure

Teaching and learning

- SEN report
- 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 SEN policy
- Review annual report on safeguarding (the LA require a copy of the report once a year – at school's discretion when)

Reminder

- January 15th - 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. 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.

Summer term

For full GB

- Conduct self-review of governing body (GB) effectiveness
- 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.

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

Children, families and the community

- **Review child protection policy and procedures**
- **Report to parents on the policy for children with SEN** (not special schools)
- **Annual report to parents for nursery schools**
- **Own admissions authorities - to publish online their entry arrangements by 1 May**
- Review attendance of pupils
- Review pupil exclusions for the year
- Review report on progress in implementing accessibility plan

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 14	FOR INFORMATION	ATTENTION OF: primary only
TITLE	Future Changes to Free Childcare Entitlement For 3 and 4 Year Olds		
SUMMARY	Information future on plans to increase in free childcare entitlement for 3 & 4 year olds for working families.		
KEY ACTION POINTS			
AUTHOR / TITLE	<i>Charles Barnard Head of Early Years Childcare and SAFE 0-18</i>		
TELEPHONE NO.	020 8825 6139	EMAIL ADDRESS	cbarnard@ealing.gov.uk

The Government has announced plans to double free childcare for working parents. The Childcare Bill has been introduced to Parliament which, if passed, will place a duty on the Secretary of State for Education to ensure 30 hours of childcare is provided to 3 and 4 year olds of working families during term-time. This includes the 15 hours currently available and an additional 15 hours.

Further details will be set out in regulations, but will make clear that both parents should be in work or a lone parent who is in work. Currently around 600,000 families in England have 3 or 4 year old children with both parents in work. This number will change over time according to employment choices. Numbers of families taking up the enhanced entitlement will depend on parental choices and many of the 4 year olds will be in reception classes at school.

The timeline for implementation at present is that the 30 hour offer will be piloted by some local authorities from September 2016 and will then implemented across the rest of the country from September 2017. At the present time there has been no indication that Ealing has been selected to be a pilot authority.

The planned increase to the free entitlement will have implications both for nursery classes in schools and other early years provision in the private, voluntary and independent (PVI) sectors. Further updates will be provided once more information and guidance is issued by the Department for Education.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 15	FOR INFORMATION/ FOR ACTION	ATTENTION OF: All governors
TITLE	Early Help Assessment and Plan (EHAP)		
SUMMARY	Update on EHAP and the involvement schools have in the process. Information on EHAP training and the new online family service directory and SEND local offer.		
KEY ACTION POINTS	<ul style="list-style-type: none"> • To ensure all schools staff are aware of EHAP • To book training for EHAP where needed through the Family Information Service • Launch of the new online family services directory and send local offer. 		
AUTHOR / TITLE	<i>Polly Bradley, Family Information Service Manager</i>		
TELEPHONE NO.	020 8825 9948	EMAIL ADDRESS	pbradley@ealing.gov.uk

The EHAP is a tool supporting early identification of needs, giving the child and their family an opportunity to contribute to their own assessment of need, action plan and review to achieve the best possible results. It offers a simple route into multi-agency help and intervention

Identifying needs early and providing help to address issues as they arise is more beneficial to a child/young person's welfare than reacting at a later stage, when matters have reached a more serious or crisis point.

Benefits of using an EHAP

For the child and their family:

- Effective, early identification of needs
- A single assessment offering access to multi-agency support without the need for numerous referrals and processes
- Full participation, shared decisions and transparency

For professionals:

- The EHAP is a shared, accessible process offering a single structure and approach to conducting a holistic assessment of needs, planning how to meet those needs and reviewing progress.
- A common structure to record and share information amongst practitioners which reduces duplication and makes it easier to spot warning signs in terms of safeguarding children.
- Team Around the Family (TAF) meetings (which are integral to the EHAP process) ensure a balance of input and ownership between professionals, the child/young person and their family.
- Working together in this way ensures services gain a better understanding of each other's remit and capacity – enabling better collaboration in future.

Ealing is achieving well and schools are integral to the success of EHAP

593 EHAPs were initiated in 2014/2015 which is an 110% increase of EHAPs initiated 2014/15 compared to the number of CAF's initiated the previous year 2013/14

Primary Schools had **419%** increase compared to the previous year

77% of all Primary Schools in 2014/2015 have initiated an EHAP

EHAP Training

EHAP training aims to support professionals working with families to improve their understanding of the EHAP process and use it to best support the families they work with.

Upcoming Training Dates

- Tues 22 September 2015
- Wed 21 October 2015
- Wed 18 November 2015
- Wed 16 December 2015

Venue for all dates: Ealing Education Centre, Mansell Road, Greenford, UB6 9EG

Training sessions are free of charge. To book, please contact the Family Information Service on **020 8825 5588** or **EHAP@ealing.gov.uk** - Please give your name, job title, department and email/tel contact details.

September 2015

Launch of new Family Services Directory and SEND Local Offer online

Work is currently underway to design and produce a new online resource to support families and residents living in the London Borough of Ealing as well as all the professionals that work with them.

Please make a note to visit www.directory.ealing.gov.uk in the Autumn term where hopefully you will find a wonderful new online resource providing information and access to all services within the borough for children, young people and families.

We are also revamping our SEND Local offer online and you will see the results from this link also.

Features include alternative languages, saving results to a 'basket', printing your selection in any language, alternative screen formats for accessibility, maps, transport links and detailed categorisation and keywords to support effective searches and filtering of results.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 16	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Monitoring of RE and reflection by Ealing SACRE		
SUMMARY	Summary of monitoring results submitted in 2014-15		
KEY ACTION POINTS	Governors of the mentioned schools can review the summary of the school's religious education and reflection provision, paying particular attention to areas requiring development. All governors should check to see if their school has submitted a return in the past two years.		
AUTHOR / TITLE	<i>Nora Leonard, Education Consultant - SACRE</i>		
TELEPHONE NO.	0208 825 7329	EMAIL ADDRESS	nleonard@ealing.gov.uk

Monitoring of religious education and reflection by Ealing SACRE 2014-15

Each year Ealing SACRE sends out self-assessment forms to about 30 schools in order to monitor the schools' RE and reflection provision. Schools that return a form are not required to submit another one for two years.

Governors from the schools below can check their return via the link below. These schools should pay particular attention to the section on, "areas requiring development" as you should be monitoring this in your school. There is also a section at the end with any relevant notes about individual schools.

Schools submitting monitoring returns 2014-2015			
High schools	Special schools	Primary schools	
Dormers Wells HS Ellen Wilkinson Featherstone HS Northolt HS Villiers HS	Castlebar	Blair Peach PS Dairy Meadow PS Dormers Wells Infant Durdan's Park PS East ActonPS Featherstone PS	Fielding PS Hobbayne PS Horsenden PS Stanhope PS Tudor PS

(The summary report can be found on the EGfL: <https://www.egfl.org.uk/school-effectiveness/curriculum/curriculum-subjects/religious-education/ealing-sacre/annual-reports>)

For more information contact the author on details above.

DIRECTORS' REPORT AUTUMN TERM 2013	ITEM NO 17	FOR INFORMATION	ATTENTION OF: All governors
TITLE	The Seventh Health Related Behaviour Survey (HRBS)		
SUMMARY	The seventh Ealing HRBS takes place in September 2015		
KEY ACTION POINTS	Ensure your school takes part in the 2015 HRBS so you know what the health and wellbeing priorities are for your pupils.		
AUTHOR / TITLE	<i>Karen Gibson – Health Improvement Adviser</i>		
TELEPHONE NO.	0208 825 7707	EMAIL ADDRESS	KGibson@ealing.gov.uk

In September 2015 the health improvement team will repeat the health related behaviour survey which gives a detailed overview of the health, well-being and behaviour choices of children and young people across Ealing. The survey asks pupils from years 4, 6,8 and 10 to answer questions relating to their health choices relating to a wide range of topics which are important and relevant to their lives.

This survey will provide you and your school with valuable information on the health-related behaviour of your pupils. It can be used to prioritise whole school health and wellbeing issues so that you can plan and respond directly to the health needs of your children, young people and their families.

We urge you to give this project your full support and assign a member of staff to oversee the co-ordination of the survey in your school. The survey will need to be completed in school by pupils in years 4, 6, 8 and 10 in the weeks of **7th September or 14th September**, not on a Monday, but at a time convenient to the school. The survey takes approximately one hour to complete and answers will remain confidential, so pupils feel able to answer questions openly and honestly.

There is no charge to take part in the survey. However, because of funding cuts across health and the local authority there will be a small charge of £100 for Primary schools and £200 for High schools to receive your reports and tools:

- Easy access to your entire pupil's data via Ealing Grid for Learning www.egfl.org.uk/
- A book of tables showing each result by age and gender and compared to the 2013 results
- A school report detailing your results compared to the Ealing and national average
- An 'after the survey' manual to support further analysis and use in school
- A visual one-page spine chart showing how your school compares to the Ealing average and what health aspects you are excelling in, and need to develop

In addition, all high schools will also receive a report that compares the results of free school meals (FSM) to non-FSM pupils which will be of use for allocation of the pupil premium.

Headteachers and personal, social, health education (PSHE) Co-ordinators of schools that took part in 2013 recognise how valuable the data has been, helping them:

- Gather evidence of 'pupil voice'
".....data is very useful as an additional "pupil voice" which we have used as evidence for maintaining our Healthy Schools programme" (primary school headteacher)
- Provide evidence of impact
"....it helps us show the impact of the interventions we implement" (primary school headteacher)
- Set outcomes and plan interventions
".....helps us to plan the curriculum for the year ahead and allocate resources appropriately" (primary school PSHE co-ordinator)

"....it has helped us undertake the Healthy Schools London Silver award and this year's results will help us achieve Gold" (primary school headteacher)

Please make sure your school takes part and benefits from knowing what the health and well-being needs of your pupils are, so you can plan what to do to address the health priorities across your school.

Please do contact Karen Gibson, health improvement adviser to find out more.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 18	FOR INFORMATION	ATTENTION OF: primary only
TITLE	Healthy Eating is Now Part of the New Ofsted Inspection Framework		
SUMMARY	Ofsted are now looking at what schools do to promote healthy lifestyles. The Health Improvement Team offer training workshops, toolkits and bespoke activities to help schools achieve the new requirements.		
KEY ACTION POINTS	<ul style="list-style-type: none"> • Explain the Ofsted framework changes to your team of school staff and let them know what support is available. • Encourage your school to achieve their Healthy Schools London Bronze, Silver or Gold awards. • Find out if your school has an up-to-date and effective packed lunch policy. • Ask your school's personal, social, health, education co-ordinator if your school is following the Ealing PSHE scheme of work. 		
AUTHOR / TITLE	<i>Nicole McGregor, Health Improvement Officer</i>		
TELEPHONE NO.	0208 825 5484	EMAIL ADDRESS	McGregorN@ealing.gov.uk

Background Information

Ofsted have announced that they will be looking at what schools do to promote wellbeing, health and healthy eating under the new inspection framework and this framework will come into effect in September 2015.

Under the framework, Ofsted will include, for the first time, a judgement on personal development, behaviour and welfare. As part of reaching this judgement, Ofsted inspectors will look at the extent to which schools support pupils to gain 'knowledge of how to keep themselves healthy, including through exercise and healthy eating'.

Inspectors will look for evidence of an open culture that 'actively promotes all aspects of pupil's welfare'. Schools need to consider how to demonstrate that pupils feel safe, know how to keep healthy and understand how to stay safe online. In addition an ethos of exercise and healthy eating will be sought throughout their entire inspection visit, in classrooms as well as in the school canteen. They will look at the food on offer and visit the canteen to see the atmosphere and culture in the dining room and the effect this has on pupils' behaviour.

Inspectors will also speak to leaders about how they help to ensure a healthy lifestyle for pupils by helping them gain knowledge of a good diet, physical exercise and mental and physical wellbeing. In addition to this, under the judgement on 'leadership and management,' inspectors will consider the breath and balance of the curriculum, of which practical cookery is now a part. It is also clear from the new inspection guidance that the effectiveness of PSHE is more crucial than ever and could be used to inform all four judgements, safeguarding requirements and the overall effectiveness of the school.

How can we work together to meet the new Ofsted framework?

The health improvement team suggest that schools can do the following activities:

- Create a relaxing, welcoming environment by changing the layout of the dining room furniture, adding finishing touches such as tablecloths, stagger breaks to give children enough time to eat and promote meals using colourful menu posters.
- Reward healthy lunch choices by introducing incentives and reward schemes to promote good behaviour and healthy eating choices.
- Request a copy of the health improvement team's new dining room toolkit to help your school improve its dining space.
- Achieve a healthy schools London (HSL) Bronze, Silver and/or Gold award. Schools can buy back the health improvement team to help them complete these awards*.
- Introduce a packed lunch policy. Schools can use the new packed lunch policy toolkit to help them develop their own packed lunch policy*.
- Review your curriculum. Ensure your school's design and technology curriculum includes cooking and nutrition', which is a compulsory element for pupils in Key Stages 1 to 3, and use the Ealing PSHE Scheme of work, which is available on Ealing Grid for Learning www.egfl.org.uk/ and includes topics on healthy eating.

Schools can get support from the health improvement team on a range of bespoke activities to support health and wellbeing in schools. Take a look at the health improvement team's full bespoke activity list online at <https://goo.gl/EnRZIm> for inspiration and details of how they can help.

*To obtain a copy of the either the packed lunch policy toolkit or dining room toolkit, or for more information on the Health Improvement Team's bespoke work including policy writing, Healthy Schools London award support and healthy eating activities for pupils, contact the author of this article.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 19	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Female Genital Mutilation		
SUMMARY	The Female Genital Act 2003 has been updated via the Serious Crime Bill 2015 with implications for schools.		
KEY ACTION POINTS			
AUTHOR / TITLE CONTACT NAME	Sonita Pobi, Health Improvement Officer Karen Gibson, Health Development Adviser		
TELEPHONE NO.	0208 825 7707	EMAIL ADDRESS	karen.gibson@ealing.gov.uk

Since the previous article on Female Genital Mutilation (FGM), the Serious Crime Bill 2015¹ has received Royal Assent and updated the Female Genital Mutilation Act 2003 by:

- Extending the reach of the extra-territorial offences in the 2003 Act to habitual (as well as permanent) UK residents (Commenced May 2015)
- Making parents or those responsible for caring for a child liable for failing to prevent their child being subjected to FGM (Commenced May 2015)
- Granting victims of FGM lifelong anonymity from the time an allegation is made (Commenced May 2015)
- Creating a new FGM civil protection order (FGMPO) to protect a girl who is at risk of FGM or a girl against whom a FGM offence has been committed. (Commenced July 2015)
- Introducing a mandatory reporting duty requiring teachers, regulated health and social care professionals to report known cases of FGM in under 18s to the police*

**The commencement dates for the mandatory reporting duty will be announced in due course.*

In order to prepare schools to fulfil their mandatory duty to report known cases of FGM, the health improvement team (HIT) recommends that the following steps be taken:

Reporting concerns:

Schools should make it clear to all staff that they if they have any FGM concerns regarding a pupil, they should report the concern to their designated child protection (CP) lead who should contact the Ealing Children's Integrated Response Service (ECIRS): 0208 825 8000 option 2.

Review of the following policies:

Schools need to regularly review and refresh the following policies to ensure FGM is featured where relevant

- Safeguarding policy: FGM is a safeguarding issue and should therefore be reflected in a school's safeguarding policy.
- Attendance policy: Girls are known to be taken out of schools to be subjected to FGM. Therefore the school's attendance policy should reflect how they will be vigilant where FGM is concerned.
- Relationship and Sex Education (RSE) policy: Governors have a statutory duty to ensure that their school (whether primary and secondary) has an RSE policy. This should state what RSE training is provided for teachers and detail how pupils will be taught about FGM.

Examples of the above policies with reference to FGM can be found at

¹ <http://www.legislation.gov.uk/ukpga/2015/9/section/75/enacted>

<https://www.egfl.org.uk/services-children/female-genital-mutilation-fgm>

Staff training:

The health improvement team recommends that all school staff, especially designated CP leads, receive training on FGM. This can be accessed via:

- Central training at the Ealing Education Centre <http://www.ealingcpd.org.uk>
- Bespoke, whole school training delivered by the health improvement team. Contact Karen Gibson for more information.

Parental engagement:

Parents and those with legal responsibility for a child are now liable under the Serious Crime Bill for failing to protect a girl in their care from FGM. It is therefore important to raise awareness of all parents about FGM not only because safeguarding is everybody's business, but also because of the legal implications for them. Schools can do this under the umbrella of safeguarding by:

- Giving out leaflets and putting up posters around the school. These can also be found at <https://www.egfl.org.uk/services-children/female-genital-mutilation-fgm>.
- Providing a parent's workshop either on FGM or on safeguarding

Training for governors

Governors can attend the 'RSE and e-safety' briefing at the Ealing Education Centre, which is aimed to help raise awareness, dispel myths, misconceptions and uncertainty about the need for RSE. It also outlines how RSE contributes significantly to the safeguarding of children and young people online and offline. FGM is covered in this training and governors can register via <http://www.ealingcpd.org.uk>

If you would like training on RSE for staff and/or governors in your school, please contact Karen Gibson (karen.gibson@ealing.gov.uk) to discuss in more detail.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 20	FOR ACTION	ATTENTION OF: All governors
TITLE	Governors and Clerks Awards 2015		
SUMMARY	Nominations in the following categories; individual governor, clerk to governors and full governing body (GB) are now being invited. The awards will be held on Thursday 12 th November 2015, 5.30pm – 7.00pm at Ealing Town Hall		
KEY ACTION POINTS	The closing date for all nominations is Friday 16th October 2015 . All nominations should be sent to governors@ealing.gov.uk		
AUTHOR / TITLE	<i>Therese McNulty, Workforce and Governance Development Adviser</i>		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

The Ealing governors' awards are held every year to celebrate the excellent practice of governors and clerks across the borough. This will be the sixth year that the awards have been held.

We are now inviting nominations in the following categories; individual governor, clerk to governors and full governing body (GB). In considering your nominations please consider if the work of the school governor, clerk or full GB has resulted in some demonstrable outcome. In most cases those outcomes will also have been contributed by other people, in particular the school staff, so you need to make the contribution clear.

Outstanding individual governor award

This is an award for an individual school governor's work (including chairs) or commitment and not that of a governing body as a whole. The submission therefore needs to make clear the specific role that was played by the school governor, as opposed to any other body or person involved in the school where an individual governor. You may wish to nominate the governor who:

- Regularly goes above and beyond a school governor's typical call of duty
- Has successfully dealt with a crisis or has been recently successful with a specific project or initiative (such as a change of school structure, or a reconstituted leadership structure, which was driven by the individual governor)
- Undertake a large task, on behalf of the school/governing body to bring about a positive outcome/change
- Has contributed to improvement in the schools – for example, by supporting other governing bodies to improve

Outstanding clerk to governors' award

This is an award for an individual clerk to governing body's work. The submission therefore needs to make clear the specific role that was played by the clerk to improve the effectiveness of the governing body. You may wish to nominate a clerk who:

- Ensures the governing body is acting within legislation
- Provides vital and useful advice before, during and after each meeting
- Provides an outstanding administrative function including exemplary minutes
- Proactively keeps the governing body up to date with initiatives and changes to legislations

Outstanding full governing body award

This award celebrates GBs that not only demonstrate the three core functions, but who have also contributed above and beyond this to strengthen the school or local area, successfully managed challenging circumstances, or has worked quietly to challenge the school and continually raise it to new heights. The submission therefore needs to make clear the specific role that was played by the governing body as a whole as opposed to an individual within.

This year we are asking that individual governors on a GB do not nominate their own GB. For this category we are seeking nominations school leaders, headteachers, council officers or external consultants/link officers who have significant experience of working with the school and the governing body. You may wish to nominate the governing body who for example:

- Positively solving/tackling a very challenging issue
- Working through a large development project
- Developing excellent, innovative practice
- Working proactively for the benefit of the school in a period of change/challenge

You need to explain in no more than 250 words why the nominated person/full governing body's service could be considered outstanding or distinguished. Whilst brief the nomination should contain sufficient information/examples to help us make an informed decision. The judging panel can only use the information you provide to make their judgement.

A copy of the nomination form is in appendix two and can also be downloaded from <https://www.eqfl.org.uk/school-effectiveness/school-governance/latest-news>

The **closing date** for all nominations is **Friday 16th October 2015**. All nominations should be sent to governors@ealing.gov.uk

After Friday 16th October 2015 closing date a panel of judges, from across children's services will consider all nominations. All winners will be notified of their success and details will also be available on Ealing grid for learning. .

Winners will be notified directly. The awards will be held on Thursday 12th November 2015, 5.30pm – 7.00pm at Ealing Town Hall. The Mayor and senior LA staff will present the awards

If you would like to discuss the awards process please contact Therese McNulty (details above).

We look forward to receiving your nominations.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 21	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ealing Leaders of Governance		
SUMMARY	Governor to governor support pilot		
KEY ACTION POINTS			
AUTHOR	<i>Therese McNulty, Workforce and Governance Development Adviser</i>		
CONTACT NAME	<i>Denise Maloney, Governor Support Associate</i>		
TELEPHONE NO.	07983 772555	EMAIL ADDRESS	Maloneyd@ealing.gov.uk

The Ealing leaders of governance (ELG) support was launched in January 2015. This pilot initiative was formed to provide governor to governor support for headteachers, governors and governing bodies (GBs) with advice on specific issues on a short-term basis.

All our ELGs are highly experienced governors who have completed a short induction with the local authority in order to undertake this work, all of which is evaluated by the school/GB that has been supported.

The support and advice provided to date has included:

- Mentoring a new chair
- Improving ways of working with the chair, governors, headteacher or clerk
- Supporting individual governors on specific issues
- Advice on governor recruitment
- Providing new governors with one to one induction
- Identifying training needs and succession planning
- Advice when preparing for senior staff recruitment process
- Setting up and preparing complaint/appeal panels

Some of the feedback received has included:

- *'Offered great support in listening/sounding board for chair'*
- *'I value the mentoring I received in my new role as chair'*
- *'I have received good advice on keeping standards and school improvement during a period of change'*
- *'Support in working collaboratively with head, senior leaders and governors well received'*

The pilot will run for another term, after which the results of its success and potential for the future will be assessed.

If you would like to take the opportunity to benefit from this initiative please contact Denise Maloney for further details on the details above.

DIRECTORS' REPORT AUTUMN TERM 2015	ITEM NO 22	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Governor Development Update		
SUMMARY	Ealing professional development, training and support available to governors and to school staff.		
KEY ACTION POINTS	Promote Ealing's high quality professional development and training opportunities to your colleague governors and to all staff in your school.		
AUTHOR / TITLE	<i>Sukhvir Kang, Administrative Officer - CPD and Training</i>		
TELEPHONE NO.	020 8578 6154	EMAIL ADDRESS	skang@ealing.gov.uk

Ealing's CPD and training programme has been designed to meet school improvement and development needs of Ealing schools. By taking full advantage of this high quality programme and the opportunities it offers you can enhance your practice and that of the staff in your school.

Full details of opportunities are published on Ealing's public CPD website www.ealingcpd.org.uk

Most of the training advertised is free to attend for governors of schools which have bought into our CPD / training service level agreement (SLA).

If you already have an account set up at www.ealingcpd.org.uk you only need to log into the 'GOVERNOR' channel on the site with your username and password to see all the courses which are aimed at governors and clerks and to book places online.

If you have not registered (created your account) please click into the *governors' screen*. Use the 'new user' option half way down the left hand side to create your account. You can then request a place on the courses you require. Your request to attend an event will be approved by the CPD Leader of your school and then you will receive an email from Ealing to confirm you have a place or are on a reserve list.

A step-by-step guide on how to create an account is appendix three.

If you need any support in using the system please contact our dedicated email address eec@ealing.gov.uk or telephone 020 8578 6154. We are more than happy to support you with your queries.

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

We have planned the following governor training from September 2015 – July 2016:

Course	Ref No	Date	Time	Cost per governor <i>(ie Schools which do not subscribe to the training / other SLAs)</i>		Venue
				Ealing main-tained PAYG	PAYG	
Clerks' network briefing	SCH 15/670 15/671	24 September 2015 <i>repeated</i> 28 April 2016	16:00-18:00	£85	£100	EEC
Headteacher appraisal	SCH 15/781	24 September 2315	17:30-19:30	£85	£100	EEC
Managing complaints – an overview	SCH 15/783	5 October 2015	18:00-20:00	£85	£100	EEC
New headteachers' Ealing induction: governors and headteachers working together	SCH 15/821	7 October 2015	09:15-12:15	£0	£140	EEC
Effective clerking	SCH 15/785	14 October 2015	09:30-15:30	£160	£200	EEC
Governors and special educational needs (SEN)/inclusion – the code of practice, local offer website requirements and other changes	SCH 15/847	14 October 2015	18:00-20:00	£85	£100	EEC
Taking the chair – adapted from the DFE development programme (induction for new and aspiring governing body (GB) and committee chairs)	SCH 15/797 15/796	17 October 2015 <i>repeated</i> 2 March 2016	16:00-20:30 10:00-15:00	£85 £160	£100 £200	EEC
Safeguarding briefing for school governors (<i>mop up session for governors who missed their school based training</i>)	SCH 15/643	21 October 2015	18:30-20:00	£85	£100	EEC

Course	Ref No	Date	Time	Cost per governor <i>(ie Schools which do not subscribe to the training / other SLAs)</i>		Venue
				Ealing main-tained PAYG	PAYG	
Aspiring to success – black, minority, ethnic (BME) and disadvantaged pupils in primary and secondary school (<i>3 part course</i>)	SCH 15/582	22 October 2015, 10 March 2016 and 18 May 2016	09:00-15:30	£480	£600	EEC
Getting to grips with governance: an introductory course for new and nearly new governors and clerks (<i>either a 2 part or half day course</i>)	SCH 15/792	10 November 2015 and 26 November 2015 <i>repeated</i>	18:00-20:00	£170	£200	EEC
	15/793	11 February 2016 <i>repeated</i>	15:00-19:30	£160	£200	
	15/794	21 May 2016	10:00-14:30	£160	£200	
Leading in partnership for chairs and headteachers	SCH 15/786	17 November 2015	09:30-15:30	£160	£200	EEC
Governors statutory responsibility for sex and relationship education (SRE) and e safety	SCH 15/860 15/861	19 November 2015 <i>repeated</i> 22 March 2016	18:00-20:00	£85	£100	EEC
Chairs briefing: what governors need to know?	SCH 15/669 16/006	26 November 2015 <i>repeated</i> 19 May 2016	18:00-20:00	£85	£100	EEC
Health and safety for governors	SCH 15/829 15/830	26 November 2015 <i>repeated</i> 16 June 2016	18:00-20:00	£85	£100	EEC
Understanding data (for governors)	SCH 15/809	26 November 2015	17:30-19:30	£85	£100	EEC
Governors SEN and inclusion – resourcing provision and Ofsted	SCH 15/848	1 December 2015	18:00-20:00	£85	£100	EEC
Achieving outstanding governance (<i>2 part course</i>) for headteachers and chairs	SCH 15/787	26 January 2016 and 27 February 2016	16:00-18:30 and 09:30-15:30	£270	£340	EEC

Course	Ref No	Date	Time	Cost per governor <i>(ie Schools which do not subscribe to the training / other SLAs)</i>		Venue
				Ealing main-tained PAYG	PAYG	
Effective challenge and support – in effectively carrying out the core functions of school governance	SCH 15/802	3 February 2016	18:00-20:30	£85	£100	EEC
Chairs and clerks – joint briefing: what governing bodies need to know?	SCH 16/007	11 February 2016	17:00-19:00	£85	£100	EEC
Clerks appraisal / performance management	SCH 16/005	2 March 2016	17:00-19:00	£85	£100	EEC
Inspecting spiritual, moral, social cultural (SMSC) and equalities: how will Ofsted judge how schools meet diverse needs and create safe communities	SCH 15/672	2 March 2016	13:00-16:00	£140	£110	EEC
Strategic planning – practical steps for clerks and chairs to make sure GB meetings work	SCH 15/784	8 March 2016	16:00-17:30	£85	£100	EEC
Effective GB self-evaluation	SCH 15/798	17 March 2016	18:00-20:00	£85	£100	EEC
Governor visits – an overview	SCH 15/782	18 April 2016	18:00-20:00	£85	£100	EEC
Effectively overseeing the school's financial performance		Date TBC spring term 2016				

Appendix 1

National Governors Association (template)

Declaration of pecuniary and personal interest (for individual governors)

Name:

School:

Position:

I [Name], declare as a Governor/Trustee of [School/Trust Name] that I hold the following personal and/or pecuniary interest(s):

Pecuniary interests	Please provide details of the interest
Current employment	
Businesses (of which I am a partner or sole proprietor)	
Company directorships – details of all companies of which I am a director	
Charity trusteeships – details of all companies of which I am a trustee	
Membership of professional bodies, membership organisations, public bodies or special interest groups of which I am a member and have a position of general control or management	
Gifts or hospitality offered to you by external bodies while acting in your position as a governor/trustee and whether this was declined or accepted in the last 12 months	
Contracts offered by you for the supply of goods and/or services to the trust/school	
Any other conflict	

Personal interests	Name	Relationship to me	Organisation	Nature of the interest
Immediate family/close connections to governor/trustee				
Company directorships or trusteeships of family/close connections to governor/trustee				

If you are a governor or trustee of any other schools and/or academies, please provide details below:

Name of school/academy: _____
Position held: _____
Date appointed/elected to post: _____
Date of termination to post: _____

To the best of my knowledge the information supplied above is correct and complete. I understand that it is my responsibility to declare any conflict of interest/loyalty, business or personal that relates directly or indirectly, to myself or any relation in any contract, proposed contract or other matter when present at a meeting at the school where such contract or matter comes under consideration. I understand that I must withdraw from any meeting during the discussion of such contract or matter and must not vote in respect of it.

I agree to review and update this declaration annually and give consent for the information provided to be used in accordance with the trust/school's conflicts of interest policy.

Signed:

Date:

Guidance notes

Governors and trustees have a legal duty to act only in the best interests of their schools. Where a situation arises in which they cannot do this due to a personal interest they have, steps should be taken to identify, prevent and record the conflict. This ensures governors or trustees are acting in the best interests of the school.

In the declaration above, you must provide details relating to:

- Your ownership or partnership of a company or organisation which may be used by the trust/school to provide goods or services;
- Goods or services you offer which may be used by the trust/school;
- Any close relation you have to someone who satisfies either of the above;
- Any close relationship you have to someone who is employed by the trust/school.

Declaring your conflicts of interest is a legal requirement within the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 and for academies, in the Articles of Association and Academies Financial Handbook. However, making an annual declaration does not remove your requirement to make an oral disclosure of the interest and temporarily leave the meeting, where the interest is relevant to something being discussed.

Pecuniary interests

Generally, governors should not participate in any discussions in which they may directly or indirectly benefit from a pecuniary interest, except where the relevant authority has authorised this i.e. legislation for maintained schools or articles of association for academies. A direct benefit refers to any personal financial benefit and an indirect benefit refers to any financial benefit you may have by virtue of a relationship to someone who stands to gain from a decision of the governing board. Both direct and indirect interests must be declared.

Non-pecuniary interests (Conflicts of loyalty)

There may be a non-pecuniary interest whereby the governor does not stand to gain any benefit but a declaration should still be made. For example, this might be where a governor has a family member working in the school. While the governor might not benefit personally, their judgment could be impaired if something was brought up that would affect the family member.

Handling the conflict

The governing board must make a decision as to whether or not they should take steps to remove the conflict by:

- Not pursuing the course of action it relates to; or
- Proceeding with it in an alternative way which does not give rise to conflict; or
- Not appointing the governor in question or seeking to secure their resignation.

In the minutes of the meeting, the following should be recorded:

- The nature of the conflict;
- Which governor(s) it relates to;
- Whether a declaration was made in advance of the meeting;
- A brief overview of what was discussed;
- Whether the governor(s) withdrew from the meeting;
- How the governors made the decision in the best interests of the school.

The School and Early Years Finance (England) Regulations 2013 provide for local authority financing schemes to keep a register of pecuniary interests for the trustees, governors and staff of schools. The register should be reviewed annually by the clerk to the governing body but any new interest or ceased interest, should be reported to the clerk as and when they occur. Upon completion, this signed form should be given to the clerk of governors whose responsibility it is to keep a register of all interests and review it annually. You can find NGA's model conflict register on the [NGA's website](#).

The Charity Commission has produced [guidance on dealing with conflicts of interests](#) which may be useful, even for schools that do not have charitable status.

[School Name]

**Register of Interests
(Summary)**

Name	Position	Name of organisation	Nature of interest	Date interest was registered	Date interest ceased	Notes

Record of Review (review to be conducted by the clerk)

Date							
Signature							



Ealing Governor Awards

Nomination Form 2015

Please complete separate forms if nominating under different categories.

1. Full name of individual governor, clerk or school governing body:
(Please state which school):

.....
.....

2. Nominating person(s) details:

Full name.....

Address/email.....

Relationship to nominee.....

3. I confirm that the person/governing body being nominated is agreeable to being nominated (please tick):

Yes

no

4. In no more than 250 words explain why should the individual or governing body receive the Ealing Award? Please give specific examples/details, including outcomes of their work (this is important as it will help us to make an informed decision on your nominee)

.....
.....
.....
.....
.....

All nominations must be received by Friday 16th October 2015

Please return to: school workforce and governance team, Ealing Council, 2nd Floor NE, Perceval House, 14-16 Uxbridge Road, Ealing, London W5 2HL

or e-mail: governors@ealing.gov.uk

www.ealingcpd.org.uk

Registering and booking onto Ealing training

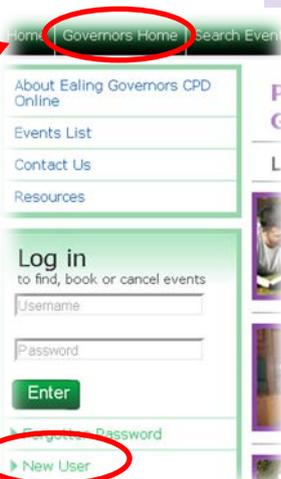
1. How to register ... Click into the **Governors** portal from the main site landing page



- find training online
- browse without registering
- create your own account and keep it up-to-date
- log in from any PC
- book onto training
- store your training record
- print your attendance certificates

2. Create your user account ...

- Click **New User** on the **Governors Home** page
- Fill in your profile details and **Submit**



4. Request a place and you will receive an email once your CPD Leader has authorised your request and an email from Ealing to confirm you have a place or are on a waiting list.

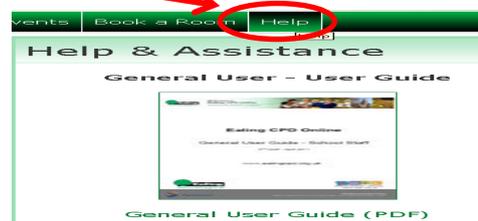
Search Events

3. Log in and search for training and development which meets your needs



Get help from the User Guide

In **Help** on the green menu bar



School Effectiveness



Need more information?

Ask your school CPD Leader

email: eec@ealing.gov.uk

or phone Ealing Education Centre: 020 8578 6154