

Children's Services Directors' Report to Governors

Spring Term 2016

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



School Workforce and Governance Development



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Dear colleagues,

I hope that you have had a peaceful break over the holiday period and welcome back to what I trust will be a happy and successful year for you and your school.

I was delighted recently to see that success of Ealing schools being recognised in Michael Wilshaw's HMCI's Annual Report. It is inspiring to see our secondary schools in the published top 10 and our primary schools in the top 20 ranking for the percentage of schools judged good or outstanding in their areas. Ealing is also the most improved local authority in relation to secondary school performance. All of our special schools are judged good or outstanding and Ealing's Alternative Provision and Ealing Primary Centre are also strong, having been judged good in recent inspections.

Our post 16 learners are also recognised as performing well, with 99.1% of young people in Ealing who took a level 3 achieving at least two substantial qualifications in 2015.

The performance of our schools is tremendous and you should be extremely proud of the work you do on behalf of children and young people in Ealing. If you have not yet read the report, please follow this link.

<https://www.gov.uk/government/collections/ofsted-annual-report-201415>

The partnership between schools, with the Council and other partners is a real strength and will ensure that we continue to develop and sustain this success.

Once again, my thanks and appreciation to all of you for your continued skill, hard work, dedication and commitment. I look forward to working with you in 2016.

Yours faithfully,

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

Spring Term 2016 – Directors’ Report to 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 autumn 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 SPRING TERM 2016	ITEM NO 1	FOR INFORMATION	ATTENTION OF: All governors
TITLE	School Performance Update and Impact Evaluation Report 2015		
SUMMARY	An overview of the impact of services and partnerships on overall school standards and outcomes for children and young people		
KEY ACTION POINTS			
AUTHOR / TITLE	Julie Lewis Assistant Director – School Effectiveness		
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Foreword to summary reports attached

The School Effectiveness Impact Evaluation Report 2015 summarises the effectiveness of services and partnerships in delivering aspirational goals set in 2013.

The summary reports also captures the ongoing success of Ealing schools in achieving year on year improvements in pupil outcomes at the end of every key stage. The reports can be found at <https://www.egfl.org.uk/school-effectiveness/school-effectiveness-impact-evaluation>.

This report is supported by Her Majesty's Chief Inspector of Education, Children's Services and Skills Annual Report 2015 in which Ealing Local Authority is listed as a top performing region in relation to the percentage of schools currently judged to be good or outstanding. <https://www.gov.uk/government/collections/ofsted-annual-report-201415> and <http://www.bbc.co.uk/news/education-34964522>.

Ealing features as the most improved local authority in relation to secondary school performance and our secondary schools are now in the top ten of local authority regions on this measure. Ealing Primary schools now feature in the top 20 of the performance tables. All of Ealing special schools continue to retain their good or outstanding status alongside Ealing's Alternative Provision and Ealing Primary Centre both judged good in recent inspections.

Our educational aspirations set out in the document [Achieving Excellence Together](#) build on these successes. Our supporting plans, written in partnership with schools, identify the specific priorities and activities we need to address together to sustain success and achieve even better outcomes for children and young people.

Some of these priorities include:

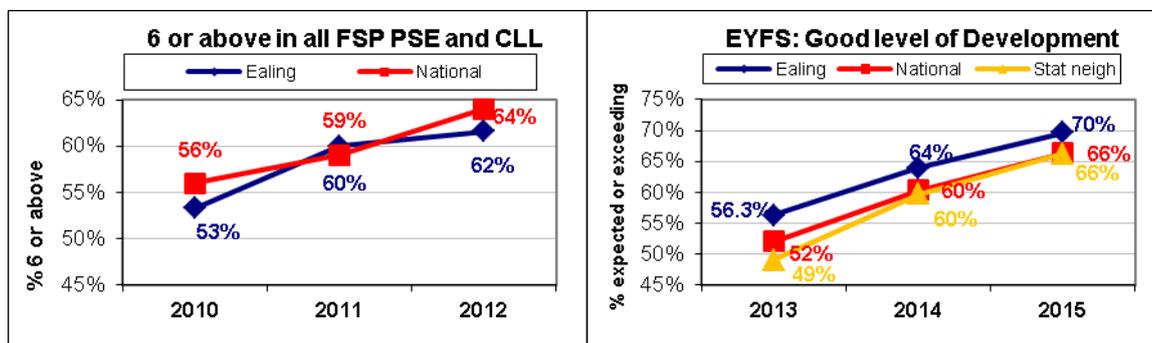
- Empowering more primary schools to be recognised as outstanding
- Strengthening school governance to drive ambition
- Accelerating progress and achievement in reading and writing KS1, KS2 and KS3
- Reducing cross-school variation by promoting more robust and consistent use of comparative data to set high expectations
- Continuing to close the gap between disadvantaged pupils and their peers at every key stage
- Improving the percentage of children and young people reaching the highest levels of academic performance at ages 7, 11, 16 and 19

- Reducing variation in quality of provision and outcomes for children with special educational needs and disabilities (SEND) and better prepare young people with SEND for adulthood and employment
- Improving the percentage pupils gaining at least a grade C equivalent in English and mathematics by 19
- Increase the number and range of progression pathways at Level 2 and Level 3 to enhance progression and employability including number taking science, technology, engineering and maths (STEM) at level 3.

Please see summary reports for a full analysis of pupil outcomes and the impact of activities against local and national success measures.

Pupil attainment outcomes in Ealing 2015 (provisional)

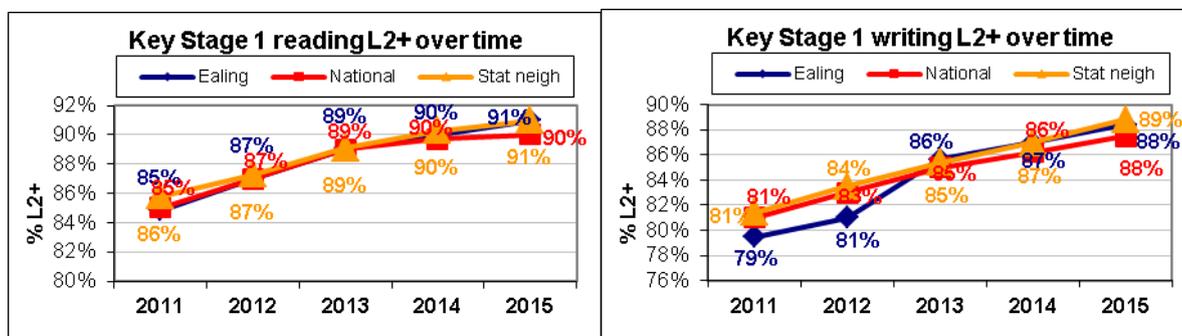
Early Years Foundation Stage Profile (EYFSP)

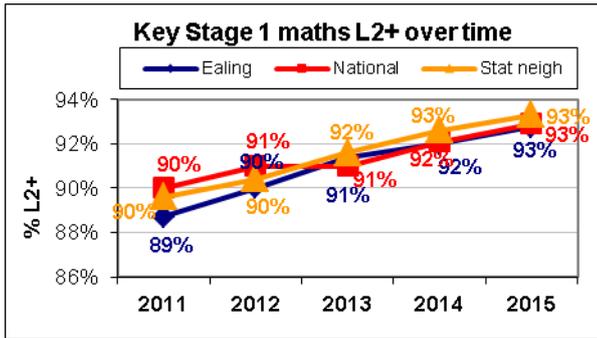


In 2015, 70% of children in Ealing schools and PVI settings achieved a good level of development (ie. reached or exceeded the expected level in all the prime learning goals and in the specific areas of mathematics and literacy). This is 4% points above the national average of 66% and 4% points above our statistical neighbours. This is a 6% point improvement on the 2014 figure of 64%, although this upwards trend was also reflected nationally.

The average total points in Ealing was 35.5, from a possible maximum of 51, compared to 34.3 points nationally and 34.2 for our statistical neighbours. This is a 0.6 point improvement since 2014.

Key Stage 1





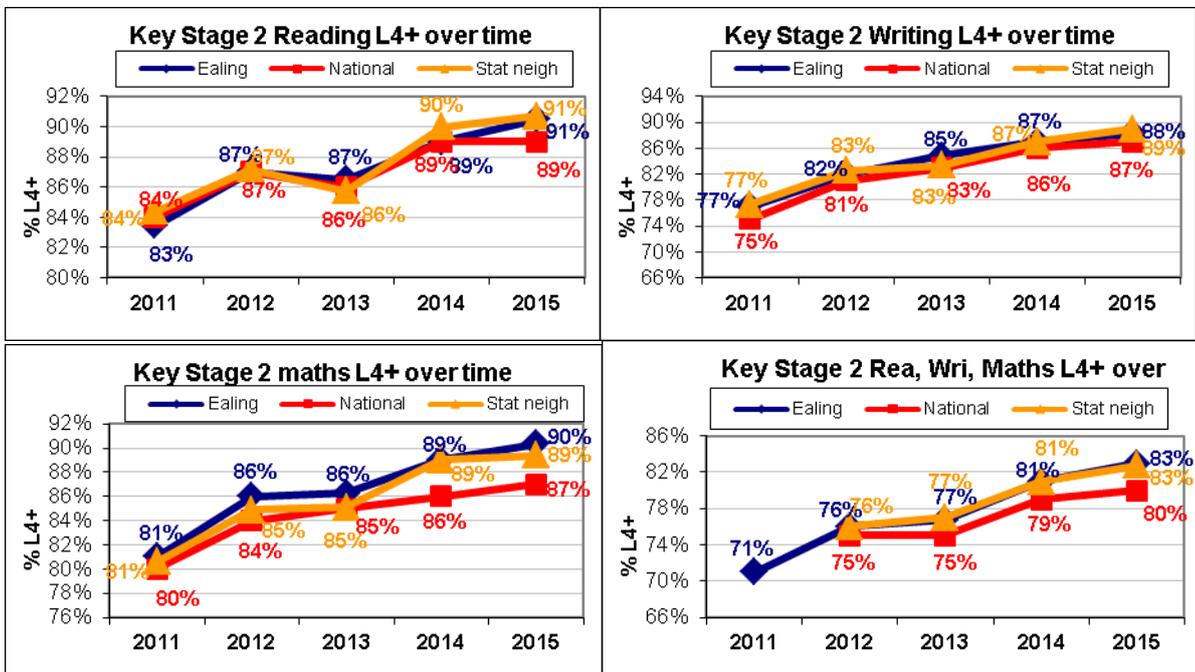
In 2015, 91% of pupils achieved the nationally expected Level 2 or above in reading at the end of KS1; a 1% point increase from 2014, 1% point above the national average and in line with our statistical neighbours.

88% of Ealing pupils achieved Level 2 or above in writing, an improvement of 1% point from 2014, in line with the national average and 1% point below our statistical neighbours.

93% of pupils achieved Level 2 or above in maths, a 1% point increase from 2014. This is in line with the national average and our statistical neighbours.

There has also been an increase in pupils achieving the higher levels in maths in 2015, with 27% achieving Level 3, a 1% point increase from 2014. Pupils achieving level 3 in writing increased by 1% point from 2014 to 18% and the percentage of pupils achieving level 3 in reading remained the same at 31%.

Key Stage 2



In 2015, 83% of Ealing pupils achieved the nationally expected Level 4 or above in reading, writing and Maths, a 2% point improvement since 2014. This is 3% points above the national average in line with our statistical neighbours. 72% of pupils achieved a good level 4 (4B+ in reading and maths tests and L4 in writing TA), 3% points above the national average and a 2% point improvement on our 2014 figure.

91% of pupils achieved Level 4 or above in Key Stage 2 reading tests. This is a 2% point increase on our 2014 figure and is 2% point above the national average. The proportion achieving Level 5 remained the same at 48%, now 1% point below the national average.

88% of pupils achieved Level 4 or above in the writing teacher assessment, 1% point above the national average. This is a 1% point improvement since 2014 and a huge 11% point improvement since 2011. The proportion achieving Level 5 rose 1% points to 34% but has now dropped below the national average of 36%.

90% of pupils achieved Level 4 or above in Maths, which is a 1% point improvement since 2014 and is 3% points above the national average. The proportion achieving level 5 dropped from 47% to 45%, however this is still 3% points above the national average of 42%. 11% of Ealing pupils achieved level 6 in maths, a 1% point decrease since 2014, but remaining above the national average of 9%.

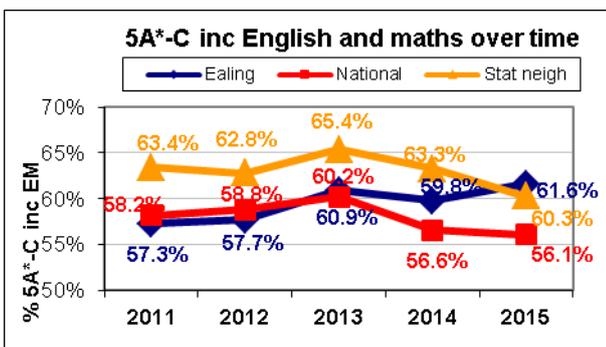
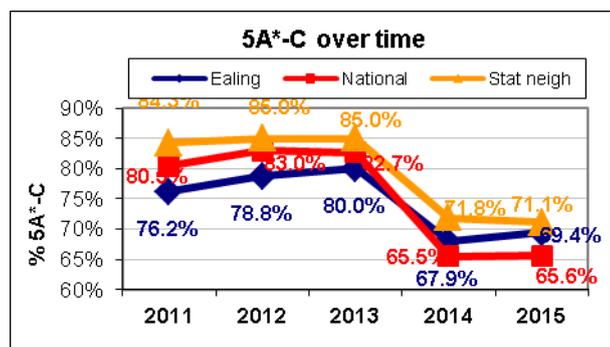
85% of Ealing pupils achieved a level 4 or better in the grammar, punctuation and spelling test compared to 80% nationally, a 4% point increase since 2014.

93% of pupils in reading, 95% in writing and 92% in maths made the expected two levels progress in 2015. This is above the national average progress by 2% points in reading and 1% points in writing and 2% points in maths. The proportion making more than expected progress is now 36% in reading 37% in writing and 41% in maths, a drop from 2014 where expected progress was 41% in reading 42% in writing and 46% in maths), but remaining above the national average.

There is one school below the government floor target this year.

The proportion of disadvantaged pupils achieving Level 4 or above in reading, writing and maths has increased from 75% to 78%, narrowing the gap from 10% points in 2014 to 8% points this year.

Key Stage 4 (provisional)



In 2015, 61.6% of students provisionally achieved 5 A*-C including English and Maths, a 1.8% point increase on the previous year. This is 5.5% points above the provisional national average and 0.7% points above our statistical neighbours.

69.4% of students provisionally achieved 5A*-C (a level 2) in 2015, which is an increase of 1.9% points since 2014. This is 3.8% points above the provisional national average and 1.7% points below our statistical neighbours.

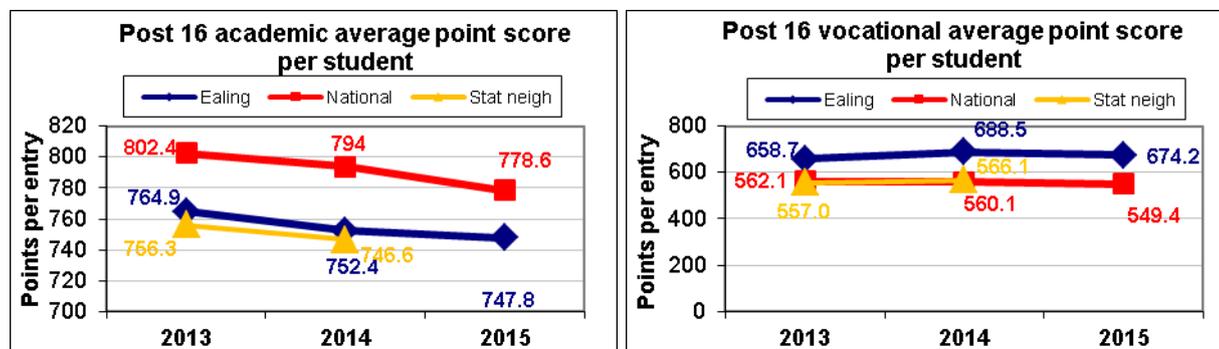
The proportion of students provisionally achieving the EBACC has increased by 1% in 2014 to 32.2% in 2015, this is 8.3 % points above the provisional national average of 23.9% and 1.9% points above our statistical neighbours.

80.7% of students in English and 75.1% of students in maths provisionally made the expected rate of progress in 2015. This remains stable for English and is an increase of 2% points in Maths since 2014. In English progress in Ealing is over 10% points above the provisional national average for English (70.0%) and 8.5% points above the provisional national average in Maths. Ealing is also provisionally outperforming our statistical neighbours in terms of progress.

The provisional proportion of disadvantaged pupils achieving 5A*-C including English and maths has increased 47.3% to 49.0% this year; however the gap has remained similar at 20.8%.

There are no Ealing secondary schools provisionally below the government floor target this year (*new floor target used for schools that opted in to Progress 8 accountability – Alec Reed, Cardinal Wiseman and Elthorne Park*).

Key Stage 5 (Provisional)



In 2015, the provisional academic average point score per student decreased slightly by 4.6 points and the provisional vocational average point score per student also decreased slightly by 14.3 points since 2014. The academic point score was below the provisional national figure by 30.8 points and the vocational point score per student was above the provisional national average by 124.8 points (statistical neighbour data is not yet available).

The provisional average points per entry shows little change at 219.2 for academic students and has decreased slightly by 4.5 points to 227.7 for vocational students.

The provisional proportion of students in Ealing achieving at least 2 A Levels or equivalent (a "Level 3") has dropped from 95.9% in 2014 to 91.9% in 2015. There was also a drop in the provisional proportion of vocational students achieving at least 2 substantial level 3 vocational qualifications from 85.6% in 2014 to 83.7% this year, (following a substantial increase of 11.7% from 2013 to 2014).

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 2	FOR INFORMATION	ATTENTION OF: Secondary only
TITLE	Secondary Curriculum and Qualification Changes: National Reference Test		
SUMMARY	A brief overview of the proposals for a national reference test which is being introduced to help set GCSE grades in the future		
KEY ACTION POINTS			
AUTHOR / TITLE	<i>Angela Doherty Principal Adviser 11-19</i>		
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National Reference Test (NRT)

Ofqual is introducing a new National Reference Test (NRT) to support the setting of grades awarded at GCSE by providing additional evidence on changes in performance over time in mathematics and English language. In March 2016, Ofqual will hold the Preliminary Reference Test, a full-scale operational trial, and the first annual National Reference Test will take place in March 2017. The introduction of the test supports the programme of reform of GCSEs and is expected to contribute to setting standards in the new GCSEs.

Currently, Ofqual's comparable outcomes approach allows exam boards to increase (or decrease) the proportion of pupils awarded a higher grade in a particular year, provided that there is evidence to show performance has genuinely improved (or declined) across the cohort.

Each year, about 300 schools will be asked to take part in the NRT. A different sample of schools will be used each year, so it is very unlikely (but not impossible) that a school will be asked to take part in consecutive years. A sample of pupils will take the test shortly before they sit their GCSEs so the evidence will provide a timely indicator of performance across the cohort. Information from key stage 2 results will also continue to be used to support the setting of grades at GCSE.

Ofqual has requested that the Department for Education (DfE) introduces secondary legislation to require selected schools to take part in the test. This will help to ensure that the sample of pupils and schools that take part each year will be fully representative of the national cohort taking GCSEs at the end of key stage 4.

More information is available at: <https://www.gov.uk/government/news/new-national-reference-tests-to-launch-in-2017>.

The consultation closes on 22nd January 2016.

DIRECTORS' REPORT SRPING TERM 2016	ITEM NO 3	FOR INFORMATION	ATTENTION OF: Secondary only
TITLE	Secondary Curriculum and Qualification Changes: English Baccalaureate		
SUMMARY	A brief overview of the proposals for implementing the English Baccalaureate		
KEY ACTION POINTS			
AUTHOR / TITLE	<i>Angela Doherty</i> <i>Principal Adviser 11-19</i>		
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English Baccalaureate (EBacc)

The government's goal is that, in time, at least 90% of pupils in mainstream secondary schools will enter the EBacc (English Language A*-C, any grade in English Literature, A*-C in maths, history or geography, a language and core and additional science, two single science (bust must enter all three)).

This government is consulting on six proposals:

- The EBacc becomes the default option for all pupils, but that schools should be able to determine the small minority of pupils for whom taking the whole EBacc is not appropriate
- The EBacc will become a headline measure of secondary school performance
- EBacc entry and attainment will be given a more prominent role in the Ofsted inspection framework, although, as now, no single measure will determine the outcome of an inspection
- EBacc entry and attainment data for mainstream secondary schools with similar characteristics and intakes will also be published by the government to allow schools, parents, and Ofsted, to understand how similar schools compare to each other
- To add a measure to the additional information showing the EBacc Average Point Score. This measure would give the average point score across the 5 pillars of the EBacc, with zero for a missing pillar
- A number of education settings provide a specialist education: University Technical Colleges (UTCs), studio schools, further education colleges, special schools and alternative provision (AP). For special schools and AP, we propose to publish data on the numbers of pupils entering and achieving the EBacc but will not expect them to meet the 90% ambition. For UTCs, studio schools and further education colleges we are consulting on how the policy should apply

<https://www.gov.uk/government/consultations/implementing-the-english-baccalaureate>

The consultation closes on 29th January 2016.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 4	FOR INFORMATION/ ACTION	ATTENTION OF: All governors
TITLE	Ealing 14-19 Conference Report		
SUMMARY	The challenge to schools in supporting for young people to plan for a sustainable future in London		
KEY ACTION POINTS	Review Careers Policy in the school and take inspiration from the London Mayor's 'London Ambitions' strategy.		
AUTHOR / TITLE	Deborah Dent Senior Associate 14-19		
TELEPHONE NO.	07986 450763	EMAIL ADDRESS	dentd@ealing.gov.uk

Ealing 14-19 Conference in November 2015 focussed on how to create a sustainable future for young people in Ealing – in a world of higher education (HE) debt and sky-high rents. It asked the question:

How can we ensure our young people are prepared for a future job that will allow them to live, work and enjoy life as a Londoner?

There were the issues that emerged:

- London employers say that whilst qualifications are important, what they really want from young workers is greater understanding of workplaces, and positive attitudes to work – employability skills. *How are employability skills developed in your school? Check if this is clear in your careers policy*
- Young people and their parents need to better understand the London labour market, and how to plan early to get the right qualifications to get a job which pays an income for a sustainable future in London. Over three-quarters of English young graduates come to London seeking jobs alongside European graduates, all competing with Ealing young people. Even with a degree, that first job is a tough one to obtain. How can we help parents understand the London options? *Schools might want to use open evenings to inform young people and parents about the London (+ global?) job market; presentations from the 14-19 conference available*
- There was support for a modern approach of 100 hours of 'exposure to work places and experiences' across primary and secondary education to replace 'work experience' and be the focus for careers education. *See 'London Ambitions' for Mayor's strategy for all young people to be better prepared for getting a job in London.* <https://www.london.gov.uk/what-we-do/education-and-youth/preparing-young-people-workplace/about-london-ambitions>
- More young people from Ealing are progressing to full-time HE, and we celebrate the opportunities this brings them, both personal and career. Do we need to think more about the size of the debts they are incurring (average debt for undergraduate degree leaving 2015 will be £36,000 and more for post-graduate)? A level and full-time HE is no longer the only route to success and for some is increasingly less affordable. There are alternative routes to HE that help create a more sustainable London future. For example, many middle technical jobs are shortage occupations and offer career opportunities, often through further education (FE) College, apprenticeships, Degree Apprenticeships,

higher national diplomas (HND) and part-time higher national certificates (HNC) (while working) and jobs at age 18. It is challenging for schools to promote (or even comprehend) the whole offer.

- The new qualification changes in post-16 linear A levels – where students take one set of exams at the end of two years of study with no internal assessment; and vocational qualifications with exam assessments and employer involvement. This means that young people need more support in making attainable choices and information and guidance early, in years 7 and 8, so that they make well-informed GCSE choices which don't shut down options to career jobs in London. *Does your Careers policy have information and guidance for Years 7 and 8 – as well as post-17 and 18?*

For young people who don't achieve 5 A*-C with English and maths, which is nearly 40% of all year 11 finishers, the challenge is even greater. Some delegates thought schools should enrol more Level 2 students into the sixth form and give them an extra year of post-16 vocational learning and employability experience in school before moving on. *There are some discussions going on between sixth forms to consider such an offer on a collaborative basis*

See your careers manager in school for the presentations at the conference, which explain and discuss these issues.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 5	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Ofsted Inspection Framework (September 2015)		
SUMMARY	Expectations of governance in the new framework.		
KEY ACTION POINTS	Briefing for governors Wednesday 24 th February 2016		
AUTHOR	<i>Therese McNulty</i> <i>School Workforce And Governance Development Adviser</i>		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

The Ofsted [inspection handbook and framework](#) which came into effect from September 2015 now makes clear what inspectors will consider in relation to governors:

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

These will need to be read together with the effectiveness of leadership and management judgements as this still makes clear the expectations overall for leaders and governors and what inspectors will consider in making their judgement.

Where inspectors consider governance to be 'weak' they will recommend an external review as part of the, 'What the school should do to improve further' section. The school should decide how this review will take place and commission it. The local authority (LA) can help facilitate this if required. Contact governors@ealing.gov.uk. Please note reviews should be developmental and inspectors will follow up on the review during any subsequent inspection. www.gov.uk/reviews-of-school-governance

In Her Majesty's Chief Inspectors (HMCIs) [November commentary](#) Sir Michael Wilshaw tells us that he has commissioned inspectors to carry out an in depth survey into the effectiveness of governance in schools which will be published next year.

Inspection Data Dashboard

The new inspection dashboards are now available through the RAISEonline website <https://www.raiseonline.org/News.aspx?NewsID=526>

Briefing session for governors on the new Ofsted framework

The LA will be running an information briefing session for all governors on Wednesday 24th February 2016, 5.30pm – 7.30pm at Ealing Education Centre regarding the new inspection framework and what is required of governors. The session will cover key information but also provide the opportunity to consider the questions you could be asked and the responses you might give!

Book onto the briefing session via www.ealingcpd.org.uk

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 6	FOR INFORMATION	ATTENTION OF: All governors
TITLE	What's On the Horizon?		
SUMMARY	Information for school governors on recent and future Department for Education (DfE) legislation impacting on governing bodies (GBs) and a reminder of new and recent changes		
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

New Department for Education (DfE) Governance Handbook (November 2015)

This new edition has been re-named the 'Governance Handbook' to make clear that it applies to all those involved in school governance. The Handbook now refers throughout to the 'board' to emphasise that it applies equally to the governing body of a small maintained school as it does to the board of a large multi academy trust (MAT).

This edition of the Handbook emphasises the importance of schools using objective data to ask the right questions and provide robust accountability; and how formalised collaboration allows for schools to fully realise the benefits of working together while gaining a strategic perspective. The new version includes:

- A new structure to better focus on the core functions of the board and the essentials of effective governance
- Shorter, more easily digestible, sections and a reduction of twenty pages. The old Handbook was eight sections, plus an annex and ran to 134 pages. The new Handbook is 14 Sections and is a total of 113 pages. Links signpost to further guidance where required
- New and updated links to best practice and to the resources and support available to boards to be effective
- New content to reflect changes to the law affecting boards and changes to education policy.

Link to Handbook <https://www.gov.uk/government/publications/governors-handbook-3>

Associate members

Remember they are in addition to governors so do not count towards the quorum* even for committees where they have voting rights.

Register of interests

As of September 1st 2015, maintained school governing bodies are required to publish the register of interests 'in a ready accessible form' on their school website. Statutory guidance, *The constitution of governing bodies of maintained schools* (August 2015) paragraph 25 also states in the interests of transparency, a governing body should publish on its website up-to-date details of its governance arrangements in a readily accessible form. See www.eglf.org.uk/governance autumn 2015 Directors' Report or the statutory guidance for more details.

*Quorum is one half (rounded up to a whole number) of the current membership of the governing body or committee. Does not include vacancies.

Deregulation Act

Home school agreements - from 1st January 2016 these will no longer be a requirement. Schools can continue to have one if they wish.

The government have decided to keep the requirement for governing bodies (GBs) to produce a set of **behaviour principles** of which headteacher must have regard to when revising behaviour policy.

The government have also decided not to give maintained schools the power to set their own **term dates** – this will still lie with the local authority.

DfE Governorline - telephone support line has now closed down. Its' future is currently being considered by Lord Nash.

Possible changes coming up (not yet in statute)

National data base of governors – this will not be happening as quickly as first announced. The DfE is now looking at guidance for all GBs to follow on what governor information must be on the school website. The DfE have emphasised this will be a requirement rather than statutory guidance for all maintained schools (already so for academies and free schools).

DfE updated statutory policy – list is to be published shortly. Once published the Ealing summary will be revised

<https://www.egfl.org.uk/school-effectiveness/school-governance/governor-toolkit>.

Education and Adoption Bill (draft) published

- 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
- 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

*Quorum is one half (rounded up to a whole number) of the current membership of the governing body or committee. Does not include vacancies.

Enhanced disclosure and barring service (DBS) checks for all governors

This is not yet in place but the DfE have made it clear that they wish to change the constitution regulations 2012 so that it will be a requirement for all governors in maintained schools (already a requirement in academies) to have an enhanced DBS check. The DfE indications are that when the regulations are changed the requirement will be for all new governors to be checked from the 1st April 2016 or as soon as practical and for all existing governors to be checked by the 1st September 2016. Refusal or non-compliance to complete the registration process will result in an individual governor not fulfilling the necessary criteria to be a governor i.e. will need to be removed or not appointed if new. Information will also need to be recorded on the single central record. Once the regulations have been amended we will issue information and guidance about how the process will work for Ealing schools.

Federations

The DfE are looking to change the current legislation for 'hard' federations there will only be two elected parent governors on the GB irrespective of how many schools are in the federations. The DfE have said their rationale is that parent governors should be there to represent the federation and not their individual school. This does not apply to Ealing schools currently but if any school formally federate in the future this will apply.

Constitution reform

The DfE is considering making changes to the constitution regulations to make all governors skills based in the future with no prescribed or stakeholder categories except elected parent and foundation governors. Effectively it would mean no elected staff, headteacher or local authority governor categories – although they could still be co-opted as individuals Consultation on this to be confirmed.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 7	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Annual plan checklist		
SUMMARY	Reminder of annual plan areas for the spring and summer terms. Governors and clerks can use as a reminder of key areas to consider		
KEY ACTION POINTS			
AUTHOR / TITLE	<i>Therese McNulty</i> <i>School Workforce and Governance Development Adviser</i>		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

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.

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 review 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.

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/Pay Policy
- Start work on drafting budget for coming year
- Review charging and letting policy
- Review Insurance
- Review staff structure

Teaching and learning

- Special educational needs and disabilities (SEND) 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 SEND policy
- Review annual report on safeguarding (Please note change – there is no longer a requirement to send a report to the LA. (It has gone from the latest DfE guidance). We still recommend it is still good practice to report on safeguarding to the governing body)* see end for more information

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 (first set in 2012). It is recommended that they are also reviewed regularly to ensure they are still meaningful and where possible aligned to school priorities/school improvement plan.

Summer term

For full GB

- Conduct self-review of governing body (GB) effectiveness (impact based on annual plan)
- Review and update the school's self evaluation
- Review progress of the school improvement plan and update as appropriate ready for the new academic year.

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

* **Some features of a safeguarding report to governors**

- Period covered
- Name of report author and date presented to governors
- Names of Designated Safeguarding Person(s)
- Training record (of staff at all levels)
- Audit of relevant policies and review dates
- Number of initial referrals made, separated into physical, emotional, sexual and neglect
- Number of meetings attended by type:
 - Initial Child Protection Conference
 - Professionals Strategy meeting
 - Child Protection Review Conference
 - Core Group Meeting
 - Common Assessment Framework – CAF
- Number of pupils subject to a Child Protection Plan
- Number of children in public care
- Number of allegations made against staff
- Other comments on safeguarding issues or concerns
- Comparison information from previous reports and actions required to rectify them
- Also does your safeguarding arrangements include Prevent and female genital mutilation (FGM)

Plus - the report should be based on a review of the duties in the new DfE guidance, [Keeping children safe in education](#), statutory guidance for schools and colleges March 2015 - the school's current practice and any future plans needed to ensure the practice current requirements

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 8	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Occasional Days for Academic Year 2016/17		
SUMMARY	Headteachers and governors are requested to consider and agree occasional and training days for 2016/17 at a governing body meeting this term.		
KEY ACTION POINTS	<ul style="list-style-type: none"> ▪ To consider and agree the occasional day holidays to be taken during the 2016/17 academic year ▪ To approve the dates for the training days 		
AUTHOR / TITLE	<i>Nora Leonard</i> <i>SACRE consultant</i>		
TELEPHONE NO.	020 8825 7329	EMAIL ADDRESS	nleonard@ealing.gov.uk

Governors are requested to consider and agree the three occasional day holidays that can be taken during the 2016/17 school year and to approve the dates of the five training days, which will be recommended by the headteacher following consultation with the school staff at a full governing body meeting this term.

In considering the occasional days, governors are advised to take account of religious festivals that are of important to their school's local community. A list of the most significant festivals to be avoided can be found in Appendix 2. **Please note** that these dates are as accurate as possible, but that it is very hard to obtain precise dates for some of the festivals a year in advance. In addition the religious observances of certain important festivals can vary within individual religious communities. (For example, Christmas is observed on several different days in various Orthodox communities, and Eid-al-Fitr may be observed on different days in different mosques.¹) Pupils and staff should be allowed to claim a different date as an 'authorised absence' for religious observance if the actual date of the holiday observed by their place of worship differs from the 'official predication' made the previous year.

The term dates for the 2016/17 school year are attached for information as Appendix 1.

The local authority no longer has a requirement for your school to notify us of the finally agreed dates. It is the school's responsibility to ensure that they publicise their actual term dates to their pupils, staff, parents and carers. Ideally this should also be on the school's website.

¹ In 2015 the date for Eid el-Adha most widely reported on the internet—and hence on Ealing's *Days of Observance* calendar—was 23 September. This was changed because the new moon was not visible when expected, and the previous month was extended by a day. This meant that at the last minute (i.e. months after schools had set their occasional days) parents were informed that Eid al-Adha would be observed on the 24th.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 9	FOR INFORMATION	ATTENTION OF: All governors
TITLE	SACRE Annual Report 2014-15		
SUMMARY	A report of the activities of Ealing SACRE for the academic year 2014-15		
KEY ACTION POINTS			
AUTHOR / TITLE	<i>Nora Leonard</i> <i>SACRE consultant</i>		
TELEPHONE NO.	020 8825 7329	EMAIL ADDRESS	nleonard@ealing.gov.uk

Each local authority standing advisory council for religious education (SACRE) is required to produce and disseminate an annual report of their activities. The 2014-15 report is now available for download from the Ealing Grid for Learning www.egfl.org.uk/religion.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 10	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Purchasing Ealing Services for Schools 2016-17		
SUMMARY	Launching the second year of the improved services for schools information and ordering process on the new Ealing Grid for Learning (EGfL) website.		
KEY ACTION POINTS	<ul style="list-style-type: none"> • Services for schools 2016-17 updated information will be available on EGfL by mid February 2016. • The purchasing deadline for annual buyback services is 24 March 2016. 		
AUTHOR / TITLE	<i>Janet van der Meulen</i> <i>Web and communications manager</i>		
TELEPHONE NO.	020 8825 7108	EMAIL ADDRESS	JVanDerMeulen@ealing.gov.uk

Purchasing Ealing services for schools 2016-17

Services for Schools purchasing options for 2016 -17 will be available on the EGfL by mid-February 2016 and the purchasing deadline will be 24 March 2016.

Services for schools on EGfL

In this second year of the new system we have made more updates and improvements making it easier to make purchasing decisions for 2016-17.

These benefits apply to headteachers and their nominated buyers (they below):

A key benefit for this year will be:

- Information about what they purchased for the current year will remain accessible on the website for them to refer to as they make their choices for the new year. This is under a separate tab once they have logged in, called – school order history.

As well as the benefits you will recognise from last year:

- Service information, contacts and options fully integrated with other content on the EGfL and accessible via category tabs at the top of the home page and from the right hand menus
- A streamlined order form and process, that allows schools to save their choices, collaborate in school and then finally submit their final decision before the deadline
- The order form will again be individualised to your school with the relevant prices.
- Those services for which schools need to make a purchasing decision by 24 March 2016 will be clearly indicated

Governors' access to services for schools

Chairs of governors will be able to access the full service information on the Ealing Grid for Learning by using their EGfL user account details when asked to login.

Contact us at egflwebteam@ealing.gov.uk with your name, school and role within the governing body if you need us to create an EGfL account. If you have forgotten your password you can use the automatic reset function via the login button on the home page.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 11	FOR INFORMATION/ ACTION	ATTENTION OF: All governors
TITLE	Ealing Schools' Procurement Of Broadband		
SUMMARY	Clarifying the general situation regarding broadband for Ealing schools.		
KEY ACTION POINTS	Depends on end date of school's current contract		
AUTHOR / TITLE	<i>Mark Robinson</i> <i>Curriculum Technology and Computing Consultant</i>		
TELEPHONE NO.	07939 114456	EMAIL ADDRESS	mrobinson@ealing.gov.uk

This is to clarify the general situation regarding broadband for Ealing schools. All Ealing schools are at liberty to source **any** of their services from wherever they choose. This applies equally to broadband and related services.

Historically most schools in Ealing have used the London Grid for Learning (LGfL) as their broadband supplier taking advantage of uncontended, symmetrical broadband, and many included services. LGfL is currently offering each school a five year contract extension with a large increase in bandwidth for lower cost. Details vary from school to school.

Schools may choose to renew with LGfL, but should not feel obliged in any way. Schools may wish to consider services provided by other companies. If comparing prices it is important to ensure that you are comparing like with like. In terms of infrastructure and connectivity the service you receive from LGfL is the equivalent to a Leased Line from other providers. Be careful about extra costs.

Things schools need to consider if procuring broadband services

Bandwidth

- Bandwidth required based on projections from current usage graphs.
- Contention ratio. Number of users sharing a connection. Fibre to the Cabinet (FTTC) broadband is contended. (LGfL is uncontended.)
- Symmetry. This means the same bandwidth in and out of the school
- Reliability

Security and Safety

- Protection against access to inappropriate content (Web filtering)
- Protection of sensitive data and vital files against loss and unauthorised access (Firewall & Data Protection)
- Protection against accidental and incidental attack (Hacking, Viruses, Malware etc)
- Does the broadband provider supply a reputable Anti-Virus system? Is the cost included or extra?

Cloud services

- Email systems. Cost of migrating from the current system?
- Remote back up
- Secure cloud storage available (for staff and pupils' work, video streaming, podcasting etc). Does it comply with the Data Protection Act? Is the cost included or extra?

Educational Resources?

- What access will my school have to online educational curriculum resources and software?
(Please note: If switching from LGfL your school will lose access to the huge array of learning materials and online software www.showcase.lgfl.net)

****London Grid for Learning is an approved 'Central Purchasing Body'***

Under European Union (EU) procurement law schools are deemed to be contracting authorities and must comply with the procurement regulations. Contracts above a certain value need to be advertised and competitively tendered so that any interested supplier can bid. LGfL was set up by the 33 London Councils for the very purpose of doing the competitive tendering and to use the benefit of large scale procurement to secure the best prices for schools and to employ the right expertise to ensure the best technical solutions are obtained. LGfL can under procurement law procure broadband and other services as a central purchasing body on behalf of schools. As such a procurement is EU complaint schools can contract with LGfL for services which are provided by the successful provider via a sub-contract with LGfL.

More information has been sent to schools. If governors have further questions they should contact their designated ICT lead – it will vary from school to school dependent on roles but may include the information communication technology (ICT) co-ordinator, network manager (high schools): headteacher: school business manager (SBM); senior administrator or technical support (although beware some may have vested interests!)

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 12	FOR INFORMATION/ ACTION	ATTENTION OF: All governors
TITLE	Prevent Schools Risk Assessment		
SUMMARY	A new risk assessment model for use by school management teams is soon to be released in the London Borough of Ealing. This should assist schools to assess the risks associated with extremism and help them to reduce that risk through their safeguarding procedures.		
KEY ACTION POINTS			
AUTHOR / TITLE	<i>Paul Smith</i> Counter Terrorism Implementation Project Manager <i>Nazia Matin</i> Prevent Coordinator		
TELEPHONE NO.	020 8825 8895	EMAIL ADDRESS	matinn@ealing.gov.uk

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies in the exercise of their functions to have, “due regard to the need to prevent people from being drawn into terrorism.”

Schools, as a ‘specified authority’ are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding of the potential risk in the local area.

This duty represents the first time that schools have needed to consider this issue in a legislative framework. Ofsted inspections will consider the schools approach to Prevent risks and the implementation of the Prevent duty. Ealing schools have asked for assistance in order to discharge this duty, using a simple and common sense approach.

The Schools Risk Assessment Model is designed to provide:

- A modular way to outline and reduce the impact of risks in a particular school
- A profile of risks which are in context of the potential risks in the local area
- The ability to understand developments that might be needed in policy or procedural areas of school business
- An illustration of the whole approach for staff and governance groups.

The document is not designed to replace existing risk assessments but can be integrated into those existing documents or used as an appendix to existing risk assessment documents.

The use of the document is not mandatory and it does not represent Council policy. It is a format that, in the absence of national recommendations can be used to illustrate and manage risk either as a standalone document or in conjunction with other tools.

The model will soon be emailed to all school headteachers and assistance in its completion can be sought through Paul Smith, at smithpa@ealing.gov.uk or on 07866 702611.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 13	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Female Genital Mutilation (FGM)		
SUMMARY	Legal duty for school staff to report known cases of female genital mutilation to the police		
KEY ACTION POINTS	This duty came into force on 31 st October 2015.		
AUTHOR / TITLE	<p>Tom Galvin <i>Head of Pupil Access and Welfare</i></p> <p>Karen Gibson <i>Health Development Adviser</i></p>		
TELEPHONE NO.	020 8825 5501 020 8825 7707	EMAIL ADDRESS	tgalvin@ealing.gov.uk kgibson@ealing.gov.uk

The Serious Crime Act 2015 introduces a new duty on **teachers**, social workers and healthcare professionals to report to the police known cases of female genital mutilation (FGM) involving victims aged under 18.

A schools' legal duty to refer cases of known FGM came into force on 31st October 2015.

The Department for Education (DfE) has issued a document that succinctly clarifies the key issues raised in implementing the duty, [Mandatory reporting of female genital mutilation: procedural information](#).

The guidance document covers:

- What is the definition of "known"
- To whom does the duty apply
- Who do they contact
- Contact with parents
- Timeframes and recording
- Responding to suspicion of FGM
- Consequences of failing to meet the duty to report

Governors should be aware of the new duty, ensure that staff have been informed and that the school's child protection policy is amended to include the new duty.

Ealing's FGM Guidance for schools has also been updated and can be found at <https://www.egfl.org.uk/services-children/safeguarding-and-child-protection/types-abuse/female-genital-mutilation-fgm>

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 14	FOR INFORMATION/ ACTION	ATTENTION OF: All governors
TITLE	Safe 0-18 Service		
SUMMARY	Update on developments in the SAFE 0-18 service.		
KEY ACTION POINTS	<ul style="list-style-type: none"> • Staff to be made aware of revised team structure and contact details • Schools to get an overview of predominant needs and the age groups of children/young people referred • Schools to be aware of the result of service Evaluation • Ensure schools aware of SAFE schools' link worker details for enquiries. 		
AUTHOR / TITLE	<i>Al Fox</i> <i>SAFE Strategy Manager (0-12)</i>		
TELEPHONE NO.	0208 825 6724	EMAIL ADDRESS	foxa@ealing.gov.uk

Current service activity

SAFE is currently working with 500 families across the borough and receives approximately 75 family referrals per month which are evenly distributed across the borough. Two thirds of referrals come to the service via the Ealing Children's Integrated Response Service (ECIRS) and the remaining third are child and adolescent mental health service (CAMHS) referrals.

The predominant needs identified for the service consistent over time are:

- Family under stress' (29%)
- Child behavioural issues (27%)
- Child health or mental health needs (20%)
- Family mental health issues (8%)

Age ranges:

- 10-15 years (45%)
- 5-9 years (28%)
- 16 years plus (16%)
- 1-4 years (10%).

SAFE Restructure

In July the service restructured into two teams (previously three teams) which brought the service in line with the way other children's services are structured.

SAFE East team – managed by Kate Saunders - is now based in the Everyone Active Acton Centre W36NE (Tel: 020 8825 7606)

SAFE West – managed by Carmen Phillips – is based at the Greenford Service Centre UB6 9LB (Tel: 020 8825 9766).

A map outlining the new boundaries for the teams is featured on the Council web site.

SAFE and Brighter Futures

SAFE will be spearheading the borough's Brighter Futures programme for early intervention and prevention. SAFE has developed contracted partnerships with local community services to expand the range of support available to families in the following areas:

- Mentoring for young people and specific support for young carers
- Access to Brentford Football Club's Community Trust programmes for young people
- Advice and information service for Somali young people and their families
- Parenting groups and individual parenting programmes
- Employment and training advice and guidance for family members
- Work experience, training opportunities and benefit advice for young people

Under the brighter Futures programme, SAFE is also looking to target those children referred with the greatest vulnerability and introduce intensive interventions to address these needs using the *Helping Families* programme. All staff in the service will receive additional training in this model early next year.

Referrals to SAFE remain unchanged with all professional referrals and family self-referrals being made via the ECIRS team on 020 8825 8000.

Evaluation

SAFE continues to undertake regular telephone surveys from service users regarding their experiences. The annual evaluation report for 2014/15 indicates a high level of satisfaction with the service:

- 63% found the service very easy to access
- 70% felt information given was clear from the outset
- 90% felt they were treated well
- 88% felt that the help offered, had helped their family situation
- 86% said that they had, or would recommend the service to family and friends

Schools link workers

Each school should have a named link worker within SAFE, who will act as the first point of contact for general queries about SAFE or on SAFE's involvement with a student. Any schools who do not know who their link worker is should contact the local SAFE team manager.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 15	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Early Help Assessment and Plan (EHAP)		
SUMMARY	<ul style="list-style-type: none"> • Update on EHAP and parent/carer feedback • Information on EHAP Training and the New Family Service Directory. 		
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 FIS • Launch of the new Family Services Directory. 		
AUTHOR / TITLE	<i>Polly Bradley</i> <i>Family Information Service Manager (FIS)</i>		
TELEPHONE NO.	0208 825 9948	EMAIL ADDRESS	pbradley@ealing.gov.uk

EHAP promotes the importance of identifying needs and delivering help as early as possible. The defining position of EHAP is focussed on the requirement of multi-agency and targeted support. Identifying needs early and providing help to address issues as they arise is more beneficial than reacting at a later stage, when the situation reaches crisis point.

Ealing FIS carry out regular parent/carer feedback surveys for families who have participated in the EHAP process. When asked, *“Did the help and support given to you make a positive difference to your situation?”* The most recent results show:

- 50% said their problem was solved or it made a big difference
- 47% said it helped a little
- 3% said it didn't help / made no difference

Feedback from some of the parent/carers

“EHAP helped my family through a very challenging time. I was extremely overwhelmed at the start of EHAP but found my Lead Professional and other professionals to be extremely supportive.”

“I felt desperation and reached out for help. I feared social services might become involved and I might be judged and condemned rather than helped, but to the contrary it was a very positive experience.”

“I liked having to sign the form to consent to EHAP initiation and action plans as it made me feel empowered and in control.”

EHAP Training

Supports professionals working with families to improve their understanding of the EHAP process in Ealing.

Training Dates

- Tuesday 19th January 9.30am – 12.30pm
- Wednesday 17th February 1.30pm-4.30pm
- Monday 21st March 1.30pm-4.30pm
- Wednesday 20th April 9.30am – 12.30pm
- Tuesday 17th May 1.30pm-4.30pm
- Wednesday 22nd June 1.30pm-4.30pm
- Tuesday 13th July 1pm – 5pm 1.30pm-4.30pm

Venue for all dates: Ealing Education Centre, Mansell Road, Greenford, UB6 9EG
Training sessions are free of charge.

To book, contact the Family Information Service on **020 8825 5588** or **EHAP@ealing.gov.uk**, giving your name, job title, organisation, e-mail and telephone number.

Information and resources available at: www.ealing.gov.uk/EHAP

New Children and Families Online Directory

www.ealingfamiliesdirectory.org.uk

1. A fantastic new online resource was launched September 2015, aimed at families and the professionals that work with them. The home page offers six options:



2. Family Services Directory
3. SEND Local Offer Directory
4. Two-year-old free childcare eligibility checker.
5. Adult Services (links to Careplace)
6. Young People (links to Young Ealing site), although young peoples services are also dealt with at relevant places within the two directories.
7. Ealing Safeguarding Children Board (ESCB) new site.

Key Features

- An **'add to shortlist'** function you can use like a shopping basket to save your selection. The contents of which can then be emailed or printed
- Switch the whole site including all the buttons to **other languages** using Google Translate top right
- Switch the whole site into another format and colour scheme to suit different visual impairments as well as some special educational needs and disabilities (SEND) conditions from the **'Accessibility'** button top right

- By registering an account (which takes a couple of minutes) – all your **searches and settings are saved** for you next time
- Directory results can be **texted to mobile phones** – if someone is out and about and needs the information quickly sent to their phone or other device
- **Social Media** buttons take you to our really successful facebook pages, the council's twitter and our youtube channel
- Parents/carers can search providers and services listings using '**disability facilities and services**' filters to help them identify where their child's needs are best supported
- Parents/carers can search childcare providers by '**experience**' such as medical conditions they are experienced at supporting. For childminders a search can be conducted by **which schools** they pick up from
- The site is fully '**responsive**' which means it will change size and shape according to what device you use to access it i.e. tablet, mobile phone etc.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 16	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Early Start Ealing		
SUMMARY	Early Start Ealing is a new integrated 0 – 5 years' service, which went live in October 2015. This service brings together Health Visiting Teams, the Family Nurse Partnership (FNP), Social Workers, Therapists and the Council's Early Years services into one holistic service focussed on improving outcomes for young children.		
KEY ACTION POINTS	Governors are asked to note the introduction of the new Early Start Ealing service.		
AUTHOR / TITLE	Shabnam Sharma General Manager for Children's Services, Ealing Community Services		
TELEPHONE NO.	020 3313 9197	EMAIL ADDRESS	Shabnam.sharma@nhs.net

In January 2015, Cabinet approved a new service delivery model. Early Start Ealing was launched October 2015 bringing together: School Nursing, Health Visiting, the Family Nurse Partnership and social workers. With further support from the Ealing Clinical Commissioning Group (CCG) two additional therapy posts were funded for the service - a Speech and Language Therapist and an Occupational Therapist (for a one year pilot).

Early Start Ealing is an evidence-based, sustainable and innovative model of service delivery, which aims to give all children, aged 0-5 years, in Ealing the Best Start in life'. It is the result of over 18 months of collaboration between the London Borough of Ealing and London North West Healthcare Trust (LNWHT) and Ealing Clinical Commissioning Group (CCG). It has included consultation with a wide range of key stakeholders, including staff from all affected services.

Key to the model's success is the integration and co-location of three multi-disciplinary locality teams:

Early Start Southall and West Ealing

Jubilee Gardens Health Centre, Jubilee Gardens, Southall UB1 2TJ
Reception: 020 3313 7848;
Duty Desk: 020 3313 7831
Email: LNWH-tr.SWE-EarlystartEaling@nhs.net

Northolt and Greenford Locality

Grand Union Village Health Centre, Taywood Road, Northolt UB5 6WL
Reception: 020 3313 7500
Duty Desk: 020 3313 7519
Email: LNWH-tr.NAG-EarlystartEaling@nhs.net

Acton & Central Ealing Locality

Acton Health Centre, 35-61 Church Road, London W3 8QE
Reception: 020 8383 8700
Duty Desk: 020 8383 8748
Email: LNWH-tr.ACE-EarlyStartEaling@nhs.net

This service will increase capacity, make better use of the skills mix, improve communication and reduce duplication of visits and record keeping. The service will improve the response to the needs of families and deliver improved health, social and educational outcomes, including the universal mandated targets associated with the Healthy Child Programme (HCP).

For a family - the service will provide a consistent service, delivering help where it is needed through a holistic approach with access to and the expertise of a multi-skilled team.

For professionals – the service offers a high quality, evidence based model with a partnership between LNWHT Community Services, Ealing Children’s Services and Ealing CCG.

Another advantage is that it offers more sustainable and efficient service delivery, in light of ongoing financial constraints and historical recruitment difficulties. It also reinforces the Health Visitors’ leadership responsibility over the Healthy Child Programme and helps strengthen the recruitment and retention of Health Visitors in Ealing.

Going forward, this model will be used as a solid foundation for developing a 0-19 service.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 17	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Changes to the Ealing School Nursing Service		
SUMMARY	The scope of the Ealing School Nursing service will change from April 2016. Information about what the service will continue to provide is set out below.		
KEY ACTION POINTS	Schools and governing bodies should consider the implications of these changes in relation to statutory guidance for school governors about supporting children with medical conditions.		
AUTHOR / TITLE	<i>Maggie Wilson</i> <i>Head of Children's Commissioning</i>		
TELEPHONE NO.	020 8825 5284	EMAIL ADDRESS	wilsonm@ealing.gov.uk

Why is this a topical issue?

The Ealing School Nursing Service works in maintained schools, academies and free schools. The service is provided by London North West Healthcare NHS Trust and is commissioned by Ealing Council.

The Ealing School Nursing Service supports school-aged children (from reception class to Year 13/sixth form). It works with teachers, children and young people and their parents and with other professionals. The service helps school governors and schools to fulfill their duty to support children with medical conditions in schools.

The service does not work in the Borough's six special schools – there is a Special School Nursing service, commissioned by Ealing Clinical Commissioning Group, which works in the special schools.

Due to Ealing Council's budget position, the funding for the Ealing School Nursing Service will reduce very significantly from April 2016 and the staff team will reduce by half from 23 to 11 members of staff.

What will be the core functions of the service from April 2016?

- Assessing the health needs of individual children when they start school
- Supporting schools in developing and reviewing individual health plans to ensure any illness or condition is well managed and supported
- Contributing to national and local obesity strategies through the National Child Measurement Programme and through signposting families to services that can help children with an unhealthy weight and supporting access to weight management services
- Working with relevant agencies to support and safeguard vulnerable children and young people, attending initial meetings and then providing ongoing support if there is an identified health care need

The service will provide a centralised training programme to schools from January 2016, based at the Ealing Education Centre and advertised on the Ealing Grid for Learning <https://www.eqfl.org.uk/>

Referrals to the School Nurse Service can continue to be made by phoning:

School Nurse West Team

Telephone: 020 3313 7518

Team email: LNWH-tr.schoolnurseteamwest@nhs.net

School Nurse East Team

Telephone 020 8383 8756

Team email: LNWH-tr.schoolnurseteameast@nhs.net

More information about the service will be provided to Headteachers in March 2016.

Immunisations for school aged children

The Ealing School Nursing Service no longer provides immunisations to school aged children. Instead, there is a Schools Immunisation Team that delivers immunisation and vaccination programmes to Ealing schools.

Immunisations include:

- the Human Papiloma Virus Vaccination (HPV),
- Diphtheria, Tetanus and Polio Booster (DTP) and
- Meningitis Booster (Men ACWY).

This service is delivered by Central and North West London NHS Foundation Trust.

The service can be contacted as follows:

Telephone: 01895 485740.

Team email: cnw-tr.ImmunisationTeam@nhs.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 18	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Progress Review of Ealing Children's Centres		
SUMMARY	Ealing's 27 children's centres, managed through seven locality teams, have played a huge role in early childhood health improvement, early identification of needs and school readiness.		
KEY ACTION POINTS	Governors are asked to: <ul style="list-style-type: none"> • Make schools aware of the educational attainment impact, through early education and school readiness that is being achieved through local children's centres • Explore opportunities for schools to collaborate with their local children's centres • Ask schools to direct families with children under five and new parents to children's centre services, especially where early help may support circumstances. 		
AUTHOR / TITLE	<i>Therese Langford, Promotions Officer Marketing and Communications for the Early Years Team</i> <i>Charles Barnard Head of Early Years Childcare and SAFE 0-18</i>		
TELEPHONE NO.	020 8825 4319	EMAIL ADDRESS	cbarnard@ealing.gov.uk

Ealing Children's Centres focus on preventative and targeted services and are geographically located where families face the most disadvantages. The 27 centres, grouped into seven Localities, offer a wide range of accessible, inclusive and non-stigmatising services for children aged 0-5 and their families. For many vulnerable families, attendance at universal services is a critical step towards gaining confidence and trust in the support being offered from centre staff, Ealing Council, the NHS and other partners. This enables families to be more confident in seeking advice and support when needed and increases their participation in activities both at centres and within their community.

Quality of Children's Centre Provision

All the children's centres in Ealing have been judged Good or Outstanding by OFSTED.

Educational attainment - early years foundation stage profile (EYFSP)

Early education outcomes make a fundamental difference to future life chances across all areas of well-being, including health outcomes Ealing was identified in 2013 as providing the sixth highest early years outcomes for children in the country compared against 150 other local authorities.

School Readiness (2014/15)

- The percentage children achieving a good level of development (GLD) at the end of reception in Ealing is 69.6% which is 3.3 % higher than England (66.3%)
- The percentage children with free school meals (FSM) achieving a GLD at the end of reception in Ealing, is 61.0% which is 10 % higher than England average. (51%)
- The percentage of Year 1 pupils achieving the expected level in the phonics screening check in Ealing is 79.0%. 2% higher than England (77.0%)
- The percentage of Year 1 pupils with FSM achieving the expected level in the phonics screening check in Ealing is 72.0%. 7% higher than England (65.0%)

Early Intervention: Early Help Assessment and Plan (EHAP)

Children's centres, through the Early Start Ealing outreach team are playing a critical role in the success of EHAP. For the year 2014-2015 there were 593 EHAPs, an increase of 110% in one year with the introduction of the new EHAP process supported by new materials and increased take up by services.

Health Services

Child health and midwifery clinics and appointments are held in children's centres, supporting health promotion and early identification of needs to prevent an escalation of concerns including developmental delay, speech and language concerns or family stress.

- **Speech and Language:** Individuals assisted 1853; total attendance 4853
- **Baby clinics and developmental checks:** Individuals assisted 15,089; total attendance 25,320
- **Midwifery-post and ante natal support:** Individuals assisted 10,183; total attendance 19,785

Return to work pathways, lifting families out of poverty:

- **Employability support and advice:** Individuals assisted 1506; total attendance 2560
- **Qualifications and functional skills:** Individuals assisted 774; total attendance 7326
- **ESOL and literacy:** Individuals assisted 937; total attendance 9653
- **ICT:** Individuals assisted 185; total attendance 140

Governors can read feedback from their locality or read all entries for a greater overview.

Central Ealing Locality (*Log Cabin Children's Centre, Copley Close, Grange, Hathaway, Jubilee, North Ealing*)

One of the immediate benefits seen in the central Ealing locality following the introduction of the Early Start Ealing multi-disciplinary teams is a greater presence of speech and language therapists. This means families' needs are better met, as the number of queries about speech, language and communication development continues to rise.

Speech and language therapists have trained children's centre staff to ensure opportunities for communication during Stay and Play sessions are maximised. The learning is also being passed on to parents to help them better interact with their child and offer speech and language support at home.

Our strengthened partnership with Adult Education means we offer two courses: *Transition to Nursery* and *Speaking and Listening to Your Child* targeting families from BME backgrounds with little English. The courses highlight the importance of play in language development and identify techniques to support bilingual communication.

These services, alongside the regular Stay and Play sessions which are run by qualified early years professionals, play a significant role in getting children ready for school. In Central Ealing 75% of children achieved a good level of development in 2015 compared with the cross-Ealing average of 63.9%.

North Southall and Hanwell Locality (*Grove House Children's Centre, Dormers Wells, Hanwell, Southall Park, Windmill Park*)

Over the last year, 86% of families with children under five, living in the locality, accessed the centres. Children and families needing targeted support are identified through universal services such as stay and play or through services delivered by partners in the centres.

72% of the children who live within the locality achieved a GLD in 2015 and data shows that those who accessed a children's centre did better compared to those who didn't.

Our priorities in the locality include helping families out of poverty. One of the ways we do this is by providing adult courses such as functional skills, English as a second or other language (ESOL) and employment courses.

South Southall Locality (Greenfields Children's Centre, Havelock)

To enhance the provision for vulnerable two year olds we introduced target sessions alongside universal provision:

- Story Corner is a by invitation series of five weekly sessions for children on our two plus waiting list. The intensive hour-long sessions are held at Southall Library. Bookstart Book Corner resources are used to support families to develop a love of stories, books and rhymes; encouraging parents and carers to read together for pleasure with their children with confidence
- 'Eat Better, Start Better' healthy cooking sessions for two year old children in childcare provision and their parents. The fun cooking activities help parents understand the nutritional requirements of their child as well as learning about the early years curriculum and how to engage with their child through cooking together
- Family learning workshops and outings target those awaiting two plus provision. Outings to visit Ealing heritage parks; healthy cooking workshops; toy making workshops; as well as a Language and Play course have focused on the importance of talking to children; everyday routines; out and about; sharing books and stories; songs and rhymes; pre-writing mark making; and playing together
- Nursery school readiness: for parents to understand the Early Years curriculum and develop ways to support their child in preparation for nursery and for children to develop their social skills, become confident in their environment, able to communicate their needs, and become independent and secure in the learning environment
- Fun and learn, specialist play session for children with additional needs.

Perivale, North Greenford and Hanger Lane Locality (*Perivale Children's Centre, Wood End, West Twyford, Horsenden*)

Getting ready for nursery/school sessions have proved very effective in preparing children and their families for nursery or school. 75% of children who attend these sessions settle easily into school. Ofsted (May 15) stated that, "*The Centre has a positive impact on school readiness. Children who attend the centre's activities have a flying start and do well.*"

The latest findings from the field of psychology make it more clear than ever before just how important early musical engagement is in underpinning language and communication skills, social development, learning and well-being. Perivale Children's Centre (CC) is now delivering weekly music sessions using the Sounds of Intent in the Early Years framework. This is a

framework devised by the University of Roehampton and Perivale is one of ten CCs nationally to be chosen to work with the university on this project. 28 children and their parents have taken part this term with 82% attending weekly. 93% of parents now report that they feel better equipped to communicate with their child and feel empowered to play in the same way at home.

Ofsted recognized the positive impact the centre has on its volunteers and one volunteer recently said:

“The children’s centre has changed my life, it has given me the opportunity to meet and work with different people. It has helped me to improve my communication skills and has increased my confidence. It has also helped me find a career path that suits my personal life as I have two children at school. I am very grateful for all the support throughout my volunteering; it has helped me provide a better future for me and my family.”

Northolt Children’s Centre Locality (Islip Manor, Petts Hill, Northolt Park)

Data analysis in this locality shows that virtually all children in the locality’s reach area attend and access children’s centre services. 102% (April-Sept 15). This includes some of the most ‘in need’ families. *“The care, guidance and support provided for children and families with the most pressing needs are highly effective.” Ofsted December 2014*

The majority of young children who access the free childcare for two-year-olds do so at nurseries linked to children’s centres (57% Autumn 2015).

Early Start Ealing deliver child health and integrated review checks from Islip Manor; midwives deliver antenatal/postnatal care, new parents at risk of postnatal depression access targeted provision to support positive mental health and wellbeing. Childhood obesity has reduced and oral health is targeted through, the “Now you have teeth” programme.

“The centre’s work to promote healthy lifestyles is well reflected in the high breastfeeding rates; reducing childhood obesity and improving dental hygiene.” Ofsted 2014

Ofsted recognized the positive impact the centre has with its collaborative partnerships - which strengthens delivery of services in a climate of reduced funding.

“Strong partnerships and effective collaborative work result in families having a wide range of services right on their doorstep. The feedback from parents who use the centre is very positive.” Ofsted 2014

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 19	FOR INFORMATION/ FOR ACTION	ATTENTION OF: All governors
TITLE	Governors and Clerks Awards		
SUMMARY	Cancellation of the event on 12 th November 2015. Event now to be held on 13 th July 2016		
KEY ACTION POINTS	Nomination closing date now Friday 10 th June 2016.		
AUTHOR / TITLE	<i>Therese McNulty</i> <i>School Workforce and Governance Development Adviser</i>		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	tmcnulty@ealing.gov.uk

The governor awards for 2015 have been cancelled as disappointingly we did not receive enough nominations in this round to ensure the awards could take place. As such the judging panel took the difficult decision that it would be better to postpone the event until summer 2016.

The event will now be held on Wednesday 13th July 2016 in the Mayor's Parlour with a closing date for all nominations of **Friday 10th June 2016**.

All nominator's and nominees of submissions for November 2015 have been written to and we will consider these nominations alongside additional nominations received between now and the summer term 2016.

The revised nomination form and criteria can be found on EGfL <https://www.egfl.org.uk/school-effectiveness/school-governance/latest-news> and in Appendix 3.

We look forward to receiving your nominations.

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 20	FOR INFORMATION	ATTENTION OF: All governors
TITLE	Governor Recruitment and Conference		
SUMMARY	Details of recruitment/information events to attract potential new governors for Ealing schools and Ealing governors' conference 2016.		
KEY ACTION POINTS			
AUTHOR / TITLE	<i>Therese McNulty</i> <i>School Workforce and Governance Development Adviser</i>		
TELEPHONE NO.	020 8825 5444	EMAIL ADDRESS	governors@ealing.gov.uk

Working with [SGOSS – Governors for Schools](#) we will be holding two recruitment events. SGOSS is a school governor recruitment charity, set up by the Department for Education to provide free services for volunteers, schools and employers.

The first will be held on for individuals to find out more about becoming a school governor in Ealing. (**Tuesday 15th March 2015** at Ealing Town Hall, 5.30pm – 7.00pm)

We hope this event will encourage exceptional individuals to apply via SGOSS to be a governor in an Ealing school the information will be available via EGfL, the council website/Twitter, intranet and via posters in many of the libraries, leisure and community centres as well as being promoted to local businesses.

We would be grateful if you could promote the event to interested individuals and/or your local community. For more information, individuals can contact us at the e mail above or Ealing@sgoss.org.uk

The second event will be a 'matching' session where governing bodies with suitable vacancies can 'pitch' to interested individuals to hopefully recruit them. This will be held on Tuesday 24th May, 5.30pm – 7.00pm at Ealing town Hall. More details will be made available nearer to the event.

For anyone interested in becoming a school governor please direct them to the SGOSS website where they can register their interest www.sgoss.org.uk Individuals can also find information about being a governor on EGfL www.egfl.org.uk/governance Governing bodies looking to fill vacancies for co-opted or local authority/citizen governors can register their vacancies on the site and SGOSS will then look/match candidates for you.

Conference

This year's annual governors' conference will be held on Tuesday 14th June 2016 at Doubletree by Hilton, Ealing Common from 9.00am to 1.30pm. This year's conference will focus on governors knowing the quality of education in their school. This will cover current information and provide opportunities to share best practice on areas such as assessment, data, pupil progress, Ofsted expectations and how to make all of this come alive! Speakers and agenda will be finalised in the near future. To book and for more details go to www.ealingcpd.org.uk

DIRECTORS' REPORT SPRING TERM 2016	ITEM NO 21	FOR INFORMATION/ ACTION	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	Sukhvir Kang Administrative Officer - CPD and Training		
TELEPHONE NO.	020 8578 6154	EMAIL ADDRESS	skang@ealing.gov.uk

Ealing's continuous professional development (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.

Appendix 4 is a step-by-step guide on how to create an account.

If you need any support in using the system please contact our dedicated email address eec@ealing.gov.uk 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 January – 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	
Managing Complaints – An overview (<i>new course</i>)	SCH 15/783	20 January 2016	18:00-20:00	£85	£100	EEC
Achieving outstanding governance (<i>2 part course</i>)	SCH 15/787	26 January 2016 and 27 February 2016 (Saturday)	16:00-18:30 and 09:30-15:30	£270	£340	EEC
Improving financial efficiencies	SCH 16/076	27 February 2016 (Saturday)	10.00-13.00	free	free	EEC
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
Getting to grips with governance: An introductory course for new & nearly new governors and clerks	SCH 15/793 15/794	11 February 2016 repeated 21 May 2016	15:00-19:30 - 10:00-14:30	£160	£200	EEC
Ofsted briefing for governors	SCH1 6/159	24 th February 2016	17.30– 19.30	£0	£100	EEC
Clerks appraisal / performance management	SCH 16/005	2 March 2016	17:00-19:00	£85	£100	EEC
Inspecting 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

Taking the chair – adapted from the DFE development programme (induction for new and aspiring GB and committee chairs)	SCH 15/797	2 March 2016	16:00-20:30	£85	£100	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
Ealing governor recruitment event	SCH 16/149 16/150	15 March 2016 repeated 24 May 2016	17:30-19:00	£0	£0	Ealing Town Hall
Effective GB self-evaluation (<i>new course</i>)	SCH 15/798	17 March 2016	18:00-20:00	£85	£100	EEC
Safer recruitment training	SCH 16/110	21 March 2016	09:00-17:00	£240	£240	EEC
Governors statutory responsibility for sex and relationship education (SRE) and e-safety	SCH 15/861	22 March 2016	18:00-20:00	£85	£100	EEC
Governor visits	SCH 15/782	18 April 2016	18:00-20:00	£85	£100	EEC
Clerks network briefing	SCH 15/671	28 April 2016	16:00-18:00	£85	£100	EEC
Chairs briefing: what governors need to know?	SCH 16/006	19 May 2016	18:00-20:00	£85	£100	EEC
Health and safety for governors	SCH 15/830	16 June 2016	18:00-20:00	£85	£100	EEC
Ealing governors' conference 2016	SCH 16/151	28 June 2016	09:00-13:30	£100	£100	Double-tree by Hilton

SCHOOL TERM AND HOLIDAY DATES ACADEMIC YEAR 2016/2017

AUTUMN TERM 2016

Monday 5 September 2016 to Wednesday 21 December 2016= 73 days

Half Term: Monday 24 October 2016 to Friday 28 October 2016

Christmas Holiday: Thursday 22 December 2016 to Monday 2 January 2017

SPRING TERM 2017

Tuesday 3 January 2017 to Friday 31 March 2017 = 59 days

Half Term: Monday 13 February 2017 to Friday 17 February 2017

Easter Holiday: Monday 3 April 2017 to Monday 17 April 2017

SUMMER TERM 2017

Tuesday 18 April 2017 to Wednesday 26 July 2017 = 66 days

May Day: Monday 1 May 2017

Half Term: Monday 29 May 2017 to Friday 2 June 2017

TOTAL DAYS = 198 days

TRAINING DAYS

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

OCCASIONAL DAYS

The schedule also allows for the 3 occasional days holiday for pupils and staff to be set in consultation with each school's governing body. In considering the dates of these 3 days, governing bodies should take account of the need to observe religious festivals other than Christmas and Easter. These should also be taken from within the 198 days specified in the schedule. **Should the occasional days not be required for religious festivals it is recommended that they be used at the end of the Summer Term 2017.**

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

Bank Holidays

29 August 2016 (Summer Bank Holiday)	1 January 2017 (New Year's Day)
25 December 2016 (Christmas Day)	2 January 2017 (Bank Holiday)
26 December 2016 (Boxing Day)	14 April 2017 (Good Friday)
27 December 2016 (Bank Holiday)	17 April 2017 (Easter Monday)
	1 May 2017 (May Bank Holiday)
	29 May 2017 (Spring Bank Holiday)

March 2015

Produced by Pupil Support Services

A list of significant religious festivals 2016-17 for governors for the consideration of the three occasional day holidays

Note: These dates come from various internet sources, and there is no one definitively accurate site. The dates of most of these festivals change each year, as they are based on lunar or lunisolar calendars. In particular it is difficult to accurately predict the date of Eid al-Fitr, especially as different Muslim groups will celebrate on different days. One of the most important of the Sikh festivals, Guru Nanak's birthday, is also celebrated at different times of year, depending on which calendar is followed.

Schools with significant Sikh and Muslim populations are advised to consult the local community before choosing to set an occasional day to coincide with one of these festivals. In addition staff might apply for special leave for obligatory religious observance in cases where their particular community (church, gurdwara, mosque etc) celebrates a festival on a date different to those posted below. Schools should consider whether this should be paid or unpaid in accordance with local conditions of service.

Hindu

Janamashtami	25 Aug 2016 (not term time this year)
Dusserah	11 October 2016
Divali	30 October 2016
Holi	13 March 2017

Jewish*

New Year (Rosh Hashanah)	3 October 2016
Erev Yom Kippur	11 October 2016
Passover	11 April 2017
Shavuot	31 May 2017

Muslim*

Eid al-Adha	11 Sept 2016 (note: dates may vary)
Ramadan	27 May – 25 June 2017
Eid al-Fitr	25 June 2017 (check closer to time)

Ravidassia

Guru Ravidass Ji's birthday	10 February 2017.
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Sikh

Vaisakhi	13/14 April (same each year; different sites give different dates, i.e. 13th or 14th)
Guru Nanak's Birthday	14 November 2016 (some Sikhs will observe this in April)

* For schools with Jewish or Muslim governors, when setting evening meetings please note that the observance begins at sunset in the evening before the date listed.



Ealing Governor Awards

Nomination Form 2016

This is the nomination form for the sixth **Ealing Outstanding School Governor Awards**.

The awards aim to celebrate outstanding and distinguished service by school governors and clerks in Ealing.

Notes for completion of nomination form

All submissions need to make clear the specific role that was played by the school governor, clerk of full governing body.

Nominators

For the individual clerk or governor award, the nomination can be received from any other member of the governing body (GB) or a member of staff or a council officer/external link officer/consultant who knows the school and governing body well. Self nomination is not allowed.

For the full GB award, individual governors on a GB cannot nominate their own GB for this award. For this category nominations can be from school leaders, headteachers, council officers or external consultants/link officers who have significant experience of working with the school and the governing body.

Section 2: The Nominated Governor, Clerk or Governing Body

All school governors, clerks and governing bodies in Ealing are eligible to receive an award, regardless of what type of school they are.

1. 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

2. 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

3. 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. 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

These are only examples and should not be considered as entry categories – other ways of outstanding or distinguished service may be equally worthy of consideration

Closing date: Friday 10th June 2016

Email your application to governors@ealing.gov.uk

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

Copies of this form can be downloaded from

<https://www.egfl.org.uk/school-effectiveness/school-governance/latest-news>

Winners will be notified directly. The awards will be held on **Wednesday 13th July 2016, 5.30pm – 7.00pm** at Ealing Town Hall. The Mayor and senior LA staff will present the awards.

Ealing Governor Awards

Nomination Form 2016

Please complete separate forms if nominating under different categories.

<p>1. Full name of individual governor, clerk or school governing body: (Please state which school):</p> <p>.....</p> <p>.....</p>
<p>2. Nominating person(s) details:</p> <p>Full name.....</p> <p>Address/email.....</p> <p>Relationship to nominee.....</p>
<p>3. I confirm that the person/governing body being nominated is agreeable to being nominated (please tick):</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> no </p>
<p>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)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

All nominations must be received by Friday 10th June 2016
 Please return to: the school workforce and governance team, Ealing Council, 2nd Floor NE, Perceval House, 14-16 Uxbridge Road, Ealing, London W5 2HL Or e-mail the form to: 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.

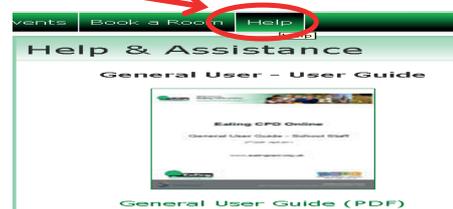
Search Events

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



Need more information?

Ask your school CPD Leader

email: eec@ealing.gov.uk

or phone Ealing Education Centre: 020 8578 6154