

Director's Report to Governors

Including Governors' Training

Spring Term 2019



TOWER HAMLETS

Introduction

Welcome to the Spring Term Report to Governors.

The Director's Meeting with Governors

Hope you all had a good festive period.

I look forward to seeing you on Tuesday, 5th February 2019 at 6.00pm at the Professional Development Centre, 229 Bethnal Green Road, E2 6AJ. The agenda includes an update on the new Ofsted Inspection framework, as well as developments/updates on the Primary Review. You will receive the agenda with this report.

Please send Governor Services any questions you would like to raise and confirm that you are coming so that we know how many to expect. Email: runa.basit@towerhamlets.gov.uk or tel: 020 7364 3141.

I look forward to seeing many of you on 5th February at the PDC.

Debbie Jones
Director
Children and Culture

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Dates for the diary

Governor Services offers three types of training opportunities:

- ➔ Central training for all governors
- ➔ In-school training for whole governing bodies
- ➔ Clerks' briefing for independent clerks

School-based training

Governing bodies that wish to make enquiries regarding school-based training can contact Governor Services for further information. Email: runa.basit@towerhamlets.gov.uk

You can book a place on these courses by telephoning Governor Services on 020 7364 3141.

Governor training Spring Term 2019

Courses	Date/time/venue	Descriptions
Director's meeting with governors	Tuesday 5 February 2019 6.00pm - 8.00pm Professional Development Centre, 229 Bethnal Green Road, E2 6AJ	The Director's termly meeting with governors: workshops, items from governors, discussion and debate. Email: governors@towerhamlets.gov.uk
Briefing for Clerks to Governing Bodies	Thursday 7 February 2019 10.30am Mulberry Place Attendance: free	The termly briefing session for independent clerks and Governor Support Officers. Please contact Sharon Bailey to confirm your attendance. Email: governors@towerhamlets.gov.uk Tel: 020 7364 3141
Induction training for new governors	Saturday 2 March 2019 9.30am - 2.00pm Professional Development Centre, 229 Bethnal Green Road, E2 6AJ Attendance: free	To reserve a place contact Governor Services. Tel: 020 7364 3141 Email: governors@towerhamlets.gov.uk
Safer Recruitment Training		To book training, contact Governor Services Tel: 020 7364 3141 Email: governors@towerhamlets.gov.uk

Courses	Date/time/venue	Descriptions
Safeguarding Training	Thursday 14 March 2019 all day from 9.30am Professional Development Centre, 229 Bethnal Green Road, E2 6AJ Attendance: free	To reserve a place contact Governor Services Tel: 020 7364 3141 Email: governors@towerhamlets.gov.uk
Keeping Children & Young People Safe from Radicalisation and Extremism	For dates email: husnara.begum@towerhamlets.gov.uk Tel: 020 7364 1952 Attendance: free	Interactive workshops for parent governors. The role of parent governors supporting schools to keep children and young people safe.
Taking the Chair	Saturday 30 March 2019 9.30am - 2.00pm Professional Development Centre, 229 Bethnal Green Road, E2 6AJ Attendance: free	Essential training for prospective and serving chairs, vice-chairs of governing bodies and committees. Email: governors@towerhamlets.gov.uk
Finance Training	See page 33 for more information. The cost is £95 for a one hour session.	1. Funding and Budgeting 2. Advance Financial Management One hour courses that can be delivered at the school. Email: governors@towerhamlets.gov.uk
Pupil Exclusions: Level 1 and Level 2	See page 35 for more information. For dates please email: huong.le@towerhamlets.gov.uk	Contact Huong Lee for training dates. Email: huong.le@towerhamlets.gov.uk Tel: 020 7364 4301
Admissions and Appeals Training	Bespoke sessions for individual or groups of schools	Telephone Huong Le, Pupil Services Team Tel: 020 7364 4301 Email: huong.le@towerhamlets.gov.uk

For Action

Review of Primary School Places

Contact for enquiries:

Terry Bryan

Head of Pupil Services and School Sufficiency

Tel: 020 7364 4304

Email: terry.bryan@towerhamlets.gov.uk

Audience: School Governors

You will be aware that the Local Authority (LA) is reviewing its provision of primary school places in order to address the geographic imbalance and oversupply of places in some areas of the borough. The LA wants to maximise the potential of the borough's high-quality primary schools and ensure that:

- ➔ Schools are able to maintain and improve the quality of education
- ➔ All children have access to the right school place at the right time
- ➔ Parents in all areas of the borough continue to be offered a choice of provision
- ➔ Schools are working together in collaboration, not competition
- ➔ Public resources are used efficiently and effectively.

The current phase of the review is concerned with undertaking research and scoping. No decisions have been made at this point, however, it is clear that the need to reduce surplus primary places in the west of the borough will lead to significant changes in school organisation.

The LA has been working in partnership with school leaders in a number of schools in the Bethnal Green, Wapping and Stepney catchment areas to develop possible solutions. This work is being led by Dr Helen Jenner, an independent consultant who is an experienced headteacher, governor, and former Director of Children's Services. Helen has primarily been working with the 16 schools identified as in scope of the review, but through the discussions some ideas have

been put forward for possible partnerships with other schools (e.g. secondary schools). These schools will not be affected unless they, themselves, have asked and/or agreed to be included in the review.

Work on the review will continue over the spring term. Draft findings and recommendations will be discussed with school leaders in each of the schools concerned during January and these views will be included in the report that will be considered by the LA and the Primary Review Advisory Group.

After these proposals have been carefully considered, and the preferred option finalised, the LA will begin a period of localised, informal consultations with the staff, parents and school community at each school affected by the proposals during the late spring and summer terms.

What does this mean for governors?

All school governors need to be aware of the ongoing review and that it will lead to significant changes in primary school organisation in the west of the borough. More information can be found on the review website at: **www.towerhamlets.gov.uk/primaryreview**. This site is currently restricted to school leaders, so you will need your school's login details for access.

Governors of schools in scope of the review will no doubt be asked to consider proposals at their governing body meetings during the spring and summer terms. The LA will be supporting these schools and their governing bodies through this process and the activities that will follow should there be a decision to change the organisation of their schools.

FOR ACTION

'Keeping Children Safe in Education: Statutory guidance for schools and colleges – 3rd September 2018' and Safeguarding Training Updates for School Governing Bodies

Contact for enquiries:

David Hough

Head of Tower Hamlets Education Safeguarding Service

Tel: 020 7364 3431

Email: thesstraining@towerhamlets.gov.uk

Audience: School Governors

The Department for Education (DfE) issued the updated 'Keeping Children Safe in Education: Statutory guidance for schools and colleges – 3rd September 2018' statutory guidance in relation to safeguarding children which superceded the September 2016 version.

The updated guidance follows the format of the previous version detailing what the DfE expects to be followed in relation to:

- ➔ Part one – safeguarding information for all staff and what school and college staff should know and do
- ➔ Part two – the management of safeguarding and the responsibility of governing bodies and proprietors
- ➔ Part three – safer recruitment
- ➔ Part four – allegations of abuse made against teachers and other staff
- ➔ Part five – child on child sexual violence and sexual harassment

The School Governing Body is responsible for ensuring that the statutory requirements related to safeguarding are fulfilled by the school.

The Tower Hamlets Safeguarding Audit Self-Evaluation Template was updated in September 2018 in accordance with the updated statutory guidance and requirements for completion by the Designated Safeguarding Lead and the Designated Safeguarding Governor. The completed template should then be used as a basis for discussion about and reporting on safeguarding at the school to the Governing Body.

What does this mean for governors?

To be able to fulfil this statutory responsibility, it is essential that School Governors are aware of and understand the updated statutory guidance. Tower Hamlets Education Safeguarding Service (THESS) offers safeguarding training updates to School Governing Bodies in order to support School Governors with understanding and fulfilling this statutory responsibility. These safeguarding training updates are provided free of charge on request and usually take place at the school.

For Information

Round-up from the Governors' Annual Conference 2018

Contact for enquiries:

Runa Basit

Head of Governance and Information

Tel: 020 7364 4302

Email: runa.basit@towerhamlets.gov.uk

Audience: School Governors

The Annual Governors' Conference took place on 3rd November 2018 and marked another well-attended and successful event. Governors attended from 42 schools across the borough, with 91% of attendees surveyed stating that the conference met or exceeded their expectations.

The conference was chaired by Tracy Smith (Executive Director, THEP) and the theme for 2018 was 'Education and Safeguarding in a Changing Landscape'. Governors heard key note addresses from Sir Alan Wood (Corporate Director, Children & Young People's Services, LBH), Diana Choulerton (Education Consultant and former HMI) and Dr Helen Jenner (Independent Education Consultant supporting the primary places review). Governors were also able to ask questions of panel members, Debbie Jones (Corporate Director, Children and Culture), Christine McInnes (Divisional Director, Education & Partnerships) and Cllr Danny Hassell (LBTH Cabinet Member for Children, Schools and Young People).

What did governors say about the event?

'Great speeches, excellent and inspiring.'

'Overall excellent, really useful from heads and governance perspective. Helped to clarify thinking and future themes especially curriculum evaluation purpose/outcomes and more strategic practice on governors monitoring SIP.'

'Very useful and informative – packed!'

'Good use of my time. Thank you.'

'A really good day. Well done!'

Stall holders from Tower Hamlets Library Services and Public Health Services also attended and representatives were available on the day to meet with governors and answer questions. Governors also had the opportunity to attend workshops on parental engagement; using school data; children with medical needs; teacher workload; and the LBTH Special Educational Needs and Disabilities (SEND) strategy.

Governors fed back on ideas for future themes and topics for speakers and workshops, these included:

- ➔ Early years funding
- ➔ Mental health issues for children, families and staff
- ➔ Managing funding reductions
- ➔ Practical case studies of outstanding governing bodies and their impact

What would you like to see on next year's conference agenda? Feedback to the team with your ideas via governors@towerhamlets.gov.uk.

What does this mean for governors?

Ofsted have set out their expectations for governing bodies in the Schools Inspection Framework which states that inspectors will consider 'how committed Governors are to their own development in order to improve their performance'. The Governors' Conference offers a free and accessible opportunity for governors to fulfil this expectation by developing in their roles, enhancing their knowledge and networking with other governors.

The next Governors' Conference will be held in autumn 2019 and the team welcomes input from any governors who would like to be involved in the planning process. If you would like to get involved, please contact Runa Basit by email: runa.basit@towerhamlets.gov.uk or call 020 7364 4302.



FOR INFORMATION

Advice from the Integrated Early Years' Service on providing childcare provision

Contact for enquiries:

Pauline Hoare

Head of Integrated Early Years Service

Tel: 020 7364 6023

Email: pauline.hoare@towerhamlets.gov.uk

Audience: School Governors

With the changes to nursery admission due to take effect, schools have been asking the Integrated Early Years' Service (IEYS) for advice and guidance on providing childcare provision.

The advice to schools from the IEYS is as follows:

1. Do not run childcare from your main school budget:
 - a. either host childcare run by an independent provider, with appropriate contractual arrangements, after discussing with the IEYS, or
 - b. set up a limited company, community interest company or charitable foundation in line with small business best practice guidance to run your childcare provision. This should be properly costed and prepared. It is not an immediate option and should also be discussed with the IEYS.
2. Create a robust business plan detailing what your school plans to do to manage the loss of the Local Authority (LA) top-up funding from 1st April 2019. The plan should show awareness of your local private, voluntary and independent providers. Childcare provision is a fragile and volatile market. Many schools in other parts of England are making it work for their local communities and realising a small profit. This IEYS advice document is based on their successful practice locally.
3. Carry out the necessary market testing.
4. Ensure that you and others involved are fully familiar with the LBTH Childcare Sufficiency Assessment and with the Childcare in Schools documents. These will give you part of the information you will need. It will not assist residents if a school accidentally puts a local childcare provider out of business as an unintended consequence of the school developing a new childcare offer.

5. Consider employing a bursar, possibly in partnership with other schools.
6. Calculate your cost-base carefully – you will have to charge market rates for some of the childcare places you offer or your business model will not be financially viable. This volatility is a significant risk factor to your main school budget unless you follow the advice above. Even then, there will be challenges.
7. Consider year-round operation. This will attract the maximum in funding from government and working parents. It is possible for a provider to operate a sliding scale in order to offer full-time places to children the school particularly wishes to benefit from full-time nursery education.

Financial background

There will be no LA top-up for full-time school nursery places from April 2019 onwards. The council had previously secured two years disapplication from the Early Years National Funding Formula (EYNFF), which came into effect on 1st April 2017 and will end on the 31st March 2019. This has been confirmed on previous occasions at the Schools' Forum and notified to headteachers through termly updates from the Divisional Director. Governing bodies were therefore advised to plan their budgets accordingly.

A school could offer the additional hours free of charge, but only if that child had first been offered a place under the central admission process. The council is concerned that before taking this step, schools should follow the steps outlined above otherwise their financial model will not be sustainable.

More information will be circulated to schools by the Divisional Director in due course.

What does this mean for governors?

Please discuss the seven steps above with your governing body and the school as a matter of urgency.

FOR INFORMATION

Preparation for Special Educational Needs and Disabilities (SEND) Local Area Inspection

Contact for enquiries:

John O'Shea

Head of SEND

Tel: 020 7364 1065

Email: john.o'shea@towerhamlets.gov.uk

Audience: School Governors

Under the Children and Family Act 2014, all local authorities have a statutory duty to identify resident children and young people under 25 who have special educational needs and/or disabilities (SEND)¹ and ensure that the necessary statutory provision is made available to deliver their entitlement to education. The SEND Code of Practice² goes further by outlining roles, responsibilities and statutory duties for health commissioners, health providers and the local authority.

Ofsted and the Care Quality Commission (CQC) have been tasked with providing an independent external evaluation of how effectively a local area carries out its statutory duties in relation to children and young people with SEND in order to support their development. Therefore this inspection will differ from the Single Inspection Framework (SIF) in that it will inspect the local area as a collective, and not just the local authority.

The local area includes the local authority, Tower Hamlets Clinical Commissioning Group (THCCG), public health and local education settings and institutions. Educational establishments, including schools and colleges are not directly inspected as individual institutions, but their input will be an essential part of the inspection.

¹ A child with SEND is one who has a learning difficulty or disability, which is defined as:

- having a significantly greater difficulty in learning than the majority of others of the same age, or
- having a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

² 'Special educational needs and disability code of practice: 0 to 25 years', (DFE-00205-2013) Department for Education and Department of Health, 2015; www.gov.uk/government/publications/send-code-of-practice-0-to-25.

The inspection will result in a judgment made on our joint effectiveness in commissioning and delivering services to children and young people with SEND based on three main aspects:

- ➔ Identifying children and young people's SEND
- ➔ Meeting the needs of children and young people who have SEND
- ➔ Improving outcomes for children and young people who have SEND.

The inspectors will also report on the extent to which the inspection supports the findings of our local SEF (Self-Evaluation Form). The inspection is based on the view that local leadership should and do have a view on how effective they are in meeting their duties and responsibilities in relation to SEND. The inspectors also want to see evidence that the local area knows its own strengths and weaknesses and will therefore pay particular attention to the accuracy and rigour of any SEF.

The local area is yet to be inspected and services are preparing for Local Area Inspection, which could happen this academic year. An internal review, which took place in October 2018, shows us that one of the key strengths for children and young people with SEND in the local area is the education provided by mainstream and special schools.

The findings of the review and further information on the inspection process will be distributed to schools through the Headteachers' Bulletin.

What does this mean for governors?

Governors are asked to be aware of the impending inspection and to ensure that schools are aware of their role in the Local Area Inspection.

FOR INFORMATION

Governor Conference – Developing a real partnership with parents and carers

Contact for enquiries:

Jill McGinley

Head of Parent and Family Support Service (Parental Engagement Team)

Tel: 020 7364 4946

Email: jill.mcginley@towerhamlets.gov.uk

Audience: School Governors

What does this mean for governors?

At the recent Governors' Conference, the Parental Engagement Team invited governors to consider school relationships with parents and families and why parents matter to the work of the governing body.

The workshop highlighted a broad range of activities taking place in schools to promote parental engagement and provide opportunities for parents to make decisions that impact on school policies and procedures.

Discussions highlighted the challenges and barriers experienced and also areas of good practice and new initiatives being developed within primary and secondary schools to support parental engagement.



Examples of good practice or strategies shared by governors during the workshop included:

- ➔ Assigning a link governor for parental engagement
- ➔ Workshops and information sessions to support primary to secondary transition
- ➔ Parent Voice meetings/'Have Your Say' days
- ➔ Parent Champions sharing key messages and supporting home-school communication
- ➔ Parent Support Partner/Coordinator to promote active engagement in school.

The workshop included the following questions for governors to ask to provide evidence to meet Ofsted requirements:

- ➔ Does your school keep a record of how it engages with parents?
- ➔ How does the school work with parents (particularly the most vulnerable groups) to help them support their child's learning?
- ➔ How effective is school engagement and how can this be evidenced?
- ➔ What is the impact of engagement with parents?
- ➔ How can parents access information regarding parental support?
- ➔ Does the school have a Parent Support Partner or worker in a similar role and a budget allocated to develop work with parents?
- ➔ Does the school regularly consult with parents? If so, how and when? How does this information feed into the School Development Plan?
- ➔ How does the school communicate key information about children's learning to parents? What about those parents who may not read well or do not have close contact with the school?
- ➔ How does your school share information/policy regarding the safety and wellbeing of pupils and families?
- ➔ How does the school obtain feedback from parents and/or respond to complaints?

Also consider if parents and other stakeholders would agree with the responses!

Please contact the Parental Engagement Team for further information and support, details above.

FOR INFORMATION

Parent and Carer Survey 2018

Contact for enquiries:

Jill McGinley

Head of Parent & Family Support Service

Tel: 020 7364 4946

Email: jill.mcginley@towerhamlets.gov.uk

Audience: School Governors

The Tower Hamlets Parent and Carer Survey (P&CS) was commissioned by the Parent and Family Support Service to obtain the views of parents and carers and to find out what types of support would be helpful for them. The survey reflects themes included in the Pupil Attitude Survey (PAS), which has become an important source of data on the views of children and young people in the borough.

The P&CS was conducted online and publicised through schools, the Head Teacher's Bulletin, the council's website, and social media.

209 people completed the survey. Those who took part are a self-selecting group, the survey is not intended to represent the views of all parents and carers in the borough

Results from the survey will support service and policy planning, Parent and Family Support Team learning and other areas of development which have family interests at their core.

Key findings

Parenting/caring experiences and confidence

- ➔ Most parents/carers (52%) said that they found it 'very easy' or 'fairly easy' to manage their children's behaviour.
- ➔ One in five parents and carers (17 %) said they were 'not very confident' or 'not at all confident' monitoring their children's use of the internet and social media.

Getting information

- ➔ The majority of parents (73%) said they preferred to receive information via email, with 34% preferring leaflets and flyers.

- ➔ Over two-thirds (68%) said they had received 'too much' or 'enough' information about healthy food and lifestyle.
- ➔ 28% of parents and carers said they had received 'not enough' or 'no information' to support their children on managing money.
- ➔ Three in ten (30%) of parents and carers said they had received 'not enough' or 'no information' to support their children on dealing with feelings.
- ➔ Around a third (34%) of parents and carers said they had not had enough information to help them plan for their children's future.

Getting support

- ➔ Schools were the most commonly used service, with a third of parents and carers (31%) saying they had accessed support from school.

School and learning

- ➔ Overall, 75% of parents and carers said 'yes' they thought their children's learning environment supported their needs adequately. Only 9% said 'no' and 16% said they 'did not know'.
- ➔ Eight in ten (81%) of parents and carers agreed their children's school kept them informed about what their children were learning.
- ➔ 68% of parents and carers agreed with the statement 'my children's school provides opportunities for me to contribute to decisions which effect my children's learning and development', while 32% ticked 'disagree' or 'do not know'.

Worrying

- ➔ 64% of parents and carers stated they 'often worry about' 'children's health and wellbeing'.
- ➔ 45% of parents and carers stated they 'often worry about' 'helping children with school work/exams/tests'.

Bullying

- ➔ Around a quarter (24%) of parents and carers reported their children had been bullied in the last year. 66% said they had not been bullied, and 10% said they did not know.
- ➔ Overall, 40% of parents and carers said their children's school dealt with bullying 'very well' or 'quite well'.

A copy of the full report can be obtained by contacting the Parental Engagement Team at: parenting@towerhamlets.gov.uk

What does this mean for governors?

The views of parents and carers and other stakeholders are key to developing a clear strategic vision and supporting ongoing school improvement.

How does your school obtain the views of parents and carers and involve them in decision making? How would their views compare with the findings of the Parent Carer Survey?

See information on page 18 about the workshop delivered at the recent annual Governors' Conference.

FOR INFORMATION

OFSTED Parent View

Contact for enquiries:

Jill McGinley

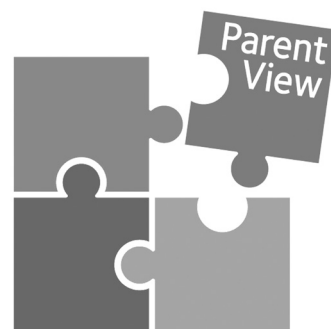
Head of Parent & Family Support Service (Parental Engagement Team)

Tel: 020 7364 4946

Email: jill.mcginley@towerhamlets.gov.uk

Audience: All Governors

Governors should be aware of OFSTED Parent View, an online questionnaire that gives parents and carers the chance to tell Ofsted about their child's school.



What does this mean for governors?

Ofsted will use the information to help make decisions about which schools to inspect and when. Parents' views online will also be available to inspectors at the point of inspection.

Parent View asks parents and carers to give their opinions on 12 aspects of their child's school from the quality of teaching to dealing with bullying and poor behaviour.

Ofsted publish data for the submissions made to Parent View. They are broken down by type of school, phase, local authority and question.

The annual data extract from Parent View was released in September and contains submissions received between 4 September 2017 and 3 September 2018.

Responses for Tower Hamlets schools vary from 2% to 51% of the school population.

To see the responses by parents from your school visit:

<https://parentview.ofsted.gov.uk/parent-view-results>

Please contact the Parental Engagement Team to find out about the support available to governors, leadership teams, teachers and parent support partners to develop and embed work with parents and carers.

FOR INFORMATION

Update on the proposed changes to the Relationships and Sex Education (RSE) Curriculum

Contact for enquiries:

Sultana Begum

Healthy Lives Assistant Adviser

Tel: 020 7364 6020

Email: sultanax.begum@towerhamlets.gov.uk

Audience: School Governors

In a recent press release published on the GOV.UK website in July 2018, the government made the following statement:

'Under the proposals, all pupils will study compulsory health education as well as new reformed relationships education in primary school and relationships and sex education in secondary school.'

The guidance – which was last updated in 2000 – will become compulsory in all schools across the country from September 2020, and will put in place the building blocks needed for positive and safe relationships of all kinds.

Schools will be supported as they prepare to teach the new subjects and will be able to begin doing so as soon as the materials are ready and available from September 2019, building on the existing best practice that will be shared by high performing schools.

The new guidance has been developed in response to a national call for evidence earlier this year and includes topics like mental wellbeing, consent, keeping safe online, physical health and fitness and LGBT issues. It will now be subject to a further 12-week consultation on the content and how the subjects are taught.'

Source:

<https://www.gov.uk/government/news/new-relationships-and-health-education-in-schools>

The consultation process began in July 2018 for views on the draft regulations and statutory guidance relating to the subject developments.

Source:

<https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/>

What happens next?

The consultation has since closed on 7th November 2018.

The work to consider the draft statutory guidance and regulations will follow from the assessment of the consultation responses. Following consultation, we expect regulations will be laid in the House, alongside final draft guidance, allowing for a full and considered debate in the first half/quarter of 2019. The final statutory guidance will be published once the regulations have been passed'.

Source:

<https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/>

What does this mean for governors?

RSE sits within the wider subject of Personal, Social and Health Education (PSHE), and The PSHE Association have designed PSHE toolkits (free to members), which 'enable schools to begin the process of preparing for the statutory changes in the subjects' e.g. auditing their current curriculum.

Link to resource:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/preparing-statutory-rse-and-relationships>

The Healthy Lives Team will continue to update schools when further information is released, and continue to offer support to schools on this subject. If you require any further information please contact the Healthy Lives Team directly.

FOR INFORMATION

Early Help Services in Tower Hamlets

Contact for enquiries:

Mohammed A-Jolil

Head of Early Help (Interim)

Tel: 020 7364 0967

Email: mohammed.jolil@towerhamlets.gov.uk

Audience: School Governors

Early Help means providing support to children and their families at any point in a child's life, including the prenatal stages and up to the age of 25 years (for those with Special Educational Needs and Disabilities and Looked After Children) as soon as needs emerge that do not meet the threshold for specialist, statutory services such as those provided by Children's Social Care.

Most children do very well in the borough, but too many experience significant disadvantages which are not always addressed as soon as problems emerge. Instead problems are, all too often, left until they become more serious.

We recognise that in the majority of cases children in need of Early Help will live with their families. So, we will empower families to get back on to a positive path as soon as possible by supporting them to understand, care for and nurture their children so that they can regain control of their circumstances and improve their outcomes.

Early Help is provided to families who would benefit from a co-ordinated early response to prevent escalation. Some adults within the family may have their own needs e.g. substance abuse, mental health needs, parental learning disabilities and/or domestic violence which may impair their parenting capacity. It therefore makes sense to assess the needs faced by the whole family and to provide them with targeted support using a multi-agency approach.

It is the responsibility of everyone that works with children and families to support the identification of emergent problems and potential unmet needs so that Early Help can be provided at the earliest opportunity. Early Help is not a single service or agency responsibility or activity. Early Help is most effective when delivered as a collaboration between agencies that provide early identification and to vulnerable children and families.

Schools make a key contribution to Early Help through, for example, support to improve attendance, or behaviour, or to increase engagement with families with the aim of making school life a more positive experience for the pupil. Or, it could involve nurture groups, breakfast or after school activities, social skills groups or family learning opportunities.

Where families require Early Support or intervention, as schools already have regular contact and good relationships with pupils and their families, they can often be the most suitable place for some Early Help to take place.

The ultimate goal is to ensure all children, young people and families receive the right support, at the right time so, that they get the best possible school experience and reduce the need for referral to statutory services.

We have worked with a task and finish group comprised of head teachers nominated by the Tower Hamlets schools consultative forum, to develop specific Early Help guidance for schools which can be found online at:

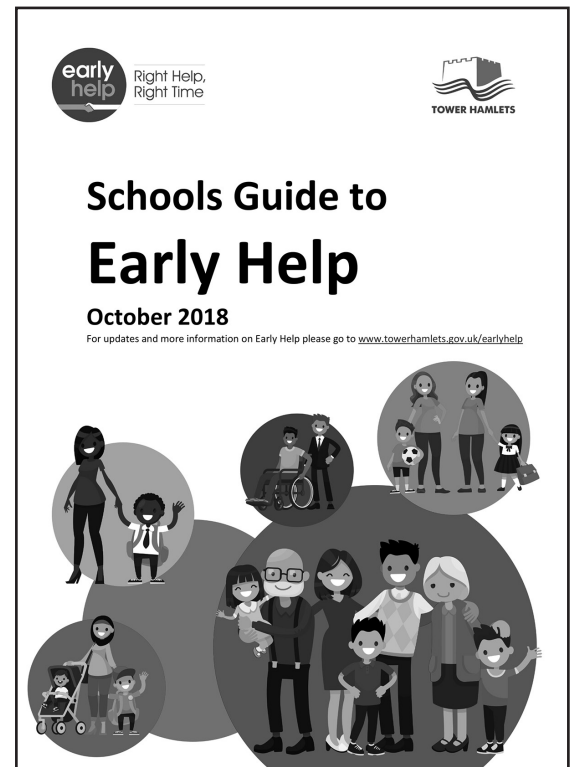
<https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/EHGuideforSchools.pdf>

You can now access information about the Early Help Service on a newly launched website: www.towerhamlets.gov.uk/earlyhelp

You can also now make Early Help enquiries through a new online portal for children and families, instead of calling the Early Help Hub (the "Hub") at:
<https://forms.towerhamlets.gov.uk/service/ehenquiries>

The primary role of the Hub is to provide a single point of access for the public, and all those working with children, young people and their families within the local community and across the authority. The Hub has four main functions:

1. Providing information, advice and guidance to the public and professionals who have queries about children and young people who may need an Early Help response.
2. Screening Early Help enquires to ensure that there is an appropriate level of response for children, young people and their families; which could also include those cases referred across or redirected from Children's Social Care.
3. In exceptional cases, undertaking direct work with families in order to assess need, before identifying the most appropriate Lead Professional to carry out an Early Help Assessment (EHA) and co-ordinate the family action plan.



4. Providing support to practitioners (school staff) to complete enquiries or assessments and to convene Team Around the Family (TAF).

The Early Help Hub Manager is:

Rachael Phillips

Tel: 020 7364 3447

Email: rachael.phillips@towerhamlets.gov.uk

Early Help Coordinators will support the development of our borough-wide Early Help offer by providing advice and guidance to schools around good practice in the delivery of Early Help services. They will offer support around the assessment process, multi-agency meetings and will aim to develop, with schools, consistent processes and a robust quality assurance framework.

The Early Help Coordinators are:

East of the Borough

Tanya Rajfeld

Tel: 020 7364 0544

Email: tanya.rajfeld@towerhamlets.gov.uk

West of the Borough

Karen Simson

Tel: 020 7364 3939

Email: karen.simpson@towerhamlets.gov.uk

The Coordinators would welcome the opportunity to visit your school in order to explain more about their role and some of the developments that will be taking place in the future. They will be in touch to arrange a visit; or please get in touch with either of the Co-ordinators if you would like to arrange for them to come to your school.

The Co-ordinators also have Early Help leaflets and poster available which may be of interest to your staff and parents.

FOR INFORMATION

HEC Global Learning Centre secures funds to run project in Tower Hamlets

Contact for enquiries:

Alia Al Zougbi

Head of HEC Global Learning Centre

Tel: 020 7364 6405

Email: alia.alzougbi@towerhamlets.gov.uk

Audience: School Governors

HEC secured a significant fund from Erasmus Plus to run a European project, 'At the Heart of Communities', extending from its Creative Communities project in Tower Hamlets. Tower Hamlets schools will be working with schools in Spain, Italy, Finland and Turkey to consider their place in their community, and what they can do to make a positive impact. Working with local businesses and organisations, the children will co-produce solutions to problems in the community.

To support the continuation of this work in Tower Hamlets, the council's Equalities Team is also funding HEC over the next two years to continue to deliver the work in line with the European project schedule, which is due to terminate in December 2020.

HEC is also a partner organisation in another Erasmus Plus project, 'Sankofa', led by colleagues in the Cumbria Development Education Centre, around Global Citizenship and Digital Storytelling in schools. Our European partners for this project are the Czech Republic and Slovenia.

The Linking Network are funding HEC to run a schools linking project in Tower Hamlets. We are now well under way with this project, which includes special schools in response to a hate crime statistic. We will be combining these funds with the aforementioned Digital Storytelling project to enhance the links through digital media.

What does this mean for governors?

Please keep an eye out for HEC projects for your school. Our policy is to secure funds to run Global Citizenship and Pupil Voice projects for schools in Tower Hamlets, so that they are at low or no cost. Our projects provide opportunities for children and young people to develop global competencies, so that they have the skills and knowledge relevant to a 21st century world. We would love for your school to get involved. Find out more at: www.globallearninglondon.org

FOR INFORMATION

Schools Library Service wins funding for key projects

Contact for enquiries:

Gillian Harris

Head of Tower Hamlets Schools Library Service

Tel: 020 7364 6428

Email: gillian.harris@towerhamlets.gov.uk

Audience: School Governors

The Schools Library Service has been successful in securing funding to subsidise some key activities that promote reading for pleasure in schools.

The first is a grant from Aldgate and Allhallows Foundation to fund "Chatterbooks" reading clubs in schools. Research shows that when children read and are excited about books, and recommend books to each other, not only do they keep reading, but their engagement in the classroom increases too.

The second grant is from the Amal Fund, part of the Said Foundation, to fund our KS3 Slambassadors Poetry Slam. This grant particularly seeks to promote British Muslim poets as role models by providing Muslim poets to work with school classes over two days, leading up to a grande finale when children perform their own poetry written as a result of the workshops.

We very much hope that the Arts Council England will continue to support the Schools Library Service in 2019, by renewing a grant we applied for last year to provide author workshops to schools, to prepare children to enter our annual Creative Writing Competition.

What does this mean for governors?

Our ability to secure funding for these type of projects is very much strengthened by the fact that schools in Tower Hamlets are demonstrating their commitment to the Schools Library Service, by continuing to subscribe to our core services each year – for which we thank schools and governors.

FOR INFORMATION

Schools Financial Value Standard (SFVS) to be replaced in 2019-20 with a new School Resource Management Self-Assessment Tool

Contact for enquiries:

Runa Basit

Head of Governance and Information

Tel: 020 7364 4302

Email: runa.basit@towerhamlets.gov.uk

Audience: School Governors

The Department for Education (DfE) plans to replace the Schools Financial Value Standard (SFVS) from April 2019 with a new School Resource Management Self-Assessment Tool. The DfE has recently published the first version of this tool, which is aimed at academies and plans to publish a version for maintained schools in the new year.

The tool is designed to help assure governing bodies that they are meeting the standards to achieve a good level of financial health and resource management. It can be used to identify areas for change to make sure resources are used to support high-quality teaching and the best education outcomes for pupils.

The tool consists of two parts – a checklist and a dashboard.

The checklist asks questions of governing bodies in six areas of resource management – governance, strategy, setting the annual budget, staffing, value for money and protecting public money.

The dashboard shows how a school's data compares to thresholds on a range of statistics that have been identified by the DfE as indicators of good resource management and outcomes.

To view the first version of this tool, please visit:

<https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool>

The DfE invites feedback on the tool and guidance to be sent to:

SchoolEfficiency.FINANCIALHEALTH@education.gov.uk

What does this mean for governors?

Governing bodies need to be aware of the DfE's plans to replace the SFVS from April 2019, especially governors who are Chairs or members of Finance/Resources Committees. It is important to note that schools and governing bodies should continue to use the current SFVS until the end of the 2018-19 financial year and ensure that this is reviewed, approved and submitted to the local authority by the 28th February 2019.

FOR INFORMATION

Finance Training Courses for Governors

Contact for enquiries:

Sailesh Patel

Schools Finance Manager

Tel: 020 7364 4527

Email: sailesh.patel@towerhamlets.gov.uk

Audience: Chairs and members of the Finance Committee

What does this mean for governors?

Financial management training is essential for school governors. This course is aimed at new governors but will also be of interest to more experienced governors who have not previously attended a finance course.

Funding and Budgeting

The link to school improvement – ensuring your financial decisions and monitoring drive school improvement.

This course explains the factors that generate school funding and the key factors involved in setting a school budget. The main aspects of financial control will also be introduced. It is particularly suitable for new Chairs of Governors, Finance Committee members and those governors who might consider joining the Finance Committee.

Topics to be covered include:

- ➔ School funding
- ➔ Building a budget – revenue and capital
- ➔ Medium term financial planning
- ➔ Financial control
- ➔ Signposts for additional help and information

Advanced Financial Management

The link to school improvement – ensuring your financial decisions and monitoring drive school improvement.

This course is designed to provide governors with a detailed understanding of schools' funding, budgeting and financial control to enable them to provide informed support to head teachers and school financial staff.

Topics to be covered include:

- ➔ Funding Forecasting
- ➔ Budget Modelling
- ➔ Staffing Structures
- ➔ Financial Control
- ➔ Outturn Forecasting
- ➔ Benchmarking

These one-hour courses cost £95.

To book a session, please email: governors@towerhamlets.gov.uk

FOR INFORMATION

Guidance and Training on the use of Pupil Exclusion

Contact for enquiries:

Terry Bryan

Head of Pupil Services

Tel: 020 7364 4304

Email: terry.bryan@towerhamlets.gov.uk

Audience: All Governors of Maintained Schools

This is to alert governors to the Local Authority (LA) guidance and training on the use of Pupil Exclusion.

Background

The LA has issued updated guidance for schools and governing bodies on pupil exclusion, which is available from: huong.le@towerhamlets.gov.uk.

The updated guidance includes advice for a governing body on how it might fulfil its duty to effectively monitor pupil exclusions and the appropriate use of alternative provision for excluded pupils. It also now includes advice on preparing for an Ofsted inspection.

The LA guidance is intended to supplement and strengthen the DfE guidance 'Exclusion from maintained schools, academies and pupil referral Units in England (2017)' available at: <https://www.gov.uk/government/publications/school-exclusion>

What does this mean for governors?

It is important that governors who serve on Pupil Discipline Committees have prior knowledge of the statutory and local guidance on pupil exclusion and that they also attend training on exclusions. Experienced Discipline Committee members should attend periodic refresher training as the regulations and best practice guidance changes regularly and governors need to keep their knowledge up to date.

Although training is not mandatory, the DfE Guidance emphasises its importance as a lack of familiarity with the LA and DfE Guidance could lead to an Independent Review Panel directing a school to review its decision to permanently exclude a child and impose a significant financial penalty if the governing body fails to do so.

The LA provides exclusions training as part the governors' and clerks' training programme. The training is delivered in two levels:

Level 1:

This workshop is an introduction to a governors' role in pupil exclusion. It is intended for a governor with little or no prior experience as a member of Pupil Discipline Committee.

Level 2:

Is an advanced level course, intended for Chairs and Vice Chairs or governors who chair Pupil Discipline Committees. Participants should have attended the Level 1 workshop, or have equivalent experience of pupil exclusion.

For further details on upcoming dates please contact Huong Le in the Pupil Services Team on tel: **020 7364 4301** or **huong.le@towerhamlets.gov.uk**.

Support

Organisations, publications and websites which support governors in their roles

➔ The Governance Handbook

All school governors need to know their legal responsibilities and how these fit in with the responsibilities of the headteacher, the local authority (LA) and the Secretary of State for Education. The Governance Handbook (January 2017) provides information about the role and legal duties of governing bodies in maintained schools and academies (including free schools). The Governance Handbook can be found on the DfE website or downloaded via this link: www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf

➔ A Competency Framework for Governance – January 2017

A Competency Framework for Governance - The knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts. The framework sets out the competencies needed for effective governance. It is non-statutory guidance and should be read alongside the Governance Handbook, particularly the section explaining the key features of effective governance. The Framework can be found using the following link:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf

➔ The National Governors' Association is the representative body for school governors in England. www.nga.org.uk

The NGA works for governors by:

- ➔ supporting local governor associations and governing bodies
- ➔ lobbying ministers and policy makers
- ➔ producing high quality guidance and information
- ➔ organising events and conferences.

Governors can join the NGA as individuals, as members of a governing body or through their local governors' association.

- ➔ **Governors for schools** is a national charity which connects volunteers to schools with governor vacancies all across England. Governors for Schools has won awards for the way it works with volunteers, builds partnerships with employers, manages its finances, and develops its staff. Its services are FREE to local authorities, volunteers, employers and schools. www.governorsforschools.org.uk
- ➔ **Collective of Bangladeshi Governors**
The Collective of Bangladeshi School Governors is a voluntary organisation which promotes the recruitment of governors in the borough. It also supports serving governors in the performance of their duties and responsibilities. For more information, email the Collective of Bangladeshi School Governors
collective.bsg@googlemail.com
www.cbsg.org.uk
- ➔ **Ocean Somali Community Association (OSCA)**
Concordia Centre, Railway Arches, 420-421 Burdett Road, London E3 AA
OSCA promotes governor recruitment among the Somali community in Tower Hamlets. It aims to increase the number of BME governors in schools, raises awareness and supports new governors.
Tel: 020 7987 5833 Email: abdi@oceansomali.org.uk or info@oceansomali.org.uk
www.oceansomali.org.uk

Tower Hamlets Governor Services Team

Runa Basit	Head of School Governance and Information
Angus Huck	Governor Support Officer
Asad Muzammal	Governor Support Officer
Krista LaRonde	Governor Support Officer
Naomi Bell	Governor Support Officer
Lorraine Feyi-Shonubi	Governor Support Officer
Rochelle Clarke	Governor Support Officer
Suzette Nicol	Governor Support Officer
Tracey Lee	Governor Support Officer
Sharon Bailey	Finance and Admin Officer
Shamina Ali	Admin Assistant

To contact Governor Services, email governors@towerhamlets.gov.uk or call 020 7364 3141.
Governor Services, 5th Floor, Mulberry Place, 5 Clove Crescent, London E14 2BG.
For more information, go to the Tower Hamlets Governor webpages:
www.towerhamlets.gov.uk/lgnl/education_and_learning/schools/school_governors/school_governors.aspx

	Full governing body	Curriculum (School Development, Pupil Achievement, Teaching and Learning)	Resources (including Finance, Personnel and Premises)	Pay/personnel appeals	Performance management
Autumn term	<ul style="list-style-type: none"> ➔ Elect Chair and Vice Chair ➔ Update register of business interests ➔ Review Committee Structure/ Membership/Terms of Reference/ link governors ➔ Re-constitution of the governing body ➔ Head's Report ➔ Review Safeguarding Policy – ensure it is in line with Keeping Children Safe in Education Guidance (KCSIE) ➔ Agree SFVS to return to LA ➔ Review Governors' development plan; including training needs and setting strategic goals for the year ➔ Review Pupil Premium and Sports Premium Reports ➔ Review Admissions Policy (VA school) ➔ Review school data & agree targets ➔ Review Self Evaluation Form (SEF) ➔ Agree new School Improvement Priorities ➔ Review and approve Pay Policy, Appraisal Policy & Capability Policy ➔ Report on governor visits 	<ul style="list-style-type: none"> ➔ Report on behaviour and bullying issues ➔ Report on inclusion issues ➔ Set school targets ➔ Review behaviour policy and anti-bullying policy ➔ Curriculum area reports ➔ Review pupil attendance ➔ Identify key lines of enquiry for Ofsted ➔ using summer examination results and review of data dashboard 	<ul style="list-style-type: none"> ➔ Monitor budget ➔ Agree viirements ➔ Review budget surplus spending plan ➔ Review pupil roll and consider possible budget implications ➔ Review pay policy in line with School Teachers Pay and Conditions document ➔ Receive Health and Safety and Premises updates ➔ Annual review and spot check of asset register; review asset management plan ➔ Review child protection policy 	<ul style="list-style-type: none"> ➔ Carry out annual salary review ➔ Consider recommendations from Head's Performance Management 	<ul style="list-style-type: none"> ➔ Arrange review meeting with head and advisor ➔ Meet to discuss head's PM and make recommendations to Pay Committee/ Governing Body

Spring term	<ul style="list-style-type: none"> ➡ Head's Report ➡ Monitor School Development Plan ➡ Agree SFVS to return to LA by end of February ➡ Governor training ➡ Receive Safeguarding report ➡ Agree budget (or summer term) ➡ Report on governor visits ➡ Agree holiday dates for next year (VA schools) ➡ Agree school prospectus 	<ul style="list-style-type: none"> ➡ Review overall curriculum ➡ Review policy in light of school self review ➡ Report on inclusion issues ➡ Report on behaviour and bullying issues ➡ Curriculum area reports ➡ Receive report on impact of interventions ➡ Review pupil attendance 	<ul style="list-style-type: none"> ➡ Monitor budget ➡ Agree virements ➡ Review staffing structure ➡ Plan new budget in line with new SDP ➡ Review Service Level Agreements ➡ Review budget surplus spending plan ➡ Receive Health and Safety and Premises updates ➡ Review equal opportunities policies 	<ul style="list-style-type: none"> ➡ Consider staffing reductions/ending of temporary contracts in August 	<ul style="list-style-type: none"> ➡ Monitor Head's performance
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Summer Term	<ul style="list-style-type: none"> ➔ Agree budget ➔ Agree Budget Surplus Plan (if required) ➔ Head's Report ➔ Monitor School Development Plan ➔ Receive SEND Report ➔ Review Self Evaluation Form ➔ Monitor Governor's development plan ➔ Agree prospectus ➔ Report on governor visits ➔ Agree meeting dates for next year 	<ul style="list-style-type: none"> ➔ Report on behaviour policy ➔ Report on inclusion issues ➔ Report on bullying and behaviour issues ➔ Curriculum area reports ➔ Receive report on impact of interventions ➔ Review pupil attendance 	<ul style="list-style-type: none"> ➔ Agree budget to be recommended to the full governing body for approval. ➔ Agree Budget Surplus Plan to be recommended to the full governing body for approval (if required) ➔ Review 3 year budget forecast ➔ Agree virements ➔ Receive Health and Safety and Premises updates ➔ Review staff attendance 	<ul style="list-style-type: none"> ➔ Consider issues from leadership review of teacher annual salary reviews ➔ Consider succession planning 	<ul style="list-style-type: none"> ➔ Monitor Head's performance
Every Meeting	<p>Reports on:</p> <ul style="list-style-type: none"> ➔ Racist incidents ➔ Pupil exclusions <p>Standard items:</p> <ul style="list-style-type: none"> ➔ Apologies for absence ➔ Declaration of pecuniary interest ➔ Minutes/matters arising ➔ Reports from committees ➔ Chair's Action ➔ Any confidential items 	<ul style="list-style-type: none"> ➔ Apologies for absence ➔ Declaration of interest ➔ Minutes/ matters arising 	<ul style="list-style-type: none"> ➔ Apologies for absence ➔ Declaration of interest ➔ Minutes/matters arising 	<ul style="list-style-type: none"> ➔ Apologies for absence ➔ Declaration of interest ➔ Minutes/matters arising 	<ul style="list-style-type: none"> ➔ Apologies for absence ➔ Declaration of interest ➔ Minutes/matters arising

As Necessary	<ul style="list-style-type: none"> ➡ Review aims/ethos of school ➡ Re-constitution of the governing body <ul style="list-style-type: none"> ➡ Governing Body Code of Practice ➡ Receive curriculum area reports ➡ Induction of new governors ➡ Preparation for Ofsted inspection ➡ Draw up freedom of information publication scheme 	<ul style="list-style-type: none"> ➡ Review of Policies/cycle of dates 	<ul style="list-style-type: none"> ➡ Audit of school funds (to be done annually) <ul style="list-style-type: none"> ➡ Health and Safety Report ➡ Review personnel policies ➡ Review Finance Code of Practice (spring term) ➡ Review policy on charges and remissions ➡ Review SEF 	<ul style="list-style-type: none"> ➡ Personnel appeals ➡ Review SEF 	<ul style="list-style-type: none"> ➡ Review Policy including leadership group (autumn term)
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