

# Governance News

A Termly Newsletter for Liverpool Governors and  
Trustees



## Contents

Liverpool Learning Partnership	03
Being strategic	05
Estates Management	12
Parental responsibility	17
Headteacher Performance Appraisal	29
Ofsted's inspection of schools	35
School resource management	43
Liverpool Governance Forum	47
Governor Training Programme Autumn'18	49

# Liverpool Learning Partnership



## Liverpool Literary Festival

19th-21st October sees the return of the Liverpool Literary Festival– a range of thought-provoking author events and talks held in some of Liverpool’s most iconic and historic buildings. This year’s events include sessions with authors such as Val McDermid, Tony Robinson and Bryan and Mary Talbot.

On the 21st October at Mountford Hall, University of Liverpool, the festival will be holding their Family Events Day featuring talks from Anthony McGowan, Frank Cottrell Boyce and Catherine Johnson. Attached below is a flyer that you can print to display in your school or distribute to parents digitally.

## Dragons’ Den

On 2nd July 2018, pupil representatives from 14 Liverpool schools stepped up to face the ‘dragons’ in a Year of Engineering inspired Dragons’ Den competition. Engineering is all about looking for ways to solve a problem. This year, students were asked to identify areas of maths teaching/learning which could be improved and to create an invention or design that would help to support maths in the classroom.

Pupils from a range of primary, secondary and special schools presented their maths-based designs to both their peers and a board of education and business professionals. Presented designs ranged from an environmentally friendly pencil case with in-built maths resources (fraction wall, conversion tables etc), to apps and games designed to allow pupils to practice their maths skills. Pupils presented their work formally but then had the opportunity to take part in a ‘marketplace’ where they could find out more about each other’s designs and ask their own questions of the other teams.

Mrs Gavin from The Academy of St Francis of Assisi said “We are extremely proud that we were shortlisted and cannot wait to get stuck into next years event! Thank you for the opportunity- the girls and Mrs Poole said they had a lovely day.”

Mrs Tysoe from St Cecilia’s Infant School said “Our children had a great time and it was really nice to see all that enthusiasm for maths. What great inventions!”

The standard of the work entered and presented was extremely high and it was incredibly difficult for the dragons to reach a consensus but eventually the winning schools were chosen.

PRIMARY SCHOOL RUNNER UP: Rudston Primary School for their board game.

SECONDARY SCHOOL RUNNER UP: Broughton Hall Catholic College for their MUKA (Mathematical Understanding Knowledge Accumulator) device.

PRIMARY SCHOOL WINNER: Lister Infants School for their Food Frenzy game app.

### **Liverpool Counts Quality Mark Celebration Event**

On 22nd June 2018 schools attended a celebration event at the Museum of Liverpool to receive their Liverpool Counts Quality Mark.

The LCQM is an exciting project which aims to promote positive attitudes towards maths and show pupils that numeracy skills are used consistently in everyday life. One of the highlights of the event was when four pupils from St Hilda's CE High School demonstrated how they could use algorithms to solve a Rubik's Cube. They managed to complete four cubes in the time that it took to play the music to Mission Impossible.

Participating schools were invited to take part in a competition based on the development of the maths promotion part of their website. As part of the celebration the winners of the website competition was announced and the three winning schools received maths-based board games.

# Being Strategic



Strong governance is a key part of a successful school and ensuring clarity of vision, ethos and strategic direction is one of the three core functions of school governance. Recognising that there is little information available to governing boards and school leaders on how to create a strategy, the National Governance Association (NGA) and Wellcome Trust have together developed a guide to help governing boards and senior leaders take a broader and longer-term perspective.

Over the past few years governance has evolved and there is now a diverse range of governance structures. The guide provides governors, trustees and senior executive leaders in all settings with a robust framework that they can use to set a strategy for their organisation and monitor progress within an annual cycle. The core functions set out in the guide are consistent with the criteria that Ofsted use to judge governing boards.

## **A: Governing principles**

Principles against which governing boards should continually evaluate their practice  
Effective governance.

Governing boards, especially those that are struggling, can be overwhelmed by too much information. NGA's eight elements of effective governance are a good starting point for ensuring that a board successfully carries out its responsibilities.

An effective board has:

1. the right people round the table
2. an understanding of the role and responsibilities of the governing board
3. good chairing
4. professional clerking
5. good relationships based on trust
6. knowledge of the school – the data, the staff, the parents, the children, the community
7. a commitment to asking challenging questions
8. the confidence to have courageous conversations in the interests of the children and young people.

### ***The line between governance and management***

It is important that governing boards understand where their strategic responsibilities end and the responsibilities of the senior executive leader begin. Senior executive leaders include Headteachers, Executive Principals and Chief Executives. Stepping over the line into operational matters is inappropriate and can make the job of the senior executive leader more difficult.

### ***Ethical governance***

Governing boards must act in the best interests of children and young people, and as guardians of the organisation's ethos they must be willing to challenge any unethical behaviours or decisions. Governing boards should have a code of conduct, and should adhere to the Nolan principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

### ***Values***

A value is a principle that guides our thinking and behaviour.

Governing boards are responsible for the values of the organisation, which should be at its core and a reference point for all decisions. The organisation's values underpin its culture, strategy, policies and procedures. They should encompass the Nolan principles, such as integrity, but also others that are particular to the school, which could include inclusivity, generosity and respect. They may help to distinguish a school from others. The organisation's values should be meaningful, discussed and lived – whether you govern in a small maintained primary school or a large multi-academy trust (MAT). The underpinning values should be communicated and understood by everyone in the school community.

As a MAT is a single organisation, all academies within the MAT should have shared values. How values are made relevant within each individual academy is determined by the vision for the academy, which is based on where it is now and where it aims to be in three to five years' time. There is no need to set values every year, but it is good practice to reaffirm them when discussing vision and strategy.

Some questions to consider are:

- do your values speak to every member of the school community?
- are all of your decisions and actions consistent with your values?
- where can you find your values best represented?
- can you think of any instances in which you fell short of your values?
- have you considered the seven nolan principles of public life?

## ***Vision***

The school's vision should, in a few sentences, describe what the school will look like in three to five years' time.

Every organisation needs to have a vision of what it is trying to achieve. You should be aiming to continuously improve, to make the experience of the school the very best it can be for pupils, parents and staff. Projecting forward a few years, what specific goals do you want the school and its pupils to have achieved? There is no need to rewrite the vision annually, but it is good practice to review it.

Is your vision:

- based on your shared values?
- ambitious but achievable?
- open to new opportunities?
- descriptive of what the pupils will have achieved in the broadest way – in terms of attainment, progress and being prepared for the next stage of their education?
- reflective of the views of pupils, parents and staff?
- agreed by the governing board?
- communicated to the school community?

## **B: Creating the strategy**

A strategy document sets out how an organisation's vision will be achieved

Taking time to reflect, discuss and consult before determining your strategy is essential and should be an exercise undertaken in part by the whole governing board, the senior executive leader and the senior leadership team during a dedicated strategy day. You should decide how you are going to involve others, and all ideas, approaches and opportunities should be considered.

When determining a strategy to achieve the agreed vision, consider the challenges, risks and barriers. What does your organisation need to prioritise in order to overcome those challenges and barriers and to mitigate the risks? How will you know the vision has been achieved?

### ***When creating your strategy document***

1. start with your vision
2. identify an improvement priority for achieving each aspect of the vision (but try not to have more than six improvement priorities in the strategy document)
3. outline what success looks like for each improvement priority, in the long term and the short term
4. involve other stakeholders – most importantly the staff
5. each improvement priority should be measurable in some way; consider the timeframes that are best for each – these may be termly or annual, and some may extend beyond a single year (examples of evidence to consider can be found in section c, 'monitoring the strategy')
6. outline the governing board's monitoring arrangements.
7. try and keep it succinct

### ***From strategy to implementation***

The strategy document must be approved by the governing board, and each improvement priority must be supported by appropriate budget and staff resource. The senior executive leader will then create an operational plan to lay out the actions needed to deliver the strategy. The operational plan should provide details on how each priority will be turned into reality – this may be called the school development plan (SDP). The strategic objectives of the organisation should also link to the performance management objectives of the senior executive leader.

### **C: Monitoring the strategy**

Charting progress towards the vision: examples of evidence that can be used to monitor the strategy.

What success looks like, based on your desired outcomes, will determine what evidence is needed to measure progress. The measures will be agreed in detail between the governing board and the senior executive leader and monitored on a termly/annual basis by the governing board, as set out by the monitoring arrangements in the strategy document.

When determining what success looks like, it is important to consider outcomes that are specific, measurable, achievable, realistic and time-bound (SMART). However, do not get caught up when discussing measurement – you do not have to limit yourself to official performance data (though be careful not to create bureaucratic systems that have an impact on staff workload).

As well as monitoring the strategy, governing boards must also evaluate the effectiveness of policies that ensure legal compliance, from safeguarding to General Data Protection Regulation (GDPR). Many improvement priorities can be linked to one or more school policies. Governing boards should also ensure they monitor the policies themselves – it is good practice to establish a policy review cycle so that policies are regularly reviewed and kept up to date.

### ***Measure what you value***

Governing boards should not be limited to narrow academic performance measures; in the interest of pupils they must consider the whole education offer. Not all improvement priorities are quantitative and some of the most important outcomes will not lend themselves to simple quantitative measurement. One example is improving the mental health and wellbeing of pupils, which could be monitored through a combination of reports from teachers, pupil voice surveys or less direct measures such as how often children are absent from school. Naturally occurring evidence, such as the information obtained from a well-planned school visit or a response to a challenging question, should also be considered.

For some of the measures there will be limited external data for comparison or use as a benchmark; in these cases, organisations should be able to learn from comparing across different groups of students and tracking their performance over time.

### ***When assessing impact, consider the following questions:***

- do we have ready access to all the data and information we need to monitor the improvement priorities?
- are we able to access that information independently, or do we depend on the senior leaders to provide it to us?
- do we have the skills on the governing board to interpret data, or do we rely on senior leaders to do this for us?
- is the information at the right level of detail – detailed enough to tell us what we need to know, but not so detailed as to make it difficult to read?
- are we able to use benchmarking data to compare the school's performance with that of comparable schools (not only local ones)?
- is information available on all the aspects of the school's performance that we agree are important, or only on those aspects that are easy to measure?

### ***A tool to help monitor performance***

Analyse School Performance (ASP) is DfE's data service. It provides individual schools with analysis of their performance on headline measures, allowing for both overviews and in-depth reports (such as breakdown by pupil groups). Governing boards are entitled to view information that is not pupil-specific and should ask the organisation's data controller for access to ASP.

## **D: Reviewing the strategy**

Review the strategy annually to evaluate progress towards the vision.

### ***Key questions for the governing board to ask itself on strategy***

The All-Party Parliamentary Group on Education Governance and Leadership has produced sets of questions for the governing board to ask itself to evaluate the full range of governance responsibilities in maintained schools and MATs. Extracted here are questions that are relevant to the governing board's responsibility of ensuring clarity of vision, ethos and strategic direction.

#### ***Single schools***

- does our vision look forward three to five years, and does it include what the children who have left the school will have achieved?
- have we agreed a strategy with priorities for achieving our vision, with measures against which we can regularly monitor and review the strategy?
- how effectively does our strategic planning cycle drive the governing board's activities and agenda setting?

#### ***MATs***

- does the trustee board have a clear vision and strategic priorities for the next three to five years, to which all academies contribute and which is understood by each of its academies?
- how effectively do these strategic priorities drive the governance structure, activities and agenda setting at all levels of the trust?
- what vision does the trustee board have for the trust, and how does the strategy ensure that there is the capacity to support any additional academies well?

## **Some further questions to reflect on**

### ***Improvement priorities***

Are the measures being met? If not, is there a valid reason for this, or are excuses being made?

### ***Unpredictable/external factors***

Has something unforeseen changed the landscape in which the school is working?

### ***Long-term sustainable improvement***

Is achieving the vision still the focus, or are you constantly firefighting?

### ***Courageous conversations***

Are these happening? Are relationships productive?

### ***Adjusting***

A strategy is not a plan but an approach, and as such, must be adaptable to changing events.

### ***Review***

At the end of the three-to-five-year period, plan enough time for a review of the school's vision that includes all pupils, parents and staff.

### ***Links to useful documents and resources***

**Governance Handbook and Competency Framework for Governance, DfE.**

<https://www.gov.uk/government/publications/governance-handbook>

**School Inspection Handbook, Ofsted.**

<https://www.gov.uk/government/publications/school-inspection-handbookfrom-september-2015>

**What Governing Bodies Should Expect from School Leaders and What School Leaders Should Expect from Governing Bodies, NGA, the Association of School and College Leaders (ASCL), the National Association of Head Teachers (NAHT) and the Local Government Association (LGA).**

<https://www.nga.org.uk/News/NGA-News/Mar-2017-Aug-2017/School-leaders-and-governing-boardswhat-do-we-exp.aspx>

**Growing Governance resource pack, NGA.**

<https://www.nga.org.uk/About-Us/Campaigning/Growing-Governance.aspx>

**2016 Teacher Workload Survey, DfE.**

<https://www.gov.uk/government/publications/teacher-workload-survey-2016>

# Estates Management



## Introduction

Boards need to be confident that the school premises are safe and suitable, and will keep staff and pupils warm and dry. Good management of the estate reduces the risks associated with buildings. It helps to prevent the need for significant capital expenditure and disruption which can follow building failure.

The 10 checks below identify the most important issues around school property and premises.

They can be used as a checklist to make sure that land and buildings are managed effectively and efficiently.

### 1. Are we managing the estate effectively?

Boards should understand the fundamental requirements that all organisations should aspire to in the management of the estate. This includes taking a strategic approach, ensuring appropriate organisational processes and policies are in place and that the estate is kept safe.

Check whether you have the [fundamentals of estate management](#) in place.

### 2. Who is responsible for the estate?

You should be aware of who owns the land and buildings, and who is responsible for:

- the safety and security of pupils and staff
- maintaining the condition of land, premises and equipment
- making decisions about investment in the school estate and prioritising maintenance

You should also be clear about when the board should be consulted about capital expenditure.

### **3. Do we have the necessary skills, knowledge and capacity to manage the estate?**

Once you have established who is responsible, you can ask about their skills, knowledge, experience and qualifications. This could be individuals, the executive leadership team or the board.

Are their skills, knowledge and experience sufficient to carry out the roles described here? Any skills audit of the board should include skills, knowledge and understanding of property-related issues. Where the board lacks specific experience and skills in this area, you should seek to recruit to fill the gap.

Where the school lacks the specific skills, experience, and capacity, you will want to discuss how this can be addressed. Options might include:

- training existing staff
- new recruitment
- sharing with another school/trust
- buying-in external expertise

You may want to check on the arrangements for using external expertise. For example, how does the school decide when to use professional advice from architects, surveyors or project managers? How does it source these?

### **4. How do we manage the estate?**

Good estate management should provide:

- safe and well-maintained premises
- appropriate teaching facilities
- a positive pupil experience

You should have arrangements for:

- long term planning – where you consider future maintenance needs, projects and funding priorities for buildings and land. This might be in the form of an estate strategy
- asset management planning (AMP) – producing an AMP for the estate will help you plan, manage and deliver the maintenance works and improvements that have been highlighted in the long term plan
- day-to-day management – delivery of ongoing services and maintenance requirements to ensure that buildings operate as intended on a daily basis and support the continued delivery of education

## 5. What is the condition of the buildings?

A good understanding of the condition of the school estate will help you to make clear decisions about:

- ongoing maintenance and repairs
- capital spending
- wider property issues

Identifying future maintenance needs and projects relies on the quality of information available. Condition surveys of the estate, using suitably qualified professionals, will help the school to:

- understand maintenance needs
- prioritise delivery of works within available funds

Was a full survey carried out within the last 5 years or does it need updating?

## 6. Are we complying with our legal responsibilities?

Boards should be clear about how the school knows it is complying with all necessary legal requirements relating to the occupation of the estate, including:

- health and safety law and other relevant laws and regulations
- planned preventative maintenance
- statutory inspecting and testing

You can ask to see copies of maintenance and testing schedules. Further advice on safety and compliance is available. Particularly important is an understanding of asbestos and fire.

### *Asbestos*

A record of all asbestos, known or assumed to be in school premises, must be held for all school premises. Where asbestos is identified in school premises, written plans identifying the areas of the premises that are affected, and the measures that are to be taken for managing the risks from the asbestos, must be in place and reviewed regularly.

For further information, please read *Managing asbestos in your school 2017*.

### *Fire*

A risk assessment identifying the general fire precautions needed to safeguard persons in case of fire must be undertaken and regularly reviewed for all school premises. Procedures should be in place to reduce the likelihood of fire, maintain fire detection and alarm systems, and ensure staff and pupils are familiar with emergency evacuation procedures.

## **7. What do we do in emergencies?**

Unforeseen circumstances can arise that result in severe damage or disruption to school premises.

Ask what insurance is in place to cover emergencies, and what the arrangements are for:

- ensuring the safety and security of pupils and staff
- communicating promptly with parents and carers
- contacting emergency services and meeting the requirements of the statutory bodies
- where necessary, making alternative arrangements for education to continue as soon as possible following the incident
- invoking emergency and business recovery plans
- seeking professional advice on immediate and longer term action required to replace or repair the affected area where appropriate

## **8. What funding is available for investment in the estate?**

Schools and their boards need to keep up to date with what sources of funding are available for capital projects and maintenance. They should identify whether these are grants, loans or formula based funds.

Section 6.10.4 of the governance handbook provides information on government sources of capital funding.

You may know of alternative sources of funding for smaller projects.

## **9. Are we spending wisely on the estate?**

You should consider how you:

- decide how much to spend on capital projects and maintenance each year
- prioritise expenditure
- know you're getting value for money
- monitor and manage estate budgets and costs
- ensure you are complying with procurement regulations

## **10. Can we become more efficient with our expenditure?**

You should make sure you review your contracts regularly. This should include contracts for:

- maintenance
- facilities management
- professional support and advice

When doing this you should ask:

- are we getting the best deals?
- can we work with other schools and trusts to reduce costs?
- can capital expenditure lead to revenue savings – for example through energy efficiency projects and refurbishment leading to lower maintenance costs?

DfE general advice on effective buying can be found [here](#)

# Parental Responsibility



Schools are required by law to engage with pupils' parents in a number of different ways. They can find themselves caught up in disputes between a number of adults, each claiming to have parental responsibility for a particular child. Schools are also expected to navigate complex living arrangements, particularly for children who are living in social care, where parental responsibility can be confusing or unclear.

The DfE has produced guidance to help schools understand their obligations and duties in relation to the rights and responsibilities of parents, as recognised by education law. For clarification, the guidance uses the following terms:

- must – where a school has a duty
- can – where a school has a power (not a duty) under statutory or common law
- should – for guidance on good practice

In addition, the terms 'resident' and 'non-resident' parent are used to distinguish between parents who do and do not live with a child.

The welfare of the child must be the paramount consideration for schools. In the event of a concern being raised where the school is unclear how to act, independent legal advice should be sought to ensure that a parent's rights and responsibilities are not infringed and the actions of the school are compliant with education law.

## ***Who is a parent?***

It's important that schools and local authorities are aware that parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

For the purposes of education law, DfE considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Example This may be a foster carer or family and friends carer who does not have parental responsibility but has been delegated the responsibility for taking day-to-day decisions about the child.

In cases where a person is not the biological parent of a child, does not have 'parental responsibility' for that child and that child no longer lives with them, it's unlikely that they will be recognised as a 'parent'. Any disputes about whether a person is a child's 'parent' within the meaning of section 576 Education Act 1996, are for the courts to decide.

### ***What is parental responsibility?***

In [family law](#), parental responsibility means all the rights, duties, powers, responsibilities and authority that a parent has in relation to the child.

A person with parental responsibility can make decisions about the child's upbringing and is entitled to information about their child. For example, they can give consent to the child's medical treatment and make decisions about the child's education. They also have the right to receive information about their child's health and education.

There are specific examples in [general principles for schools and local authorities](#).

### ***Who has parental responsibility?***

A child's birth mother (the person who carried the child) has parental responsibility unless it's removed by an adoption order or a parental order following surrogacy.

Where a child's father and mother were married to each other at the time of the child's birth, they each have parental responsibility for the child. Where the parents were not married to each other at that time, the child's father can gain parental responsibility:

- by registering the child's birth jointly with the mother
- by subsequently marrying the child's mother
- through a 'parental responsibility agreement' between him and the child's mother which is registered with the court
- by obtaining a court order for parental responsibility

Where two female parents have a child through fertility treatment, the mother's female partner is treated in the same way as a father. She has parental responsibility if she is married to or in a civil partnership with the mother at the time of the treatment (or if the two women agree in writing that she will be the child's second parent). She can also acquire parental responsibility in the same way that a child's father can.

People who are not the child's biological mother, father or second female parent can also [acquire parental responsibility](#).

Civil partners have parallel rights to married people in terms of parental responsibility.

The same provisions for married people apply to them in terms of:

- acquiring parental responsibility - adoption, agreement with their civil partner or by an order from the court
- holding parental responsibility

### ***Key effects of a father or second female parent acquiring parental responsibility***

When a father or second female parent acquires parental responsibility they:

- become a 'parent' for the purposes of adoption legislation and can therefore withhold consent to an adoption
- can object to the child being accommodated in local authority accommodation under section 20 of the Children Act 1989 and remove the child from local authority accommodation (unless the child is over 16 and agrees to be provided with accommodation)
- will automatically be a party to care proceedings
- can appoint a guardian
- can give valid consent for his child's medical treatment (subject to the competency of the child to give their own consent or object to the treatment being proposed)
- has a right of access to his child's health records
- can withdraw a child from sex education and religious education classes and make representations to schools concerning the child's education
- must give consent if child's other parent seeks to remove the child from the jurisdiction
- can sign a child's passport application and object to the granting of a passport
- has sufficient rights in relation to a child to invoke the international child abduction rules
- can consent to the marriage of a child aged 16 or 17

### ***Other ways to acquire parental responsibility***

Parental responsibility can be acquired in other ways:

- adoption - only the adoptive parents will hold parental responsibility
- when a child is placed with prospective adopters they get parental responsibility for the child along with others holding parental responsibility, such as the local authority
- obtaining a parental order following surrogacy
- in the case of step-parents, through agreement with the child's mother - and other parent if that person also has parental responsibility for the child - or as the result of a court order
- being granted a child arrangements order determining that the child should live with him or her, or if the court determines that a parent should only spend time with the child, the court may also decide to grant parental responsibility
- being appointed a guardian or special guardian
- being named in an emergency protection order - although parental responsibility in such a case is limited to taking reasonable steps to safeguard or promote the child's welfare

A local authority can also acquire parental responsibility, if it's named in the care order for a child.

More than one person, and even several people, can hold and exercise parental responsibility for a child. The parental responsibility of one party does not necessarily stop simply because another person is also given it, although this can happen. Therefore, in some cases, several people may exercise parental responsibility on behalf of a child.

Parental responsibility is not given to a foster parent or key worker in residential care but it's essential that schools engage and work with these individuals, who are often the most influential and important people in the child's life. How a school engages with social workers and the birth parents of the child in each case needs to be defined locally, but it's an essential part of supporting the child's school and care environment.

### ***Court orders and parental responsibility***

Court orders under section 8 of the Children Act 1989 (often-called section 8 orders) settle areas of dispute in relation to the exercise of parental responsibility or a child's care or upbringing, and can limit how an individual exercises their parental responsibility.

There are different types of section 8 orders, which can be made to address particular issues.

### ***Prohibited steps order***

A prohibited steps order imposes a specific restriction on the exercise of responsibility. This means that no step specified by the court, which a parent could take in meeting his/her parental responsibility, can be taken without the consent of the court.

Example: One parent wants to take the child abroad for an extended period or prevent the child from attending a form of religious worship, against the wishes of the other parent.

### ***Specific issue order***

A specific issue order is an order giving directions for the purpose of determining a specific question that has arisen, or may arise, in connection with any aspect of parental responsibility.

Example: An order allowing one parent to agree to a pupil changing school against the wishes of the other parent.

### ***Child arrangements order***

A child arrangements order sets out the arrangements relating to whom a child is to live with and when, and arrangements relating to whom a child spends time with or otherwise has contact with. It replaces the former residence and contact orders.

Schools should ask parents to ensure they provide schools with a copy of the most recent court order in place, to support the school's duties in respect of child safeguarding.

Parents may first need to seek the permission of the court to share orders with third parties, including the child's school.

### ***Care order***

If a care order is in place, the role that parents can play in their child's life and schooling may be limited by the local authority.

Schools should note that court orders limiting a parent's exercise of their parental responsibility does not necessarily prevent or restrict a school from carrying out their [duties under education law](#).

### ***Terminating parental responsibility***

While such cases are rare, in very limited circumstances, the court can also make an order under section 4(3) of the Children Act 1989 to terminate parental responsibility that has been acquired (except where parental responsibility was acquired through marriage of the father or second female parent to the child's mother). More information about [court orders and pre-proceedings](#) is available.

### ***General principles for schools and local authorities***

Everyone [who is a parent](#), as recognised under education law can participate in their child's education.

This is supported by the duty on the Secretary of State for Education, when exercising or performing all their respective powers and duties under the Education Acts, to have regard to the general principle that pupils are to be [educated in accordance with the wishes of their parents](#). Governing bodies of maintained schools must also have [regard to any views expressed by parents of registered pupils](#).

All parents can also [receive information about the child](#), even though, for day-to-day purposes, the school's main contact is likely to be a parent with whom the child lives on school days.

Individuals who have parental responsibility for, or care of, a child have the same rights as biological parents. For example to:

- receive information – such as pupil reports
- participate in statutory activities – such as voting in elections for parent governors
- be asked to give consent - such as to the child taking part in school trips
- be informed about meetings involving the child - such as a governors' meeting on the child's exclusion

School and local authority staff must treat all parents equally, unless a court order limits a parent's ability to make educational decisions, participate in school life or receive information about their children. In most circumstances, the question schools must ask themselves when making decisions is not just whether the parent holds parental responsibility but whether they are a parent under education law.

All parents also have legal obligations. For example, to ensure that a child of compulsory school age receives a [suitable full-time education](#).

Where a parent's action, or proposed action, conflicts with the school's ability to act in the child's best interests, the school should try to resolve the problem with that parent but avoid becoming involved in conflict. However, there may be occasions when a school needs to decline requests for action from one or more parents.

In cases where schools cannot resolve the conflict between separated parents, they should advise the aggrieved parent to pursue the matter through the Family Court.

### ***Information Sharing***

It's important that schools balance the requests of parents with their statutory duties. Having parental responsibility does not allow a parent to obstruct a school from carrying out their duties under legislation.

Example: A biological parent, with parental responsibility, informs their child's maintained school that they do not wish their child's step-parent, who does not have parental responsibility but does have care of the child, to receive educational information about that child. The school must inform the biological parent that they cannot comply with that request.

Under the Education (Pupil Information) (England) Regulations 2005, some schools are required to provide access to, or copies of a child's educational record to parents upon request. Therefore, if the school were to abide by the request of the biological parent they would be in breach of their obligations under education law.

### ***Legislation on information sharing***

Under the principles of the General Data Protection Regulations 2018 (GDPR) and the Data Protection Act 2018 (the DPA 2018), children and young adults can assume control over their personal information and restrict access to it from the age of 13.

However, parents are entitled to request access to, or a copy of their child's educational record, even if the child does not wish them to access it. This applies until the child reaches the age of 18. A parent is not, however entitled to information that the school could not lawfully disclose to the child under the GDPR or in relation to [which the child would have no right of access](#). If you have any queries about GDPR please contact the [Information Commissioners Office](#).

Example: A non-resident parent who has limited contact with their children, contacts the school to find out how well they did in their exams. Both the children and the resident parent do not wish to share that information and they inform the school of this. The school refuses to release the information on the basis that the children are old enough to control access to their personal information. The school has therefore breached education law by failing to provide information to which the non-resident parent is entitled.

### ***Information sharing and academies***

Requirements on academies differ slightly and are derived from Part 6 of the Schedule to the Education (Independent School Standards) Regulations 2014.

Under Part 6, academies must provide an annual written report of each registered pupil's progress and attainment in the main subject areas taught, to the parents of that registered pupil (except that no report need be provided where the parent has agreed otherwise).

### ***Informing non-resident parents***

In cases where a school does not know the whereabouts of a non-resident parent, it should make the resident parent aware that the other parent is entitled to be involved in their child's education and request that information is passed on.

If the resident parent refuses to share information with the other parent and also refuses to provide contact details so that the school can deal direct with the non-resident parent, the school can do nothing more. It should be noted, however, that the resident parent might be genuinely unaware of the non-resident parent's whereabouts.

If the non-resident parent subsequently contacts the school and requests access to information, the school should provide it to that parent direct, after taking reasonable steps to satisfy itself that the individual is, in fact, the child's parent.

Schools are not required to seek the consent of the parent with whom the child resides before either recording the contact details of the non-resident parent, or sending them their child's prescribed statutory educational information. There is also no requirement for a school to request a solicitor's letter from a parent who does not live with the child, as evidence that they are a parent entitled to educational information about their child. Nor does a school need a court order directing them to provide statutory information to any parent who is entitled to it.

### ***Obtaining consent***

Where schools need parental consent to outings and activities, headteachers should seek the consent from the resident parent unless the decision is likely to have a long-term and significant impact on the child, or the non-resident parent has requested to be asked for consent in all such cases.

In cases where the school considers it necessary or has been asked to seek consent from both parents, you may wish to assume that parental consent has not been given unless all parents agree. Such an approach ensures that the school has treated the views of each parent equally and will also help to safeguard the position of the school in terms of exposure to any potential civil liability where, for example, the child is injured while on a school trip.

Schools should avoid becoming involved in any disagreement between parents but might want to suggest that where parents cannot agree they seek independent legal advice about obtaining a court order setting out exactly what decisions each parent can make in respect of the child (a Specific-Issue or Prohibited Steps Order as appropriate).

### ***Medical treatment – seeking consent following accident or injury***

Schools may experience problems when a child has had an accident and consent might be needed for emergency medical treatment. The Children Act 1989, section 3 provides that people who do not have parental responsibility but nonetheless have care of a child may: ...do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare.

This would allow schools to act 'in loco parentis', in place of a parent, or allow them to seek consent from a parent who may not hold parental responsibility.

It would clearly be reasonable for a school to take a child who needs to have a wound stitched up to hospital, but the parents, including the non-resident parent who has asked to be kept informed of events involving the child, should be informed as soon as possible.

### ***Safeguarding***

All schools must have regard to the [Keeping Children Safe in Education](#) (KCSIE) statutory guidance, which explains what schools and their staff must do and should do to safeguard their pupils.

Safeguarding is defined in KCSIE as:

Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

KCSIE emphasises that everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important, as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. They should consider, at all times, what is in the best interests of the child.

If a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police as appropriate. All schools should have a designated safeguarding lead. A full job description is provided in Annex B of [KCSIE](#).

It will be for schools, on a case-by-case basis, to consider the level of information (if any) that is provided to parents where referrals have been made to children's social care. The designated safeguarding lead working with children's social care should generally lead on any decisions about sharing information related to safeguarding concerns with parents.

Information sharing should always be in the best interests of the child. It will be especially important that a school works closely with children's social care, to consider next steps, if there is reason to believe sharing information with a parent will potentially put a child at greater risk of harm.

Safeguarding information sharing advice can be found in:

- Chapter 1 of [Working together to safeguard children](#), which includes a myth-busting guide to information sharing
- [Information sharing advice for practitioners](#)

### ***Changing a surname***

A change of surname is a private law matter and should be resolved between parents. Where one parent seeks to change the surname by which their child is known, schools should ensure that they do not change the surname without written evidence that consent has been given by the other parent or by anyone else who has parental responsibility for the child. Schools should source this evidence independent of the parent seeking to make the change.

Regulation 5(1)(a) of the Education (Pupil Registration) Regulations 2006 requires a school to record the full name of every pupil in alphabetical order in the admissions register. This means the child's full legal name and not any other name that the child is known by. However, there may be circumstances where an informal name change has already been adopted in the school and it would not be in the best interests of the child, who might be called by a new name, to refer back to a different name. In these circumstances, schools should decide what action to take but the best interests of the child must be the paramount consideration when making a decision.

Where a child is subject to a special guardianship order, there are particular considerations in cases where a school receives a request to use a different surname for a pupil.

Section 14C(3) of the Children Act 1989 (CA 1989) states that:

While a special guardianship order is in force with respect to a child, no person may cause the child to be known by a new surname.....without either the written consent of every person who has parental responsibility for the child or the leave of the court. Schools must therefore decline requests from special guardians for a child to be known by a different surname unless the above criteria are met.

### ***Parent governors***

Schools must not restrict eligibility to nominate, vote or otherwise participate in parent governor elections, to parents holding parental responsibility. Under the School Governance (Constitution) (England) Regulations 2012, 'parent' includes not just those with parental responsibility but biological parents and anyone who cares for a child.

### ***Administration***

In accordance with Regulation 5(1)(c) of the Education (Pupil Registration) (England) Regulations 2013, headteachers must ensure that:

- names and addresses of all parents are included in the admission register
- the school register contains at least one telephone number to contact each resident parent in case of an emergency

Headteachers should therefore:

- ask parents or guardians for contact details, including names and addresses, of all parents when they register a pupil
- ensure that they note details of court orders in a pupil's record

Such information will be necessary when decisions need to be made about who can give parental consent for a school visit, or be contacted if the child is ill, as well as what to do in more difficult situations.

Example: If a biological parent, rather than a foster-parent, comes to collect a child in local authority care from school.

Schools should also be mindful to protect the private data of each parent from any other and avoid inadvertent disclosure.

This is particularly important given that some parents will have been, or may be at risk of being, a victim of domestic violence.

Example: Annual attendance registers, commonly issued together with the end of year report, generally include the pupil's current address so the school should be careful who they send this to. Similarly, if the school copies one parent into what they have sent the other, they may disclose their private email address and correspondence.

Schools need to take the same care when providing information to foster parents and biological parents, where a child is in care. There may be circumstances where foster parents' details must not be disclosed to the biological family, as part of safeguarding the child.

### ***Working with social workers***

There may be occasions where a child's social worker collects them from school. This needs to be by prior agreement with the birth parents and/or foster carers depending on the individual circumstances. Social workers should not enter school premises to collect children to attend care review meetings or go to contact meetings without the prior agreement of teachers, foster carers, parents or the children themselves.

Social workers will need to be contacted in some incidents. For example, in matters relating to health or absenteeism. However, in most circumstances, it's the primary carer who is best placed to have that conversation and then report on to social workers.

# Headteacher Performance Appraisal



## ***Background***

In the wake of changes to the educational landscape, the National Governance Association has reviewed how schools are currently conducting headteacher appraisal, including the challenges they face and the obstacles they need to overcome to ensure an effective, robust and meaningful process.

For over 15 years, those governing in English schools have played an integral role in performance managing the headteacher. However, a number of recent legislative and policy changes have impacted on how headteacher performance management is conducted in schools.

Firstly, the government introduced new appraisal regulations in 2012 designed to give maintained schools 'more freedom over managing their' headteacher. Secondly, over the past few years there has been a rise in the number of academies - schools which are under no statutory obligation to carry out appraisals and have the ability to set their own appraisal arrangements. As most academies are now part of multi-academy trusts (MATs), the majority do not conform to the traditional headteacher-governing body model and have different lines of accountability and management systems.

## ***More freedom but little change?***

Despite these changes, research suggests that many schools are following historic practices, based on old regulatory procedures. When the findings from the NGA study are compared to research by the National College for Teaching and Leadership (NCTL) conducted in 2012/13 there is little difference between the process used to appraise the headteacher today compared to the process commonly used six years ago. All survey respondents indicated that their school used an 'objective-setting' approach to appraise the headteacher, with the survey also finding that:

- 94.7% of respondents said that their school, including a large number of academies, put together an appraisal panel of two to three individuals (although, even for maintained schools, the current regulations make no mention of an appraisal panel or its size) to conduct the headteachers' appraisal
- 87% of academies still appointed an external advisor, with many maintained schools and academies also continuing the practice of using a school improvement partner (sip) as the external advisor, or using an external advisor recommended by the local authority
- the majority of schools continued to conduct the headteacher appraisal in the autumn term. although some survey respondents had thought through the benefits of conducting the appraisal at a different time of year, and decided that the autumn term was still best, many suggested that the decision had not been thought through and was simply an 'historic' trend

Following the procedures outlined above does not, in itself, constitute 'bad practice'. However, it does suggest that large numbers of schools have not actively considered ways to improve the headteacher performance appraisal process.

### ***Obstacles to headteacher appraisal and NGA recommendations***

NGA's report identifies some factors that may hinder a board's ability to ensure that headteacher performance management is robust along with accompanying recommendations.

#### **1. There was some confusion as to who should 'lead' the headteacher appraisal process**

In a typical standalone school, the data suggests that the headteacher appraisal process usually involves three meetings - external advisor and headteacher; external advisor and appraisal panel; and external advisor, headteacher and appraisal panel. However, the order and importance of these meetings varied from school to school, with some schools making decisions concerning the headteachers performance and objectives before all relevant parties had been consulted. For instance, one approach was for the headteacher and external advisor to decide upon the headteachers performance and objectives before meeting the appraisal panel. This raises questions around whether the balance between the various parties in relation to advice and decision making is sufficiently delineated.

The process in groups of schools (such as MATs) was often different to that of standalone schools. Here, executive leaders (such as the chief executive) often led the appraisal with support/advice from those governing. However, issues around who should have a stake in the process were also present, with confusion and tension around the role of those governing, or other executive leaders, in the process. This confusion was often due to unclear delegation processes and a lack of communication between the different layers of governance and management.

#### ***NGA recommendation one***

Any decisions made concerning the headteacher's performance, and future objectives, should be made in the final meeting between the headteacher, external advisor (if using) and panel members to ensure that all appropriate voices are heard. Any 'pre-meetings' involving the external advisor should revolve around collating evidence and collecting thoughts rather than making judgements or decisions.

In groups of schools, it is important that appraisal arrangements are clearly outlined in an annually updated scheme of delegation. This must be published on the groups' website and everyone involved in the appraisal process should be made aware of these arrangements. In line with other sectors, NGA suggest that executive leaders should line-manage headteachers/heads of school within a trust, but that those governing should be able to feed into the process proportionately.

## **2. There was disagreement as to whether all appraisal panel members need training**

84.1% of survey respondents chose panel members 'to a great extent' or 'somewhat' based on whether they had experience in performance appraisal as part of their professional role. However, only 58.3% of respondents with less than one years' experience appraising the headteacher had received training. One interviewee implicitly suggested that this was because experience in a professional capacity is enough to ensure that panel members are competent enough to appraise the headteacher. Whether those with experience needed training was, however, a contentious issue. Other interview respondents emphasised that the purpose of headteacher appraisal training is to get those governing to understand how the process and regulations work in schools, knowledge that is not be transferable from other settings.

### ***NGA recommendation two***

All new panel members should receive some form of training. However, this should be proportionate to each panel members' experiences. Whereas those with less experience may benefit from more formal training, others may simply require an in-house coaching session, led by the external adviser, to introduce aspects of appraisal particular to schools. Whatever training is appropriate, all panel members should receive it well in advance of the headteacher appraisal meeting to allow them to ask any questions and make informed preparations.

## **3. There were issues around the role and appointment of an impartial external advisor**

Nearly a quarter of survey respondents noted that their headteacher led the process of appointing an external advisor. Furthermore, the interviewees revealed that external advisors often conduct other roles within a school, such as being the SIP and/or a mentor to the headteacher. One of the benefits of using an external advisor with knowledge of the school is that they may have a good understanding of how the headteacher has performed throughout the year. However, as the SIP will work closely with senior leaders in a school, conflating the SIP/external advisor role presents a potential conflict of interest.

Furthermore, survey respondents placed greater value upon external advisors that had been appointed by the governing board as opposed to those appointed by the headteacher. In addition, the survey data shows that nearly a quarter of external advisors were involved in making headteacher pay recommendations. As already touched upon, some of the external advisors interviewed also felt that they should 'lead' the appraisal process. The governing board should review the input of the external adviser on an annual basis and consider replacing the person at regular intervals.

### ***NGA recommendation three***

The governing board is responsible for holding the headteacher to account. Where it is required to have an external advisor, or those governing have chosen to use an external adviser, the governing board must take ownership of the decision. It is not appropriate for the headteacher to decide who her/his external adviser will be.

The external adviser needs to have both a good understanding of school data and appraisal objective setting. The role of the adviser is to support and provide impartial advice, not to lead the process or have final say on the headteacher's objectives or pay. The governing board should review the input of the external adviser on an annual basis and consider replacing the person at regular intervals.

### **4. Not all schools used appropriate data sources to judge headteacher performance**

The survey identified a wide range of data sources used by appraisal panels to assess the headteachers' performance. Although the majority of those surveyed used 'hard' data (such as exam results), for some objectives 'soft' evidence (such as developing the ethos of the school) was considered more applicable.

However, it is important that those governing understand what does and does not constitute an acceptable source of data. One interviewee, for instance, noted that their governing board made judgements on the quality of teaching based on observations made through 'learning walks'.

### ***NGA recommendation four***

The governing board and headteacher should agree when the objectives for the year are set, what success will look like and what evidence will be used to assess this. The evidence should be easily accessible and available to governing boards.

### **5. Not all appraisal panels set their headteacher achievable performance objectives**

Encouragingly, 99.3% of respondents linked their headteachers objectives to the schools' priorities. However, in an attempt to link school priorities to the headteachers appraisal, interviewees revealed a tendency to suggest unrealistic objectives or objectives outside of the headteachers' control (such as getting 'good' in the next Ofsted inspection, but an inspection not taking place in the appraisal period).

### ***NGA recommendation five***

Objectives must be realistic and achievable. They should be related to the school's priorities and there should be a clear success criteria in place for each objective. Of course, there are always scenarios where an objective becomes completely redundant due to unforeseen circumstances.

Objectives should always be assessed at a formal sixth month review to check that they remain relevant. Where necessary, the objectives should be amended.

## **6. There was a tendency to neglect the headteachers' professional development**

The survey data shows that headteachers who have been in post for a long period of time are, on average, less likely to receive a professional development objective as part of their appraisal. For instance, the survey found that headteachers who had been in post for five years were 10.7% less likely to have a personal objective compared to those new to the post.

### ***NGA recommendation six***

Governing boards should actively encourage headteachers to continue to develop at all stages in their career. The National Standards of Excellence for Headteachers, published by the DfE, may be useful in helping identify areas for development. At the end of the appraisal period, the headteacher and governing board should consider what impact any development activities have had on the headteacher's practice.

## **7. Some headteachers were reluctant to share their objectives with the whole governing board**

One external advisor interviewed for this study found that most of the headteachers she/he had worked with chose not to share their objectives beyond the appraisal panel – seeing this information as confidential and personal to them. However, she/he went on to emphasise that a key benefit of sharing objectives with the whole governing board was that this encouraged better challenge and support for the headteacher; allowing those governing to hold their headteacher to account against their objectives more appropriately.

### ***NGA recommendation seven***

Aside from some confidential personal objectives, NGA's view is that there is no good reason why the panel should not share the headteachers' objectives with the rest of the governing board. Ultimately, the appraisal panel act on behalf of those governing and the process should be used to focus the work of both the headteacher and governing board. If objectives are set correctly, they should not come as a surprise to other governors/trustees as they should be closely related to the strategic aims and priorities of the organisation.

## **8. There were more headteachers receiving pay increments than there were headteachers meeting all of their objectives**

The survey data shows that there were more headteachers receiving pay increments (63.0%) than there were headteachers meeting all of their objectives (49.3%). Appraisal panels either recommended a pay increment for their headteacher, or could not because they were at the top of their scale, 83.9% of the time.

### ***NGA recommendation eight***

Governing boards need to ensure that those making pay recommendations have a clear understanding of the pay policy and how it relates to the appraisal policy. The pay policy should clearly set out what needs to be achieved in order to be awarded a pay increase. This cannot be a tick box exercise. If the headteacher has not met all her/his objectives then those conducting the appraisal need to assess whether there were extenuating factors. The pay committee should receive a written recommendation justifying any pay award being recommended, or indeed when it is not.

# Ofsted's Inspection of Schools



A report published by the National Audit Office examines whether Ofsted's approach to inspecting schools is providing value for money.

Approximately 21,500 state funded schools in England, educating some eight million pupils, are subject to inspection by Ofsted. Ofsted spent an estimated £44 million on inspecting state-funded schools in 2017-18. This is equivalent to 0.11% of the total funding for state funded schools in the same year.

Ofsted reports on and grades schools on their overall effectiveness and on four specific areas (the effectiveness of leadership and management; the quality of teaching, learning and assessment; personal development, behaviour and welfare; and outcomes for pupils). It grades using a four-point scale: outstanding; good; requires improvement; and inadequate. Of state-funded schools open in August 2017, Ofsted had graded 18,330 (85%) as good or outstanding.

Ofsted is a non-ministerial government department, headed by HM Chief Inspector. HM Chief Inspector is accountable to Parliament for securing value for money for Ofsted's spending. At March 2018, Ofsted's school inspections were undertaken by 166 directly employed inspectors (HM inspectors) and approximately 1,470 contracted inspectors (Ofsted inspectors).

Through its school inspections, Ofsted aims to raise the standards of education and improve the quality of life for children and young people. It plays a vital role in the functioning and assessment of the school system. The Department for Education (DfE) and local authorities (LAs) rely on Ofsted's work to gain assurance about the quality of schools and teaching, and to intervene where schools are underperforming. Parents can use Ofsted reports to compare the performance of schools and help them make choices about schools for their children.

A National Audit Office (NAO) examines whether Ofsted's approach to inspecting schools is providing value for money. The NAO assessed Ofsted's role, performance and impact.

## Key facts

- 6,079 number of inspections of state-funded schools that Ofsted completed in 2017-18
- £44m estimated amount that Ofsted spent on the 6,079 inspections of state-funded schools in 2017-18
- 166 number of school inspectors that Ofsted employed directly at March 2018
- 29% proportion of Ofsted's total spending that went on inspecting state-funded schools in 2017-18
- £7,200 estimated average total cost per school inspection in 2017-18
- 94% proportion of planned school inspections that Ofsted completed in 2017-18, compared with 84% in 2016-17 and 65% in 2015-16
- 43 (0.2%) number of schools for which Ofsted did not meet the statutory target to re-inspect within five years between 2012/13 and 2016/17
- 296 number of schools that had not been inspected for 10 years or more because they were previously graded as outstanding and are therefore exempt from routine re-inspection, at August 2017
- 9 average number of days that each contracted inspector who was a serving teacher was deployed in 2016/17
- 84% proportion of headteachers who responded to the survey and said that the outcome of their school's most recent inspection was fair
- 44% proportion of headteachers who responded to the survey and said that their school's most recent inspection had led to improvements, compared with 28% who said that it had not

## Ofsted's role

*Ofsted's remit has expanded significantly since 2000 but its spending has fallen in real terms since 2005-06.*

Since 2000, governments have given Ofsted a range of new responsibilities. As well as schools, its remit now covers other sectors, including children's social care, early years and childcare, and further education and skills providers. Successive governments have reduced Ofsted's overall budget. Its spending (at 2017-18 prices) fell from £280 million in 2005-06 to £167 million in 2015-16, a decrease of 40% in real terms. Ofsted's budget is expected to fall further to 2019-20. Inspecting state-funded schools accounts for the largest share of Ofsted's spending: an estimated £44 million in 2017-18, which was 29% of the total amount it spent.

***The system for school improvement and accountability is fragmented and there is some confusion about Ofsted's role.***

A range of different bodies are involved in holding schools to account and supporting them to improve, with different arrangements for maintained schools, academies and independent schools. Ofsted does not decide what action should be taken after it has inspected a school and does not intervene to improve schools. These are matters for schools themselves, DfE, LAs and multi-academy trusts (MATs). There is some overlap between the role of Ofsted and that of the DfE's regional schools commissioners (RSC), who oversee academies' educational performance. The DfE recognises the potential for confusion and duplication and, in May 2018, published principles for a clearer system of accountability. It plans to develop these into detailed proposals for consultation in autumn 2018.

***Ofsted is independent but the DfE influences the framework within which Ofsted works and how it uses its resources.***

Ofsted carries out its inspections independently of the DfE and of the schools it inspects. However, the DfE influences Ofsted's work in a number of ways. For example, it negotiates Ofsted's budget with HM Treasury and can direct Ofsted to carry out additional inspections. Ofsted believes that its remit has not kept pace with structural changes in the school system and that inspecting academy groups (the MAT and its schools) would make inspection more efficient and effective. The DfE plans to seek views on how to improve the accountability of MATs as part of its exercise to clarify the system of accountability for schools.

***As a result of decisions by the DfE and Ofsted, the level of independent assurance about schools' effectiveness has reduced.***

The DfE proposes legislation that determines aspects of Ofsted's work. Under legislation, schools graded as outstanding are exempt from routine re inspection. At August 2017, 1,620 schools had not been inspected for six years or more, including 296 schools that had not been inspected for 10 years or more. Ofsted re-inspects good schools through a short (one-day) inspection rather than a full (two day) inspection. Short inspections provide less assurance and allow inspectors less time to discuss with schools how they might improve.

## **Ofsted's performance**

*Ofsted did not meet its statutory target to re-inspect schools within five years in 43 (0.2%) cases.*

Legislation states that Ofsted must re-inspect non-exempt schools within five academic years of the end of the academic year in which the last inspection took place. In its annual report and accounts for 2016-17, Ofsted reported that it had met its statutory inspection target in 2015/16 and was on track to meet it in 2016/17. However, NAO analysis found that, of the 17,503 schools that were not exempt from inspection between 2012/13 and 2016/17, Ofsted inspected 17,460 (99.8%) within the statutory timescale. It did not meet the statutory timescale for 43 schools (0.2%). There were 15,750 pupils in these schools.

In March 2018, in light of this analysis, HM Chief Inspector wrote to the Secretary of State to tell him that Ofsted had not met its statutory target. She explained that in 32 of these cases the school had expanded or amalgamated with another school and Ofsted had incorrectly treated them as new schools; in the 11 other cases, Ofsted had judged that there were exceptional circumstances and had decided to defer re-inspection).

*Ofsted has struggled to achieve its own targets for how often schools should be inspected but performance has improved.*

Performance has improved since Ofsted has deployed more inspectors. In addition, Ofsted has extended some of the timescales for re-inspection to allow schools more time to improve, and this has also allowed Ofsted to spread re-inspections over a longer period.

- between 2012/13 and 2016/17, ofsted did not meet its target to re-inspect schools graded as inadequate, where the quality of education provision is most at risk, in 78 cases (6.0%). the target varies depending on whether the school is judged to have serious weaknesses or if it is placed in special measures
- Ofsted aims to monitor schools graded as requires improvement and normally to re-inspect them within two years. since september 2015, ofsted has made extensive use of a new provision that allows it to extend the re-inspection timescale to 30 months. taking 2015/16 and 2016/17 together, ofsted re inspected 692 schools (26.8%) in the period between two years and 30 months; it did not re-inspect 55 schools (1.3%) within 30 months
- between 2012/13 and 2014/15, ofsted did not meet its target to inspect new schools generally within two years of opening in 95 cases (9.6%). it subsequently extended the target to inspection usually within three years, and achieved this for all but 36 schools (7.8%) between 2015/16 and 2016/17

***Ofsted has completed fewer inspections than planned but performance has improved since 2015-16.***

Ofsted sets its inspection programme based on timescales set in legislation and its inspection framework, supplemented by its assessment of risk and local intelligence. In 2015-16, it completed 3,572 inspections of state-funded schools, 65% of planned inspections. The position improved in the two following years. Ofsted completed 5,098 inspections (84%) in 2016-17 and 6,079 inspections (94%) in 2017-18.

***Ofsted has generally increased the average time between inspections and missed its target for good schools by around a year.***

Ofsted has not achieved its internal framework target to re-inspect schools graded as good approximately every three years. In 2016/17, the average time between inspections was 4.4 years for good primary schools and 4.0 years for good secondary schools. Ofsted stated that it had increased the time between inspections for good schools to free up resources for other activities, such as expanding its system-level research.

***Ofsted has found it difficult to meet its inspection targets because it has not had enough inspectors.***

At March 2018, Ofsted had 30 (15%) fewer employed HM inspectors than it had budgeted for. There was also a shortfall in each of the two previous years. Turnover of HM inspectors improved in 2017-18 (19% compared with 26% in 2016-17) but the rate still indicates a high level of turnover. One of the main reasons that HM inspectors give for leaving is workload. Some inspectors are also dissatisfied that the introduction of short inspections has made their role narrower, with less opportunity for improvement work with schools.

***In 2015, Ofsted brought all inspection work in-house with the aim of improving quality and this left it with a shortfall of contracted inspectors.***

- since September 2015, ofsted has contracted directly with serving practitioners and other external inspectors. previously it had outsourced much of its inspection work to private companies, but it was not satisfied with the level of control this arrangement gave it over quality. bringing school inspection in-house gave ofsted more control over the selection, training and monitoring of inspectors
- the change left ofsted with an unexpected shortfall of contracted inspectors, partly because less than half of the existing contracted workforce who applied were assessed as meeting the standards and offered contracts.  
in addition, ofsted has deployed its contracted inspectors for less time than it intended. during 2016/17, it deployed each serving practitioner for nine days, and each non serving practitioner for 23 days, on average, compared with its targets of 16 days and 32 days respectively. ofsted is training more contracted inspectors to lead inspections to help cover the shortfall of hm inspectors and allow it to deploy ofsted team inspectors for more days

- most contracted Ofsted inspectors are serving or former headteachers or deputy headteachers. Contracted inspectors provide Ofsted with flexibility in staffing and a direct connection with schools. Comments from a small number of respondents to a survey of headteachers mentioned the benefits of having serving teachers on inspection teams, such as a better understanding of current practice)

***Ofsted has assessed that over 90% of inspections meet its quality requirements.***

Ofsted has a range of processes to assure the quality of its inspectors, inspections and inspection reports. By sampling and observing inspectors' work, it tests the quality of inspections and the evidence underpinning the conclusions reached. Ofsted's quality assurance processes generate data, which it uses to track whether the quality of inspections is improving. Ofsted's data relating to three of the processes show that, between 2015/16 and 2017/18, over 90% of inspections were assessed as meeting requirements; there was no clear trend in performance. In 2016/17, quality assurance led to the overall effectiveness grade being changed following 17 inspections (equivalent to one in 420 inspections). Data from the first eight months of 2017/18 indicate that quality may be improving.

***84% of headteacher respondents said that the outcome of their school's most recent inspection was fair.***

As would be expected, the better the inspection grade awarded, the higher the proportion of respondents who considered that the outcome of their most recent inspection was fair: the proportion varied from 100% of outstanding schools to 51% of inadequate schools. Less than half of the respondents who did not consider that the outcome of their inspection was fair complained to Ofsted. In 2017-18, Ofsted received formal complaints (cases which were not resolved during the inspection) relating to 310 (5%) of its school inspections. Of these, 105 complaints (34%) were fully or partly upheld. Ofsted changed three grades in each of 2013-14 and 2014-15, and none in subsequent years. Ofsted views this as a positive reflection on its inspections and quality assurance. In NAO's survey of headteachers, 85% of those who had complained were not satisfied with the outcome of the complaint.

***Analysis indicates that Ofsted's spending on inspecting the schools sector has fallen significantly.***

The full cost of inspecting the schools sector in 2017 18 (an estimated £60 million) was 52% less in real terms than in 1999-2000 (£125 million, adjusted to 2017-18 prices). Ofsted does not have reliable data on the efficiency of its state-funded school inspections over time. In 2017-18, the only year for which the calculation was possible, the average total cost per state funded school inspection was £7,200.

## **Ofsted's impact**

*Ofsted does not know whether its school inspections are having the intended impact: to raise the standards of education and improve the quality of children's and young people's lives.*

Ofsted is one player in a complicated system so assessing the impact of school inspections is not straightforward but would be valuable. Ofsted set few targets to measure performance against its 2016 strategic plan, and has provided limited information to allow others to assess its progress. Its performance measures have instead focused mainly on activity and processes.

In September 2017, Ofsted published a new strategy for 2017–2022. In March 2018, it agreed an evaluation framework for assessing performance against the strategy, including performance indicators and targets. The measures include the percentage of parents who consider that Ofsted is a valuable source of information, and the percentage of teachers who see Ofsted as a force for improvement.

### ***Conclusion on value for money***

Ofsted provides valuable independent assurance about schools' effectiveness and as such is a vital part of the school system. It has faced significant challenges in recent years, as its budget has reduced and it has struggled to retain staff and deploy enough contracted inspectors. The ultimate measure of the value for money of Ofsted's inspection of schools is the impact it has on the quality of education, relative to the cost. Ofsted's spending on school inspection has fallen significantly but it does not have reliable information on efficiency. It also has limited information on impact. Until Ofsted has better information it will be unable to demonstrate that its inspection of schools represents value for money.

The DfE plays an important part in whether the inspection of schools is value for money. The DfE affects Ofsted's funding, how it uses its resources and what it can inspect. The current inspection model, with some schools exempt from re-inspection, others subject to light-touch inspection and the average time between inspections rising, raises questions about whether there is enough independent assurance about schools' effectiveness to meet the needs of parents, taxpayers and the Department itself. Although government has protected the overall schools budget, it has reduced Ofsted's budget every year for over a decade while asking it to do more. The NAO concludes that government needs to be clearer about how it sees Ofsted's present and future inspection role in the school system as a whole, and resource it accordingly.

## Recommendations

1. The DfE should work with Ofsted to review the extent to which the inspection framework and resourcing allow Ofsted to provide enough independent assurance about the quality of schools. This should consider how long schools should be able to go without being inspected and whether Ofsted's remit should be extended to include MATs.
2. As the DfE develops its proposals for school accountability, it should work with Ofsted to set out clearly and communicate the different roles of those involved in overseeing schools. In particular, they should differentiate the roles of Ofsted and the regional schools commissioners.
3. Ofsted should set out a plan for recruiting and retaining the inspectors it needs to undertake school inspections. The plan should include what Ofsted is aiming to achieve and by when, the interventions it will use to achieve its aims and how much it expects them to cost, and how it will measure progress.

The National Audit Office report Ofsted's Inspection of Schools can be accessed [here](#).

# School Resource Management



The Department for Education (DfE) has published new guidance to help governors and senior staff manage resources efficiently. The guidance explores key areas such as staff pay, class sizes, and school improvement plans; governors can use this information as a starting point to check if their school is managing resources and finances effectively. The guidance makes frequent reference to the DfE's [schools financial benchmarking service](#), a website that allows comparisons of your school's spending with other schools in similar circumstances to see if spending could be more efficient.

## 1. Staff pay as percentage of total expenditure

Staff pay is the single most expensive item in the school budget. It typically represents over 70% of expenditure. The schools financial benchmarking service will help with analysis. Questions you might want to ask include:

- what percentage of the budget is spent on staffing compared with similar schools?
- how does the percentage for teaching staff, curriculum support staff and other support staff compare with other similar schools?
- how do your school's pupil outcomes – such as your school's progress score – compare with other similar schools, relative to spend on staffing?
- what is the overall staff cost as a percentage of total income? staffing costs over 80% of total income are considered high.
- if teaching costs are relatively high, is this due to the number of teachers or a relatively high proportion of highly-paid staff?

## 2. Average teacher cost

This measure is calculated by dividing the total teaching cost by the full-time equivalent (FTE) number of teachers. Questions governors might want to ask include:

- if the average teacher cost is high in comparison with other similar schools, why is this? the schools financial benchmarking service includes staffing cost per teacher (in the 'expenditure' section). is this due to:
  - the staffing grade profile, such as a high number of staff on the upper pay scale, or
  - the responsibilities structure in the school, such as the teaching and learning responsibility (tlr) scale, or
  - another reason?
- how far is your school using its pay flexibilities – for example, to differentiate pay by teachers' performance?

### 3. Pupil-to-teacher ratio (PTR)

The pupil-to-teacher ratio (PTR) is calculated by dividing the number of full-time equivalent (FTE) pupils on roll by the total number of FTE teachers. A relatively low PTR could suggest small class sizes.

As well as benchmarking the PTR, you may want to review the average PTR and pupil to adult (teachers and support staff) ratios in other schools and academies. You can do this using the 'Workforce' section of the schools financial benchmarking service and choosing 'pupils per measure'.

The ratio of pupils to all educational staff (including teaching assistants) is also relevant, especially in primary schools. Questions governors might want to ask include:

- what is the ptr for different key stages within their schools?
- how does the school's ptr compare with similar schools? if it's significantly different, what is the reason for this?
- how does the ratio of pupils to staff compare with similar schools?

### 4. Class sizes

The smaller the class size the greater the cost of delivery per pupil. Governors should ensure that class size plans are affordable while supporting the best outcomes for pupils. Questions governors might want to ask include:

- what are the average class sizes by key stage, and by options at key stages 4 and 5?
- what class sizes does your school aim to achieve – and what is the educational reason for this?
- are there any small classes where the per pupil funding does not cover the cost of delivery? this can be especially important at key stage 4 and 5 where class sizes for some subjects can fall.
- do you know the maximum average class size that the school can operate at within the context of the pupil admissions, the structure of the building, the numbers in different year groups and the need for intervention strategies?

### 5. Teacher contact ratio

This measure is calculated by taking the total number of teaching periods timetabled for all teachers in the school and dividing that by the total possible number of teaching periods (the number of teaching periods in the timetable cycle multiplied by the FTE teachers). All teachers should have a guaranteed minimum of 10% timetabled planning, preparation and assessment (PPA) time. Therefore, the teacher contact ratio will always be lower than 1.0.

The Association of School and College Leaders (ASCL) advocates 0.78 as an aspirational target for the ratio, on the basis that this represents approximately 10% of all teacher time in planning and preparation, 10% in management activity and allows 2% margin. See the [ASCL model](#).

Questions governors might want to ask include:

- how would changes to the teacher contact ratio impact on the overall budget?
- are teaching staff undertaking roles that could be done by support staff?
- how does your school compare against the ascl aspirational target (secondary schools only)? what is the reason for any difference?

## **6. Proportion of budget spent on the leadership team**

Schools have many different leadership and management structures and comparisons are not straightforward. The total number of staff in the leadership group (FTE) is included in the schools financial benchmarking service.

Some schools calculate the cost of non-class-based leadership time as a percentage of total expenditure and compare to similar schools by collaborative exchanges of summary information. Likewise, multi-academy trusts can compare across their member schools where they are similar. Questions governors might want to ask include:

- how does this compare with similar schools, taking into account any contact time the leadership staff have?
- if there is more than one school in your trust or federation, are the leadership structures proportionally the same?
- how has your school made decisions on the proportion of its budget to be spent on the leadership team?
- if this is relatively high or low compared with similar schools, is this because of the size of the leadership team, or their pay?

## **7. Three-year budget projection**

Governors should see a three-year financial projection and the assumptions made to cost them. Assumptions you may want to review include:

- projected pupil numbers
- free school meal numbers
- likely pupil premium income
- projections of the staffing that will be necessary in these years

Schools should plan their staffing based on multi-year projections of curriculum needs.

Questions governors might want to ask include:

- how confident are you that pupil number projections are realistic? if there is uncertainty then boards should be given three scenarios: cautious, likely, and optimistic. this applies to all key assumptions but especially pupil number projections and funding rate assumptions
- if the optimistic scenario indicates financial difficulties, is the school developing a recovery plan now?
- if the cautious budget indicates potential financial difficulties, what contingency plans does the school have to overcome them?

- are there any issues in the medium term that should be addressed now?
- how will current decisions impact medium-term budgets?
- what do we need to put in place now to ensure we have the necessary funding in the future?

## **8. Spend per pupil for non-pay expenditure lines compared to similar schools**

The schools financial benchmarking service will provide a comparative position. Questions governors might want to ask include:

- what is the spend per pupil for catering, ict, estates management, business administration, energy and curriculum supplies?
- if benchmarking indicates a relatively high spend on a particular expenditure line do you know why?
- are the reasons unavoidable or are further efficiencies possible?
- if the cost of energy seems high compared with similar schools, can you invest in energy-saving measures to reduce the cost?
- if spend on learning resources seems high compared to similar schools, are there opportunities for collaborating with other local schools to bring costs down?

Check if your school could [get a better deal on the things it buys regularly](#).

Multi-academy trust (MAT) trustees may also want to compare their level of 'top slice' to other MATs, what it is used for, and how it provides value for money for member academies.

## **9. School improvement plan priorities and the relative cost of options**

The budgetary process sits firmly within the strategic leadership framework and should link into the overall management and planning cycle, rather than being seen as an additional activity that is the responsibility of the finance manager.

Questions governors might want to ask include:

- are school improvement initiatives prioritised, costed and linked to the budget?
- are all new initiatives fully costed before your school is committed to the proposal?

## **10. List of contracts with costs and renewal dates**

Each year your school must review its contracts for all of its services to check which ones are due for renewal. Check that contracts are good value for money (VFM) and meet the school's needs. Questions governors might want to ask include:

- are all contracts due for renewal re-tendered/reviewed for VFM before renewal?
- are there any regular payments for services that are an invoice-only contract? Include all goods and services on a contracts list, including single-item and routine purchases, such as stationery. Check all suppliers are on contracts list and review the overall list for VFM.

See also DfE advice about [buying for schools](#).

# Liverpool Governance Forum



## **Have you considered engaging with the Liverpool Governance Forum?**

Governors and Trustees have a responsible and vital role in the education of our children with ever increasing demands placed upon us. Support is available through the Liverpool Governance Forum (LGF).

The LGF was established in 1996 and has continued to develop and evolve into a respected and professional organisation which represents the views of Liverpool's Governors and Trustees on the various strategic education committees which operate in the city i.e. Liverpool Schools Forum, Liverpool Learning Partnership, Employment & Skills, etc.

All Liverpool Schools are members of LGF and we are always keen to engage more governors/trustees directly in this important work. We would like to extend a warm welcome to all governors/trustees to join us at any of our committee meetings where we regularly have key-note speakers, who keep us abreast of governance matters, or come to our conferences which offer the opportunity to network and share best practice.

Being involved offers excellent opportunities, benefits and rewards. You can:

- be a representative on one of the educational committees with a real opportunity to contribute and influence the educational decisions in Liverpool at a strategic level.
- Enhance your own personal development, resulting in being more effective and able to offer more constructive challenge
- acquire a much broader knowledge and understanding of the wider educational issues and best practice taking place, rather than a more limited 'blinkered' individual school view point
- attain an understanding and clarification of the decisions made which impact on our individual Board of Governors/Trustees

Summarising, the LGF offers various options for you to become involved; from conferences, key-note speaker events and committee meetings through to being a representative on one of the strategic committees or a combination of these.

We look forward to the opportunity of welcoming you.

## Autumn Term Meetings and Events

<b>Tuesday</b> <b>18th September 2018</b> 10:00 to 12:00	<p style="text-align: center;"><b>Belle Vale Primary School</b> <b>Besford Road, Liverpool L25 2QF</b></p> <p><u>Guest speaker:</u> Elaine Anderson, Head of Personal Development, Behaviour and Welfare of Pupils, Hope School who will deliver a session on 'The Thrive Approach' (The session will provide an overview of the Thrive Approach in managing the emotional development of children, especially vulnerable children with disruptive and troubling behaviour. It helps to re-engage them with life and learning).</p> <p>This session is from 10:00 to 10:30 followed by the formal LGF meeting</p>
<b>Tuesday</b> <b>16th October 2018</b> 10:00 to 12:30	<p style="text-align: center;"><b>Archbishop Blanch CE High School</b> <b>80 Earle Road, Liverpool L7 6HQ</b></p> <ul style="list-style-type: none"><li>• 10:00 to 10:30 LGF Annual General Meeting</li><li>• 10:30 to 11:00 Guest speaker: Young Advisors, Liverpool Safeguarding Children's Board who will deliver a session on their role (The session will provide an overview on how they engage other young people to promote their voice in the city around issues that matter which is fed back to services to better inform their plans and delivery)</li><li>• 11:00 to 12:30 The formal LGF committee meeting</li></ul>
<b>CONFERENCE</b> <b>Saturday</b> <b>17th November 2018</b> 09:30 to 12:30	<p style="text-align: center;"><b>Partnership for Learning Centre, South Road, Speke, Liverpool L24 9PZ</b> <b>(Free car parking and a light lunch follows the conference)</b></p> <p>The main focus for our 6th Conference is 'Governing Body Self Assessment' when we have an excellent guest speaker: Ruth Agnew, RMA Governance. Ruth is an experienced governor and chair in both primary and secondary sectors, a National Leader of Governance and a former Local Authority Governor Services Manager.</p> <p>NB: Further details to be provided in due course</p>
<b>Tuesday</b> <b>11th December 2018</b> 10:00 to 12:00	<p style="text-align: center;"><b>Notre Dame Catholic College, 180 Great Homer Street, Liverpool L5 5AF</b></p> <p>Guest speaker: TBC</p>

# Governor Training Courses

## Autumn 2018



**Wed 03 Oct**  
**10am to 12pm**  
*Ref: G18/44*

### **Termly Meeting for Chairs**

This meeting is open to Chairs, or representatives, of all Governing Bodies. Councillor Barbara Murray, Cabinet Member for Education, Employment & Skills and Steve Reddy, Director of Children's Services, will be present at the meeting.

There will be a presentation of the Director's Items for the term followed by opportunities for discussion and questions.

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**Thurs 27 Sept**  
**10am to 12pm**  
*Ref: G18/45*

**Cost: Free**

### **Termly Meeting for Clerks / Governorhub**

This term's meeting will include a training session on Governorhub our new database facility. Governorhub offers:

Please note governors and admin staff are welcome to attend this briefing.

- Shared calendar for arranging meetings. The calendar can be linked to governors own calendars
- A notice board where governors can communicate and be notified of meetings
- Secure, GDPR compliant, storage of documents.
- Recording attendance at meetings.
- A newsfeed with local and national education news.
- Governor details including terms of office, committee membership etc.
- Access via mobile phones or tablets

Presenter: Terry Brown, School Governance Services

# Governor Training Courses

## Autumn 2018



**Tues 02 Oct, 10am to 12pm**

*Ref: G18/46*

**or**

**Tues 02 Oct, 6pm to 8pm**

*Ref: G18/47*

### **Pupil Premium**

This course will cover:

- The responsibilities of governors
- Ofsted expectations and requirements
- Questions for governors to ask
- How successful schools are using the Pupil Premium

Presenters: Terry Brown and Dave Cadwallader, School Governance Services

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**Tues 09 Oct, 10am to 12pm**

*Part One*

*Ref: G18/48*

**and**

**Tue 16 Oct, 0am to 12pm**

*Part Two*

*Ref: G18/49*

### **The Role of the Clerk Part One and Part Two**

This course is aimed at both newly appointed clerks and more experienced clerks who would like to refresh their knowledge.

Part One, The Legal Framework, will cover:

- Governing board powers and duties
- Governance structures
- Governing board procedures
- Advice and guidance

Part Two, The Clerk at Work, will cover:

- Structuring the agenda
- Taking notes
- Formatting minutes
- Recording governing body challenge

Presenter: Terry Brown, School Governance Services

# Governor Training Courses

## Autumn 2018



**Thurs 01 Nov, 10am to 12pm**

*Ref: G18/50*

or

**Thurs 01 Nov, 6pm to 8pm**

*Ref: G18/51*

### **Pupil Attendance**

With attendance under increasing scrutiny from Ofsted, this session will cover:

- What factors affect attendance in schools
- Your school Attendance Policy
- School processes
- The Role of Education Welfare Officer
- Governor Challenge
- Frequently asked questions by Ofsted

Presenter: Charlie Breen, Team Manager, Education Welfare

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**Wed 07 Nov, 10am to 12pm**

*Ref: G18/52*

or

**Wed 07 Nov, 6pm to 8pm**

*Ref: G18/53*

### **Representing Your Governing Board at a Hearing**

Hopefully, you will never have to use the information you will learn on this course! However, over time, most governing boards will encounter a grievance, disciplinary or other hearing. This course will cover:

- What happens before a hearing
- What to expect at a hearing
- Roles and responsibilities of all parties
- What happens after a hearing

Presenter: Liz Dodd, Senior HR Adviser, School Employment

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**Mon 10 Dec, 10am to 12pm**

*Ref: G18/64*

or

**Mon 10 Dec, 6pm to 8pm**

*Ref: G18/65*

### **Ofsted Inspections**

- This course will cover:
- The framework for inspections
- The inspection process
- How is Governance inspected?
- What will the Inspector ask me?

Presenter: Dave Cadwallader, School Governance Lead

# Governor Training Courses

## Autumn 2018



**Tues 13 Nov, 9am to 4.00pm**

*Ref: G18/55*

**Cost: Free with Governor Training Service Agreement or £200 + vat if no service agreement.**

### **Safer Recruitment Training (Full Day Course)**

The School Staffing Regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. Participants on this course will be awarded a Certificate of Accreditation upon successful completion of a short assessment paper on the day.

This course will:

- Provide an understanding and awareness of offender behaviour
- Identify key features of staff recruitment that help deter or prevent the appointment of unsuitable people
- Consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting
- Help participants begin to review recruitment policies and practices with a view to making them safer

Presenter: Phil Cooper, Senior School Improvement Officer, Safeguarding and SEN.



**Wed 14 Nov, 10am to 12pm**

*Ref: G18/56*

**or**

**Wed 14 Nov, 6pm to 8pm**

*Ref: G18/57*

### **National Curriculum Expectations in English and Maths**

This course will provide an overview of the expectations for English and maths as set out in the 2014 National Curriculum and provide opportunities for governors to see examples and become familiar with national standards. The course will deepen knowledge of the primary curriculum in English and Maths and enhance governor role through increased awareness of national standards and expectations.

Presenter: Sue Killen Senior School Improvement Officer Primary

# Governor Training Courses

## Autumn 2018



**This course is held over two sessions:**

**Part 1:**

**Thur 22 Nov, 10am to 12pm**

*Ref: G18/58*

**or**

**Thur 22 Nov, 6pm to 8pm**

*Ref: G18/59*

**Part 2:**

**Thur 29 Nov, 10am to 12pm**

*Ref: G18/60*

**Or**

**Thur 29 Nov, 6pm to 8pm**

*Ref: G18/61*

### **The Role of the School Governor**

An induction course for new governors

(or a refresher course for experienced governors!)

This course is an important element of a governor's induction and it is recommended that all new governors attend. It covers the essential aspects of a governing board's responsibilities and provides an opportunity for participants to discuss how best to approach their role as a governor.

The course is informal, non-threatening (you won't be put on the spot!) and provides a forum for you to ask questions about your new role.

This course will cover:

- The core functions of governing bodies
- The legal framework for meetings
- What is strategic? What is operational?
- How governing bodies 'challenge' school leaders and hold them to account
- Monitoring and evaluating progress
- Complaints against the school

Presenter: Dave Cadwallader, School Governance Lead

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**Tue 4th Dec, 10am to 12pm**

*Ref: G18/62*

**or**

**Tue 4th Dec, 6pm to 8pm**

*Ref: G18/63*

### **Understanding Pupil Data**

The sessions will cover:

- School performance – sources of information
- ASP demystified
- Benchmark comparisons
- Identifying trends and patterns
- Questions for governors to ask
- What might Ofsted ask me?

Presenter: Maggi Huyton, School Improvement Partner

# Governor Training Courses

## Autumn 2018



**Booking information:** For more information or to book a place on a course call Jean Worrall on 0151 233 3944 or email [jean.worrall@si.liverpool.gov.uk](mailto:jean.worrall@si.liverpool.gov.uk). You will receive written confirmation of your booking by email or post. Our courses are available to all schools, whatever their status (maintained, academy, free, independent, UTC) and from any local authority.

**Cost:** Unless otherwise stated all sessions are FREE with the Governor Training Service Agreement or £100 excl vat per session if no Service Agreement. Longer sessions are priced individually. As a courtesy, please liaise with your school before booking onto a course if this will incur a fee. If you are unable to attend a course on which you have booked please tell us as soon as possible otherwise a fee, if applicable, will be charged.

**Venue:** The venue for all sessions is Toxteth Annexe Conference Centre, Aigburth Road, Liverpool, L17 7BN. Free car parking is available within the grounds of the building (please note that Aigburth Road is a dual carriageway). Bus routes 82 and 60 run regular services along Aigburth Road whilst St Michael's train station is located 600 metres away on Southbrook Road, L17 7BQ.

## School Improvement Liverpool

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