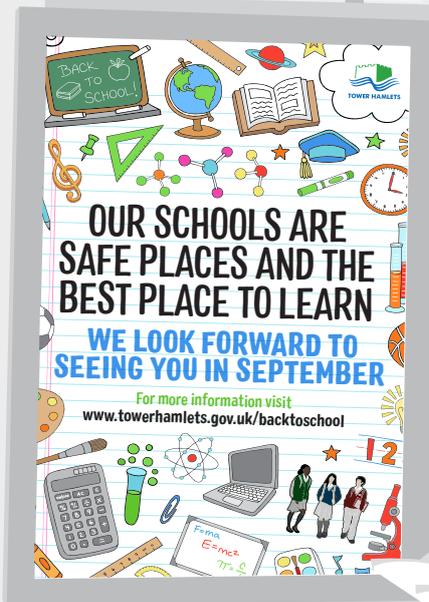


Director's Report to Governors

Including Governor's Training
Autumn Term 2020



Introduction

Welcome to the autumn term Report to Governors. I hope you were able to get some rest over the summer, although I know that all schools have needed to work hard over this period to keep up with government guidance and prepare for the exceptional return to school for our children and young people.

I am really looking forward to seeing you on Tuesday 22 September 2020 at 6pm for a virtual Director's meeting with governors, and to working with you all in the months and years to come. Governors play such a key role in shaping the future for the children of the borough and I know from personal experience having been a parent governor myself what a demanding role it is, and so I am very grateful to each and every one of you for the commitment that you make.

We will have a lot to talk about! The agenda includes an update on Safeguarding, Relationship and Sex Education (RSE), School Finance, as well as an update from THEP. An agenda is attached with the report. The meeting will also present an opportunity to hear from you on school reopening and for you to share any concerns you may have, and I look forward to our dialogue on this and will always be keen to hear what we have done well and where we can do better.

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. You can also book your place via GovernorHub.

I look forward to seeing as many of you as possible on 22 September.

James Thomas
Corporate Director
Children and Culture Directorate

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Training and Dates for the Diary

The training programme for academic year 2020/21 for governors and school leaders is listed below. Please note that some trainings are chargeable, and these are clearly marked. However, if your school has purchased an SLA with Governor Services you will receive a 10% discount for these chargeable trainings.

It is good practice to undertake external governance reviews periodically to ensure that school governance is effective. We have experienced facilitators and Governing Boards can arrange external review through Governor Services.

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

Participation

In partnership with the National Governors Association (NGA) & Tower Hamlets Education Partnership (THEP) Tower Hamlets Training Programme has been developed to meet the real needs of those governing. All workshops expect high levels of participation and interaction and will include:

- ➔ a mix of individual, pair, group and whole group activities with some facilitator overviews
- ➔ practical focus i.e. the 'how' is more important than the 'what' and the 'why'
- ➔ references to the context, including any relevant C19 guidance

- ➔ sensible practical post workshop activities aimed at achieving quick wins as well as improving confidence
- ➔ use of NGA, Tower Hamlets Governor Service & THEP texts and membership guidance materials where suitable

Format

The workshops will be delivered either on a face to face or online basis using Zoom depending on the circumstances and constraints prevailing at the time and the need to ensure the safety of those attending.

School based training

Governing bodies that wish to make enquiries regarding school-based training or external Governance review can contact Governor Services for further information.

Email: farhad.ahmed@towerhamlets.gov.uk

You can book a place on these courses through Governor Hub

<https://governorhub.com/#home>

or by telephoning Governor Services on 020 7364 3141/4617.

Course	Date/time/venue	Details
Panel Work: Complaints	Tuesday 15 September 2020 5.30pm – 7.30pm Zoom Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Director's Meeting with Governors	Tuesday 22 September 2020 6pm – 7.30pm Zoom Facilitator: LBTH	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Induction Training for New Governors	Saturday 3 October 2020 9.30am – 2pm PDC/Zoom Facilitator: LBTH	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
School reorganisation and change management; forming or joining a multi academy trust	Tuesday 6 October 2020 5.30pm – 7.30pm Zoom Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Holding the school to account: data, evidence, support and challenge	Tuesday 13 October 2020 5.30pm – 6.30pm PDC/Zoom Facilitator: THEP	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Preparing for Ofsted	Thursday 22 October 2020 5.30pm – 7.30pm Zoom Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Income generation: the governance role	Tuesday 3 November 2020 5.30pm – 7.30pm Zoom Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Financial oversight (maintained schools)	Thursday 19 November 2020 5.30pm – 7.30pm Zoom Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here

Course	Date/time/venue	Details
Safeguarding	Tuesday 1 December 2020 5pm – 8pm Zoom Facilitator: LBTH	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
How to Understand Finance	Tuesday 12 January 2021 5.30pm – 6.30pm PDC Facilitator: THEP	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Director's Meeting with Governors	Tuesday 2 February 2021 6pm – 8pm PDC Facilitator: LBTH	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Chairs training	Saturday 13 February 2021 10am – 2pm Mulberry Place Facilitator: LBTH	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Panels Work: Employment	Tuesday 23 February 2021 5.30pm – 7.30pm PDC Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Preparing for Ofsted	Thursday 4 March 2021 5.30pm – 7.30pm PDC Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Induction Training for New Governors	Saturday 13 March 2021 9.30am – 2pm PDC Facilitator: LBTH	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Ofsted: Practical session	Tuesday 16 March 2021 5.30pm – 6.30pm PDC Facilitator: THEP	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Safeguarding	Thursday 25 March 2021 5pm – 8pm PDC Facilitator: LBTH	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here

Course	Date/time/venue	Details
Panels Work: Exclusions	Thursday 20 April 2021 5.30pm – 7.30pm PDC Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Director's Meeting with Governors	Tuesday 27 April 2021 6pm – 8pm PDC Facilitator: LBTH	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Preparing for Ofsted	Thursday 13 May 2021 5.30pm – 7.30pm PDC Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Induction Training for New Governors	Saturday 29 May 2021 9.30am – 2pm PDC Facilitator: LBTH	Cost: Free To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Appraisal & Performance Management	Thursday 10 June 2021 5.30pm – 7.30pm PDC Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Roles and responsibilities (maintained schools)	Tuesday 22 June 2021 5.30pm – 7.30pm PDC Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here
Managing Risk	Thursday 1 July 2021 5.30pm – 7.30pm PDC Facilitator: NGA	Cost: £55 - 10% discount for SLA Schools, charged to school To book: farhad.ahmed@towerhamlets.gov.uk or via Governor Hub here

For Action

School Governance and Information Update Autumn 2020

Contact for enquiries:

Runa Basit

Head of School Governance and Information

Tel: 020 7364 4302

Email: runa.basit@towerhamlets.gov.uk

Audience: Governors

Welcome back!

As schools are reopening and school governors continue with their role in leading and governing, we at Governor Services want to continue to support you in carrying out key functions.

You will find enclosed in this report relevant and pertinent articles relating to effective leadership and governance of schools – including school finance and key governance focus.

The report also includes our annual training programme developed to strengthen school governance in the borough and give you access to practical guidance to carry out your role. Please do contact us if there are any training that is not listed in the programme which you would like us to consider.

Governors can also access full list of advice and guidance from the Department for Education on 'Guidance for full opening: schools' (updated 28 August) using the following link:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This guidance is intended to support schools, both mainstream and alternative provision, to prepare for full opening. The above guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health and care plans (EHCP) in mainstream schools.

Governors' Annual Conference

Due to Covid-19, we have decided to postpone the Governors' Annual Conference until the spring term. Whilst this is disappointing we will be using the Director's meeting with governors and other opportunities to engage and share key information and guidance with you.

Online Chair's Forum

We are looking at establishing an online Chair's Forum using GovernorHub. This would be an opportunity for Chair's to access support and advice from peers. It will also be an opportunity to build and strengthen collaborative working during these unprecedented times. Please contact runa.basit@towerhamlets.gov.uk if you would like to contribute to this during the initial stage.

Please note that we are here to support you and you can contact us on Governor.ServicesSection@towerhamlets.gov.uk or call 020 7364 0918 (Monday to Friday, 9am to 5pm).

FOR ACTION

School Funding Update Autumn 2020

Contact for enquiries:

Shamila Ganeshalingam/Steve Worth

Senior Accountant/Schools Finance Consultant

Tel: 020 7364 2165/4824

Email: shamila.ganeshalingam@towerhamlets.gov.uk/steve.worth@towerhamlets.gov.uk

Audience: School Governors

Dedicated Schools Grant 2021-22.

National Schools Funding Formula.

The Minister of State for School Standards has given details of the changes in school funding for 2021-22; the second year of the three year settlement announced in September 2019. School funding will increase by £2.2bn, adding to the £2.6bn increase in 2020-21. A further increase of £2.3bn is scheduled for 2022-23.

The national methodology for distribution will be similar to that in the current year; a four per cent overall uplift in the National School Funding Formula (NSFF) with most factor values increasing by three per cent and a Funding Floor of two per cent per pupil (equivalent to the rate of inflation as measured by the GDP deflator). As in the current year we expect the increase for Tower Hamlets to be at the Funding Floor. This will mean that the increases in the NSFF values will be offset by reductions in the Minimum Funding Guarantee (MFG) to give a minimum per-pupil increase of at least two per cent.

The Minimum per Pupil Funding built into the settlement will increase by £250 for primary pupils, taking the minimum to £4,000, and £150 for secondary pupils, taking the minimum to £5,150. The minimum includes all pupil-led funding and not simply the Age Weighted Pupil Unit (AWPU): Per-pupil funding in Tower Hamlets is already above these levels.

Mainstreaming of Teachers' Pay Grant (TPG) and Teachers' Pension Employer Contribution Grant (TPECG).

These two specific grants are given to schools to compensate for the additional costs of pay and superannuation contributions for teachers. In 2021-22 these will be subsumed within the Dedicated Schools Grant.

The methodology will be to add an amount per pupil taking account of location and phase. There will also be additional support for schools receiving supplementary grant funding. The published values for inner-London are:

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Phase	TPG	TPECG	Total
Primary	£55.94	£158.06	£214.00
Secondary	£82.34	£232.65	£314.99

High Needs Block

High needs funding will increase nationally by a further £730m, or ten per cent, in 2021-22. Indicative allocations for Tower Hamlets show a £6.275m (10.5 per cent) uplift compared with 2020-21. The uplift includes £0.876m in respect of pay and pension grants; excluding these gives a basic uplift of £5.399m (nine per cent). The mainstreamed grants will be distributed through an uplift of £660 per pupil.

The uplift in the HNB is very welcome and will relieve, but not remove, the pressure on special needs funding.

Universal catch-up premium for 2020 to 2021 and the National Tutoring Programme.

The Government has announced the allocation of £1bn to help pupils catch-up on missed teaching. The funding will be provided through two routes.

Universal Catch-Up Premium

This will distribute £650m to state funded mainstream, special and Alternative Provision (AP) settings. Mainstream settings will receive £80 per-pupil in Reception to Year 11 and special and AP setting £240 per place.

The grant will be paid in three tranches:

1. Autumn 2020, based on latest available pupil data.
2. Spring 2021, on updated pupil numbers, for mainstream schools this will be the October census. Payments 1 and 2 will total £46.67 per-pupil for mainstream schools and £140 for special and AP settings.
3. The remainder, £33.33 and £100, will be paid in the summer term 2021.

Schools should use the sum available to prioritise support for pupils according to their need. Funds should be used for specific activities to support pupils in catching up on lost teaching time.

National Tutoring Programme.

The remaining £350m will be used to provide subsidised tutoring and mentoring covering two age groups. The following is a brief outline pending further government guidance.

1. Five to 16-year-olds. Two programmes will run for this age group with both beginning in the second half of the autumn term.

- a. Subsidised tuition from an approved list of providers will be available for disadvantaged and vulnerable pupils in state funded mainstream settings.
 - b. Subsidised academic mentors. Schools in the most disadvantaged areas will be supported to employ in-house mentors to provide small group tuition.
2. 16-19 year-olds. Funding will be made available for small group tutoring for disadvantaged students whose studies have been disrupted.

Responsibilities of Governing Bodies.

The Secretary of State for Education has made compulsory changes to Schemes for Financing Schools (the statutory local document setting out the duties of schools and local authorities). From April 2021 it will be a duty of governing bodies to submit three year budget plans to the local authority by the specified deadline. The current Scheme stresses that provision of three year plans is good practice but can only require submission of the current year's budget.

Governors are asked to note that the deadline for submission of the 2020-21 budget was extended by one month to the end of June. Despite this as at Wednesday 12 August only 59/84 (70 per cent) of governing bodies had submitted their budgets.

The circumstances this year are exceptional but all organisations are expected to have adequate and effective governance arrangements and controls in place to ensure public funding is spent effectively and appropriately.

What does this mean for governors?

Dedicated Schools Grant 2021-22.

Governors should use the update on 2021-22 funding to inform forward financial planning.

Catch-Up Premium.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Responsibilities of governing bodies.

Governors should be aware of governing bodies' current and future duties in respect of submitting financial plans and are asked to ensure their school has submitted its approved budget for 2020-21.

FOR ACTION

Supporting full school opening in the autumn term – the governance role

Contact for enquiries:

Paul Aber

Head of Training Development, National Governance Association

Audience: School Governors

As we all move forward through the coronavirus recovery stage, schools will have welcomed back their pupils, staff, and parents to the first term of the new academic year. All those governing and their SLTs will be looking forward to getting things back on track as much as possible and hoping that everything goes according to plan. They will be aiming to do their best to reduce the impact of Covid-19 for all pupils and most especially to meet the needs of those pupils who will have been most affected by the pandemic.

It's a tough challenge. Pupil attendance will be mandatory and delivery of a broad and balanced curriculum (with remote learning provision where needed) is expected. In addition, each school needs to ensure that it has an "essential system of controls" in place to manage coronavirus risks.

Governing boards will want to help support this return and know how best they can do this. Here is a summary of just some of those areas where NGA thinks help can be focussed.

Boards will need to be aware of health and safety (H&S) considerations and monitor implementation of operational plans by senior leaders. These plans should already have been robustly risk assessed by senior leaders with the assessment evaluated by the board in line with the DfE guidance. As we must expect Covid-19 to be a risk for some time to come, in exercising its general duty to promote the wellbeing of pupils, its employer responsibilities and wider H&S duties, in the year ahead, the governing board will want to be assured that plans are being implemented successfully. Boards will need to spend some time considering how "essential control measures" (e.g. those being ill needing to stay at home, enhanced cleaning arrangements, minimisation of contacts, maintenance of social distancing) are going.

Staffing will also be high on the list of considerations. With the relaxation of shielding measures, it is expected that most staff will be able to attend school from the beginning of the autumn term. The board will want to seek assurance from senior leaders that they are taking a flexible approach to staffing, reducing risks for vulnerable staff whilst maintaining required staff levels to enable deploying support to all pupils, including the specialist staff required to support vulnerable pupils. Boards will want to be assured by senior leaders that workload implications of full opening have been considered, as well as a wider assessment of staff wellbeing.

Boards will need to be assured by senior leaders that the curriculum remains broad and ambitious with a wide range of subject being taught and that pupils are engaged with it. Boards

FOR ACTION

will also need to be assured that staff have updated their assessments of pupils' readiness to learn and their attainment and progress, and that gaps in their learning have been identified and are being addressed through adjustments to curriculum delivery and planning. In addition, assurances about the quality and breadth of remote provision which closely align with in-school provision should be sought, along with an understanding of how its effectiveness is being monitored. Lessons learned from the lockdown period should inform this work.

Monitoring pupil attendance will be important for schools and boards will want to have clear picture of what the attendance data is saying and how the school or trust is communicating and embedding attendance expectations. If there's areas where targeted support is required, the board will want to consider how it can help. Where attendance data raises safeguarding concerns, being assured that external support is being utilised effectively is vital.

And of course, there is the need to anticipate the risks of outbreaks in school or in the locality and decide how these would be managed by the school or trust. The board will want to discuss various aspects with senior leaders including if remote learning plans robust and meeting the needs of all pupils, including those without access to laptops and/or broadband.

Lastly despite the best efforts of schools to provide continuity of education for all pupils during lockdown, there is no doubt that vulnerable pupils and their families will have experienced greater challenges than most of their peers. As early as possible boards should schedule a strategy review discussion with their senior executive leader focused on the recovery phase from September and how best to support pupils both officially identified as being disadvantaged, as well as those who can also be deemed to be vulnerable to regain the learning lost during partial closure.

Spending and staffing plans and the school strategy will need to be reviewed to reflect additional funding via the £1 billion 'catch-up premium' funding package. This is likely to result in short-to-medium term objectives for recovering the learning loss, and adjustments to longer-term objectives to allow time for impact.

Given the risks and challenges caused by the coronavirus, schools and trusts will benefit from the vigilance of pragmatic governing boards that have a sound understanding of the difficulties of managing uncertainty and the areas in which their support is most needed.

FOR ACTION

Our schools are safe places and the best place to learn

Contact for enquiries:

David Harding

Senior Communications Officer

Email: david.harding@towerhamlets.gov.uk

Audience: School Governors

Children and young people have a right to education and their school or college remains the best place for them to learn. The benefits of going to school or college are not just academic but social and emotional too. Missing out on learning now, or falling behind, could have a serious impact on young person's life chances.

From 1 September, every child and young person in Tower Hamlets has been required by law to return to school or college. It is vital that every family, child and young person in the borough feels confident that it is safe to return to their place of learning. A huge thank you to you and your school staff for all the work which has gone on over the summer to prepare for opening and to encourage pupils back to school.

All of our schools and colleges are following government guidance and they have worked closely with public health experts at the council, and in consultation with unions, to prepare for the return of students and staff.

They have introduced new measures to reduce the risk of Covid-19 infection. These will vary by school or college but include one-way systems, floor markings and signage to support social distancing and hand hygiene, 'bubbles' or groups of students, staggered start and finish times, and much more.

Should there be an outbreak, we have a clear action plan to manage in our education settings, which you can read [here](#).

Visit www.towerhamlets.gov.uk/backtoschool for the latest advice, support and information.

Action for governors

Please continue to support your school community by explaining why your school is a safe place and the best place to learn. Explain the new measures in place to manage the risk of Covid-19 infection and ask concerned families to speak directly to their school or call the council's Family Information Service on 020 7364 6495 (Monday to Friday, 9am to 5pm).

You can also signpost families to www.towerhamlets.gov.uk/backtoschool or the council's social media channels for the latest advice, information and support, which includes active travel to and from school or college.

FOR ACTION

FOR ACTION

Tower Hamlets Education Partnership (THEP)

Contact for enquiries:

Tracy Smith

Director of Tower Hamlets Education Partnership

Email: tracy.smith@the-partnership.org.uk

Audience: School Governors

THE Partnership Update

We have made it a priority over the last few months to continue to support schools and school leaders with managing the response to Covid-19. We have supported schools with a 'Road map to return' series of sessions focusing on sharing good practice across the system and thinking about three strategic elements: response, recovery and reinvention. For all the challenges the current situation has posed, it does also give an opportunity for us to re think some aspects of what we do, such as how we run meetings, parents' evenings or staff training.

We have been working as a new team to develop our vision and priorities for the year ahead. These are the three key drivers of change that inform all our work:

1. Cultivate trust and collaboration
2. Create excitement about teaching, learning and leadership
3. Build confidence and capacity in Tower Hamlets in order that it becomes truly schools led

Our priorities for the year ahead are to continue to offer the core programmes and support that have been well received and impactful but to enhance this offer with the following:

- ➔ In recognition of the extraordinary pressure Headteachers have faced, we are providing an executive coach for all Headteachers who want to benefit from this offer
- ➔ We have increased the amount of time each school has of their Leadership Consultant to help support the return to school and the recovery from lockdown
- ➔ We are developing our expertise with online and blended learning to deliver our professional learning and leadership offer
- ➔ We will be recruiting a team of THEP Primary Lead Practitioners to support the development of school to school support and knowledge exchange
- ➔ We are enhancing our secondary offer through the strengthening of robust subject networks and the development of a Post 16 strategy
- ➔ We are developing a model of school led research groups across groups of schools on issues that are challenging for our schools and school leaders

FOR ACTION

- ➔ The Board have commissioned an external review of the Board and will undertake the recruitment of new Trustees

More information about our core offer and professional learning can be found here www.the-partnership.org.uk

Governors' Forum: Professional Development

We are keen to further develop our links and support for governors.

We are offering the following professional development sessions for governors:

Session 1: Tuesday 13 October 2020, 5.30pm – 6.30pm (Zoom)

Holding the school to account: data, evidence, support and challenge | This practical, interactive session will explore the range of evidence available to the Governing Body that allows you as governors to hold the school and HT to account.

Session 2: Tuesday 12 January 2021, 5.30pm – 6.30pm (venue tbc)

How to understand finance

A practical session, working with current headteachers, to understand the details behind schools finance.

Session 3: Tuesday 16 March 2021, 5.30pm – 6.30pm (venue tbc)

Ofsted

This session will explore the implications of the Education Inspection Framework and provide opportunities for governors to practise the questions you may encounter during an inspection.

We will also be outlining how Governing Bodies can manage Headteacher Performance Review given the current context schools are working in at the next Directors' Meeting with Governors on the Tuesday 22 September.

We look forward to seeing you soon.

What does this mean for governors?

[any actions/requirements from governors]

Governors should:

- ➔ Discuss THEP offer with Headteachers
- ➔ Book onto training as appropriate
- ➔ For bespoke training for Governing Bodies: please contact THEP info@the-partnership.org.uk

FOR ACTION

Attendance Guidance

Contact for enquiries:

Kerrigen Marriner

Head of LBTH Behaviour and Attendance Service

Email: kerrigen.marriner@towerhamlets.gov.uk

Audience: School Governors

As you are aware, all of our schools will be returning and trying to establish a 'new normal'.

Attendance is expected and parents need to know that they could be fined if they do not have a reasonable explanation for their child not attending.

Of course we are aware that many families will be anxious and may have experienced trauma or the loss of loved ones so we will do all we can to support families before resorting to any legal route.

What does this mean for governors?

As Governors, please could you make yourselves familiar with the TH approach

www.towerhamlets.gov.uk/backtoschool and let the Attendance Service know if we can help in any way.

FOR ACTION

For Information

FOR INFORMATION

Meeting Social, Emotional and Mental Health Needs for Primary Age Children in Tower Hamlets

Contact for enquiries:

Christine McInnes

Divisional Director Education and Partnership

Email: christine.mcinnes@towerhamlets.gov.uk

Audience: School Governors

Social, Emotional and Mental Health (SEMH) is a wide term applied to a group of children who demonstrate difficulties with emotional regulation, social interaction or who are experiencing mental health problems.

Many children may experience some of these difficulties for short periods of time, but for others these difficulties are not easily overcome and they can interfere with the child's capacity to benefit from quality mainstream schooling, and, if not addressed, their capacity to move on to successful adulthood.

Under the umbrella of the recently refreshed borough SEND strategy,

https://5f2fe3253cd1dfa0d089-bf8b2cdb6a1dc2999fecbc372702016c.ssl.cf3.rackcdn.com/uploads/ckeditor/attachments/6072/Draft_SEND_Strategy_2020-2024__Feb_2020_.pdf

Work has been going on to build on existing good practice in SEMH and develop a more coordinated and cohesive offer for children and families. The aim is to develop a continuum, which at the most universal level means all mainstream schools actively promoting emotional health and wellbeing, through to high quality specialist provision for children for whom mainstream school may not be the best option.

The borough's approach to primary SEMH provision was recently disseminated and can be viewed here https://www.localoffertowerhamlets.co.uk/blog_articles/1865-tower-hamlets-send-strategy-and-meeting-primary-semh-needs?term=send+strategy).

FOR INFORMATION

There has been an increase in the number of primary fixed term exclusions over the past four years and it is apparent that the level of need and number of pupils with Social Emotional Mental Health as a Special Educational Need is increasing. In order to address this need and reduce exclusions, the Local Authority is commissioning some school-based primary SEMH resource bases. Schools have been invited to submit proposals and a decision will be made during September, so that the new provision will be open for pupils from the Wednesday 1 September 2021.

FOR INFORMATION

Understanding the impact of Covid-19 in Tower Hamlets

Contact for enquiries:

Jonathan Solomons

Senior Strategy and Policy Manager

Tel: 020 7364 2876

Email: jonathan.solomons@towerhamlets.gov.uk

Audience: School Governors

A report was received at Thursday 29 July Cabinet outlining the key areas of impact that the Covid-19 pandemic has had on Tower Hamlets. The report and accompanying slide deck describe the areas that have felt the most impact of the pandemic.

Overall it is clear that the physical, mental and social repercussions of Covid-19 go far beyond the virus itself. One of the main cross-cutting themes in the report is that Covid-19 may have shone a light on inequalities, but these could be exacerbated further going forward: Leading to poorer outcomes for residents, higher demands for support and increased financial pressures on the council.

The report highlights 14 topics that are likely to be the most significant for those who live, work and study in Tower Hamlets.

1. **Physical health and mortality:** The clearest impact of Covid-19 is in the infection and mortality rate in Tower Hamlets. But there are significant indirect physical health impacts too. The interaction Tower Hamlets residents have with the NHS for non-Covid-19 related issues changed or reduced in most areas when the pandemic started. Due to this and a fear of Covid-19, some are not getting the care or treatment they need.
2. **Mental health:** Significant impacts for children and adults are predicted here. We know people have been reporting negative impacts on their mental health and wellbeing since lockdown began, but that has not been reflected in the take-up of mental health services. Some of this will be due to changes in service provision during the pandemic, and there are indications that existing users of mental health services may have had difficulties as a result. Meanwhile, some will have experienced traumatic events or changes in their lives from Covid-19 which mean they now need support with their mental health.
3. **Adult Social Care:** Adult social care services have been at the 'front line' of the pandemic response. The small number of care homes in Tower Hamlets have suffered a number of outbreaks and deaths. This has affected everyone working and living in care homes and their families, and the reverberations will be felt into the future.

4. **Deprivation and employment:** Tower Hamlets came into the pandemic with high but improving levels of deprivation and employment. Since lockdown, there has been an increase in financial hardship from a reduction in income. One of the clearest signs of changing circumstances has been the surge in food bank use and demand for emergency food packages. There are indications that Tower Hamlets has been hit harder than most, with a rise in Universal Credit claimants that is steeper than London and UK averages
5. **Business:** The impact on business has been highly uneven and varies by sector. Hardest hit are those most difficult to function during lockdown and those less viable with social distancing: the arts, retail, entertainment, recreation, hospitality and food services.
6. **Voluntary and community sector:** The sector has played an integral role in responding to the pandemic, and demand for services has gone up in many areas. The future impact on the sector follows some of the same trends described previously: there are concerns that economic recovery will not keep pace with support to the sector being phased out, leading to financial pressures and potential closure.
7. **Homelessness and rough sleeping:** Whilst not eradicated, rough sleeping as a social problem was largely resolved across England in a very short time period through the 'Everyone In' scheme - a massive achievement given the national ambition is to solve it by 2027. Locally, the scheme has made it easier for rough sleepers to get health and substance misuse support (pertinent given Tower Hamlets has a greater proportion of rough sleepers with mental health and substance misuse needs compared to the London average). People have been largely protected from becoming newly homeless due to the eviction ban, but going forward, an increase in homeless arising from an increase in financial hardship and without the safeguards put in place between March and August is a significant risk.
8. **Safeguarding children and adults:** The nature of lockdown has made abuse and neglect more hidden, and indeed, child safeguarding referral patterns reduced at first when lockdown started before increasing towards more 'usual' levels. Schools are the main source of referrals to children's social care, and school closure has made child protection issues much harder to detect. In addition, whilst the number of missing child episodes reduced with lockdown, there is a sense that new threats have or will emerge, including increased online exploitation of children and Covid-19 financial scams aimed at vulnerable adults.
9. **Domestic Abuse:** Reported levels of domestic abuse were high in Tower Hamlets coming into the pandemic, and the consensus almost globally is that lockdown increased domestic abuse levels, with some victim having gone into lockdown with their abusers. Whilst there have been clear indications at a national level of domestic abuse getting worse (increased calls to Refuge and domestic homicides) the picture locally is more nuanced: reports related to domestic abuse went down at first, then picked up towards pre-Covid- 19 levels.
10. **Crime and anti social behaviour:** Broadly speaking, Covid-19 caused an overall reduction in crime of 28 per cent in the UK but a rise in reports of anti social behaviour (ASB). This trend was also seen locally, with significant reductions in burglary, robbery and violence

with injury (non-domestic abuse). An increase in ASB complaints is thought to be due to noise complaints, friction between neighbours and concerns about non-adherence to social distancing restrictions.

11. **Substance misuse:** The impact of Covid-19 on substance misuse has been largely positive. The number of referrals for treatment went up following lockdown, likely influenced by changes in the drugs market (prices went up, supply reduced) and the support being provided to rough sleepers with substance misuse problems.
12. **Education and learning:** Schools and early years provision closed on Friday 20 March for all but key worker and vulnerable children, and there has been an expectation of home learning for all children since then. The full impact will take time to emerge, but the basic concern is that the quality and consistency of supported home learning does not match the classroom and that home learning will be harder for some than others (e.g. harder if no internet access or if in an overcrowded household). For a borough with comparatively high attainment levels and high child poverty levels, the longer-term consequence is that the disruption to education could undermine the gains made in educational achievement to date and widen inequalities. In addition, at one end of the age scale fewer children starting in September 2020 are likely to be 'school ready'. At the other end, children leaving education this year and seeking employment are likely to find it harder.
13. **Transport and air quality:** Car and public transport use dropped at the end of March. Air quality improved in Tower Hamlets, and across London nitrogen oxide dropped by 27 per cent. This has positive health implications and is significant given that air quality was comparatively poor in the borough before the pandemic.
14. **Community cohesion and involvement:** Mutual aid groups sprang up across the borough in mid-March, often operating on a hyper-local level to help residents to get essential supplies. 2083 volunteers signed up with the Tower Hamlets Volunteer Centre by Monday 18 May. Whilst the availability of volunteers may diminish as people to return to previous routines and whilst there are careful issues to think through in relation to some volunteer roles (eg safeguarding) there is still an opportunity to strengthen how we work with volunteers on a longer-term basis.

What does this mean for governors?

Governors are asked to consider these topics and particularly how the impact of Covid-19 is being identified and addressed by school staff.

For further information please find attached links to the reports and slides

Full Report
Summary Slides
Full slides

FOR INFORMATION

SEND Support Grid

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Audience: School Governors

What does this mean for governors?

In Tower Hamlets we are proud of all our educational establishments. Our nursery provision and nursery schools, primary schools, secondary schools, special schools, alternative provision and colleges all provide the highest quality education for our children and young people. Pupils in Tower Hamlets experience excellence in their learning every day.

This is especially the case for those on SEN Support and those with Education Health and Care Plans (EHCPs). The majority of children and young people who are of compulsory school age attend a mainstream school – Local Authority maintained, free schools and academies. We acknowledge the inclusiveness of all our schools and the opportunities they give to all learners.

The outcomes for children and young people with special educational needs and disabilities (SEND) are very good and we want to ensure that they remain so by supporting all mainstream schools to attain the highest levels of inclusive practice for all learners. We want all settings to be places where training and resource is best used to enable all children to continue to succeed; where all children are welcomed and their differences are celebrated and become a means to encourage friendship, learning and success; and where children with SEND are supported to play active roles in their school communities and to be a part of wider decision making processes, preparing them for success beyond the school gates.

Within special educational needs we also want a transparent process that outlines the inclusive practices that schools can use for all pupils, those at SEN Support and for those with EHCPs. Central to this process is the commitment to inclusive teaching practice providing differentiated work and creating inclusive environments for all and identification of need and interventions for those pupils who need something additional to enable them to achieve success in their education.

The following example is an extract from a support document, currently in draft form, to be piloted in the 2020-21 academic year. It is for use by SENCOs, teachers and services working with children with special educational needs and provides a description of need and a guide to the types of differentiation and intervention that can be used with pupils across the four areas of SEN as outlined in the SEND Code of Practice (2015): Communication and Interaction, Cognition

and Learning, Sensory and Physical Needs and Social Emotional and Mental Health Needs. The document also outlines how this support is funded and for pupils with an EHCP, links to the banding that they receive from the Special Educational Needs Panel.

The document has drawn on research into a number of models used across the country and has been developed through multi-agency work across education services, including input from Tower Hamlets SEN Co-ordinators. It is hoped that this document will both encourage settings to review their work with all children and young people with SEN and use it to support individual pupils. In addition to the support outlined in this document it is also expected that the needs of children/young people will be met through using the range of support detailed in the Tower Hamlets Local Offer, which can be found at <https://www.localoffertowerhamlets.co.uk/>

The document will be completed for teachers and SENCOs to pilot in their work with pupils from the Autumn Term, with opportunities for further discussion and consultation with school SENCOs.

What does this mean for governors?

Governors are asked to note the extract from the document, the pilot for schools and the plan for further consultation in the Autumn term.

1. Communication and Interaction

a. Speech, Language and Communication Needs (SLCN)

Funding level	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
<p>Quality First Teaching</p>	<p>Differentiation needed in some subject areas</p> <p>Access to appropriate resources</p> <p>Awareness of the potential need for guidance and support. Staff training</p> <p>Adult support for learning as required</p>	<p>Mild difficulty with understanding language and communicating.</p> <p>Responds to simple instructions in context/uses simple language to express needs/sustains listening concentration for short periods.</p>	<p>Guided reading and writing groups are led by the teacher.</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> ➔ Flexible grouping arrangements. ➔ Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources. ➔ Differentiated questioning and targeted simplified level/pace/amount of teacher talk. ➔ Alternative forms of recording routinely used e.g. voice recorders ➔ Use of visual, auditory and kinaesthetic approaches when learning vocabulary. ➔ Visual, auditory and kinaesthetic approach to story writing. ➔ Visual timetable. Strategies to encourage all children to participate in classroom talk. ➔ Small steps approaches. ➔ Resources and displays that support independence. ➔ Routine feedback to pupil ➔ Variety of groupings so that all children get opportunities to interact with the children with the best language skills. ➔ Planned opportunities to talk for different purposes throughout the day. e.g. lunchtime conversations <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage.</p> <p>A monitoring system, for example, Pupil Progress Meetings, should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Training all staff in SLCN</p>	<p>Quality First Teaching</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> ➔ Support for Learning Service ➔ Speech and Language Therapy ➔ Educational Psychology ➔ Early Years Inclusion Team

Funding level	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
<p>SEN Support (additional £6000)</p>	<p>A differentiated curriculum, planning for targeted groups</p> <p>The pupil may benefit from a predictable environment and routines</p> <p>Access to appropriate resources</p> <p>Awareness of the potential need for guidance and additional interventions</p> <p>Planned time for small group working</p> <p>Staff training</p> <p>Some adult support for learning and aid to the development of positive relationships</p>	<p>Some difficulty with understanding language and communication, including dysfluency and unclear speech.</p> <p>Pupil's language difficulties affect curriculum access, indicated by attainments below expected level and social relationships.</p> <p>May include reluctant communicators eg selective mutism and children with social communication difficulties</p>	<p>As above - Wave 1 (Quality First Teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> ➔ Support focused on specific targets with reinforcement in whole class activities to aid transfer of skills. ➔ Flexibility of groupings to allow for buddy support/good role models/focused teaching. ➔ Further modification taking into account pace and amount of teacher talk to address pupils' identified need. ➔ Advice from external agencies is implemented in the classroom. ➔ There may be a need for structured and multi-sensory approaches to learning ➔ Enhanced opportunities to use technological aids e.g. symbol-supported text. ➔ The teacher takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning (within PVICs the Area SENCO advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning). ➔ Pupils are taught strategies and provided with resources to assist with the development of independent learning. ➔ Mainstream class but advice from the Speech and Language Therapy Service is included in the planning and support is delivered through access to small group support on a regular basis. ➔ Teachers are aware of prioritising key vocabulary and provide symbol supported vocabulary displays e.g. for Topic work ➔ A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile ➔ Termly review of targets ➔ Assess plan do review document on school provision map. ➔ Informal intervention i.e. – TA to support child/group during e.g. literacy. 	<p>SEN Support</p> <p>Plan-do-assess-review cycle to evidence progress and effectiveness of interventions</p> <p>Advice and guidance from:</p> <ul style="list-style-type: none"> ➔ Support for Learning Service ➔ Speech and Language Therapy ➔ Educational Psychology ➔ Early Years Inclusion Team

Funding level	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
Band A	<p>Differentiated curriculum for groups and individuals</p> <p>Use of appropriate resources and guidance to support access to the curriculum.</p> <p>Planned time for small group and individual working with some adult support. Staff training</p> <p>Frequent adult support for learning</p>	<p>Diagnosed difficulties with receptive and/or expressive language which may include DLD and will mainly affect literacy</p>	<ul style="list-style-type: none"> ➔ Additional groups led by trained TA's. ➔ Formal interventions e.g. Talk Boost with initial assessment and outcome measures. ➔ Lunchtime clubs for children with SLCN ➔ System in place to analyse incident book to identify vulnerable pupils with SLCN. ➔ Access to outside professionals e.g. counselling, E.P, play therapist, SENCO, SLS, O.T. ➔ Differentiated homework and/or access/priority for homework club. ➔ Communication Friendly School arising out of audit. ➔ Dysfluency support in school if required with a TA programme from NHS service ➔ Additional support in phonics. 	<p>Statutory assessment for EHCP – implementation of support to meet the outcomes identified in the EHCP</p> <p>May include advice and guidance from:</p> <ul style="list-style-type: none"> ➔ Speech and Language Therapy ➔ Support for Learning Service ➔ Educational Psychology ➔ Early Years ➔ Inclusion Team ➔ O.T.
			<p>As Above: Wave 1 and 2 plus Wave 3 interventions. Teaching approaches include visual support and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> ➔ work on modified curriculum tasks; ➔ encourage independence ➔ plan for opportunities for peer to peer interaction ➔ Support focuses on targets as advised by and external specialist in SLCN e.g. Speech and Language Therapy or Language and Communication Team Specialist Teacher <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. Language development should be taken into account</p> <p>Planned reviews including the parent and CYP should take place</p>	

Funding level	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
Band B	<p>See Band A Plus: Access to appropriate resources and specific interventions. Planned time for small group and individual working with adult support. Staff training High level of adult support for learning. Alternative Communication systems may be considered e.g. Signalling or use of a communication book</p>	<p>Diagnosed speech and language difficulties, including DLD, which impact all areas of the curriculum. Pupil may use a combination of verbal and alternative communication Pupil may have very slow response to verbal information and low retention of abstract concepts</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> ➔ work on significantly modified curriculum tasks; ➔ access daily individual support ➔ encourage independence ➔ create opportunities for peer to peer interaction ➔ monitor the progress of the CYP using highly structured methods ➔ The pupils accesses daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service <p>Pupil to be reviewed termly, with direct contact by the Speech and Language Therapist, and programme to be updated as required A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. Planned reviews to include the parent and CYP should take place</p>	<p>Statutory assessment for EHCP – implementation of support to meet the outcomes identified in the EHCP May include advice and guidance from:</p> <ul style="list-style-type: none"> ➔ Speech and Language Therapy ➔ Support for Learning Service ➔ Educational Psychology ➔ Early Years Inclusion Team

Funding level	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
Band C	<p>In Mainstream, the curriculum should be modified and individualised.</p> <p>Use of appropriate resources and access to specific interventions from specialist staff.</p> <p>Planned time for small group and individual working with adult support. Staff training</p> <p>High level of adult support for learning.</p> <p>Alternative Communication systems should be used</p>	<p>SLCN will usually be co-occurring with other areas of need which may not have been diagnosed e.g. ASD</p> <p>Speech and language difficulties will be severe and complex</p>	<p>A highly individualised curriculum approach and planned opportunities to access specific individual programmes of support</p> <p>Activities will be broken into manageable chunks with learning breaks.</p> <p>Additional adult support may be needed around transition points.</p>	<p>Advice and guidance from:</p> <ul style="list-style-type: none"> ➔ Speech and Language Therapy ➔ Support for Learning Service ➔ Educational Psychology ➔ Early Years Inclusion Team ➔ O.T.
Band D Band E	<p>Pupils with a primary need of SLCN are unlikely to require a Band D or E level of support.</p> <ul style="list-style-type: none"> ➔ A complex picture – other needs e.g. ASD, PD, Severe or multiple learning ➔ Multiagency support e.g. physio OT. 			<p>There is likely to be:</p>

Funding level	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
<p>Language Resource Provision (LRP)</p>	<p>Differentiated curriculum with a focus on language development across every subject.</p> <p>Adult support to guide play and social interaction outside of the classroom.</p> <p>Individual sessions with a speech and language therapist if required for work on speech sound development.</p>	<p>Usually a diagnosis of DLD which impacts on the child's ability to communicate needs and ideas in social conversation.</p> <p>High risk of social and emotional difficulties if left unsupported.</p>	<p>As Band B plus:</p> <ul style="list-style-type: none"> ➔ Adult language consistently simplified and supported with visuals. ➔ Vocabulary planning across curriculum to ensure only a small number of the most useful words in curriculum plans are taught and revised. ➔ A range of alternative communication systems (e.g. communication books, communication boards, symbol to voice apps, keyword signing) used in class in Total Communication approach. ➔ Timetable ensures 30 minutes daily for adult language recasting for every child. ➔ Adult monitoring of social interaction and play to reduce risk of social isolation. ➔ Individualised home-school communication system in place. 	<p>Advice and guidance from:</p> <ul style="list-style-type: none"> ➔ Speech and Language Therapy ➔ Support for Learning Service ➔ Educational Psychology ➔ Early Years Inclusion Team ➔ O.T.

FOR INFORMATION

Review of Primary School Places

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Audience: All School Governors

This is to update governors of the current position concerning the review of primary school places and the planned next steps in the process.

Background

In a previous report to governors, the local authority advised that it was undertaking a review of primary school places to address the geographic imbalance and oversupply in certain areas of the borough. The review is being overseen by a group of key stakeholders, including headteachers from all sectors, diocesan board representatives, the Council of Mosques, the Greater London Authority, the office of the Regional Schools Commissioner, Tower Hamlets Education Partnership (THEP), and the early years sector.

The review process has identified further primary schools in the Bethnal Green, Isle of Dogs, and Wapping catchment areas that are in scope of school organisation change proposals. Details of these proposals and the schools concerned can be found on the Primary Review Website, see link: www.towerhamlets.gov.uk/primaryreviewparent

What does this mean for governors?

It is important for schools governors to be aware of this work and that the LA is seeking to make changes to its school organisation with the primary purpose of ensuring that Tower Hamlets schools sustain a level of resource that will enable them to continue to provide high quality education to all Tower Hamlets children.

The local authority will keep school governors regularly informed of the progress and recommendations from the review through the various communication channels.

FOR INFORMATION

Children and Family Centres during lockdown

Contact for enquiries:

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Audience: School Governors

The Integrated Early Years' Service (IEYS) re-opened all 12 designated children and family centres from Tuesday 1 September after a temporary reduction in services during the lockdown. As restrictions eased during August, and with advice from Public Health and the Back to Business Board, centres have worked out how to open safely for a service that is as near to normal as possible. At the request of parents, staff will continue to use the new virtual approaches developed during the lockdown.

Five of the 12 children and family centres remained open during lockdown to provide essential services for families and partners – with all staff offering additional online services. During the pandemic Partner Services have included:

- ➔ Health clinics in children and family centres;
- ➔ Maternity services, health visiting checks and other health appointments;
- ➔ Hearing tests.

Face-to-face service delivery gave families a safe non-clinical environment to attend that would otherwise have taken place in higher risk environments such as hospitals and GP surgeries. Virtual service delivery ensured families could continue to link with staff they knew and trusted.

Between April and August, the children's centres have had significant contact with nearly 700 adults and over 1,200 children. To facilitate children's return to education, the children and family centres offered a school readiness programme throughout the summer to help children and families adapt to starting early years settings without the usual settling in and introduction period.

A summer activities programme helped families resume controlled group sessions with their children, in a Covid-secure environment.

Children and family centres have also supported the council's response to local disasters, helping families rehoused due to the Hadleigh House fire and the Bow Crane Collapse, by providing space to play for children from birth to seven-years-old.

Most staff have also volunteered to other council services in their own time and on many occasions unpaid, including food distribution, weekend shielded check-ins and a volunteer park rangers.

What does this mean for governors?

The children and family centres provide excellent early support, prevention and intervention across a wide front:

- ➔ Supporting parents into training and employment;
- ➔ Ensuring that children's health and development is supported so that when they enter school at three, as many issues as possible have been addressed.

The recent analysis of SEND support for our youngest children as they enter primary schools underlined the importance of working with families in the **first critical 1,001 days**. Population movement in London means that our families are always changing and the IEYS would welcome the opportunity to strengthen links with primary schools and their governors to ensure that ALL parents have the information about children and family centres and about the Early Help Service we provide.

FOR INFORMATION

Tower Hamlets Youth Service

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Audience: School Governors

The Youth Service provides a wide range of high-quality engaging opportunities and activities for young people aged 11-19 (up to age 25 if they have additional needs) to enable them to build their social and emotional skills, develop their own projects and enjoy safe spaces.

The youth service has faced significant challenges responding to Covid-19. All of the youth provision closed in March 2020 and adapted to delivering through predominantly online youth activity offer.

As the service looks to return to business as usual the combined efforts of youth providers, young people and council departments will be vital in helping us to adapt and recover in the months to come.

The Youth Service has offered support guidance and information in the following ways:

- ➔ Text and phone calls messages have been sent to young people to inform them of online activities, current services across the borough and key messages.
- ➔ Targeted public health telephone assessments have been undertaken with extremely vulnerable children and young people advised to shield
- ➔ Face -to-face youth community outreach work has been delivered since July from select locations
- ➔ Online information resource for young people, (<https://padlet.com/thyouth/youthservice>)
- ➔ Weekly girls' sessions have been held covering topics such as mental health and well-being, staying safe, origami, cooking, health and fitness, and make-up sessions.
- ➔ Island Unity, an online music and performance event was held in May and live-streamed on YouTube. It featured music performances and interviews from young aspiring musicians from the Isle of Dogs and neighbouring communities. The event can be viewed by clicking the following link: <http://linktr.ee/csrt>
- ➔ Virtual Hockey club sessions were held with young people covering discussions around Hockey rules and game play strategy.
- ➔ An online Ramadan Iftar chat group was held with young people from different communities sharing and discussing different cuisines and culture.
- ➔ Weekly online Zoom and Google Classroom sessions are held for young carers advising them of different youth activities and providing support for their wellbeing.

FOR INFORMATION

Parent and Family Support Service

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Audience: School Governors

What does this mean for Governors?

Along with other council services our work with schools has changed and adapted as a result of Covid-19

The parental engagement and parenting team, transition team, special educational needs and disability information advice and support service (SEND IASS) and the family information service have been available to advise and support schools in their work with families.

Remote working has enabled us to continue our work with parents, carers and families providing key information, advice and support delivered flexibly through virtual workshops, discussion forums, telephone, and email communication.

In addition the Holiday Childcare Scheme in partnership with Tower Hamlets schools has provided critical childcare provision for families during the school holidays.

What does this mean for governors?

Parent and family support services are available to assist schools in their work with all families, particularly supporting the return to school during the autumn term

Our services include:

- ➔ Advice, guidance and practical support for parents, carers and guardians
- ➔ Information, advice and support for parents, carers and guardians of children with special educational needs and disabilities (SEND)
- ➔ Information, advice and support for young people with SEND
- ➔ Parenting advice and access to online parenting programmes and support
- ➔ Information, advice and virtual meetings for school transition and appeals
- ➔ Information and virtual workshops for parents, carers and guardians to include: keeping children safe online, health and wellbeing, supporting children's learning and development

FOR INFORMATION

- ➔ Childcare brokerage, particularly supporting critical key workers and vulnerable families
- ➔ Back to school virtual meetings for parents, carers and guardians
- ➔ Supporting schools develop effective approaches to home school communication and engagement
- ➔ Training, advice and mentoring for staff working with families

Information can be found at:

www.towerhamlets.gov.uk/parentfamilysupport

and the Tower Hamlets Services to Schools portal:

<http://www.ths4s.co.uk/Services/183>



To help parents and carers access the information they need from your school website schools can also add a link to the Local Offer, Tower Hamlets online directory of services and information for children, young people and families in Tower Hamlets.

Visit: www.localoffertowerhamlets.co.uk

Department for Education guidance

What parents and carers need to know about early years providers, schools and colleges in the autumn term

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

FOR INFORMATION

Active Travel and the Healthy Lives Team

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Audience: School Governors

There's never been a better time to get active on the school run and choosing to walk, scoot or cycle to school. The Healthy Lives Team are committed to supporting whole school communities to be as fit, healthy and as active as possible; which in turn improves mental and physical wellbeing. Implementing active travel to school is a great way to do this.

All children and young people, aged five to 18 –years-old, should aim for an average of at least 60 minutes of physical activity per day. Keeping active contributes to a healthy body and a healthy mind. The Healthy Lives Team will be providing schools with lots of resources to support active travel, including lesson plans, assemblies, a template letter to parents and a short film in the early part of the term.

Schools and governors play a really important role in encouraging families to walk, scoot or cycle part, or all, of their trips to and from school. Much of the traffic and pollution at peak times is related to school journeys.

Active travel to school is therefore a great way of ensuring as much physical activity per day as possible, whilst helping the local environment.

What does this mean for governors?

The Healthy Lives Team are really happy to support individual schools and school governors to improve their active travel work, or any work to improve the health and wellbeing of pupils, staff and families within the school. If there is any tailored advice or support you would like then please contact the Healthy Lives Team directly.

FOR INFORMATION

HEC Global Learning Centre becomes GLOBAL LEARNING LONDON

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Email: alia.alzougbi@towerhamlets.gov.uk

Audience: School Governors

We have finally made the leap to change our name from HEC Global Learning Centre to Global Learning London, thanks to financial support from the Paul Hamlyn Foundation. As part of the Tower Hamlets Schools Library Service, we have been bringing the world to Tower Hamlets schools for over 27 years, engaging children in local, national and international projects, enthusing teachers with global learning training, and supporting schools with holistic frameworks for curriculum development. Several years ago we were established as a humanities library under the name Humanities Education Centre (HEC). This name served us until Global Learning became a recognised pedagogical approach, at which point we became HEC Global Learning Centre. Today our work with schools is recognised across London, though our focus remains on our home, Tower Hamlets. We are delighted to continue serving our schools as Global Learning London.

Over the summer we delivered our 'Be Well' series to address anxiety among staff returning to schools in the midst of Covid-19, especially those from high-risk backgrounds. Based on this work, we are currently authoring a resource for the British Council's 'Connecting Classrooms through Global Learning' programme, on Sustainable Development Goal 3: Health and Mental Wellbeing for all. The resource will become freely available to schools in early October 2020.

What does this mean for governors?

Please alert your schools to any opportunities from Global Learning London, updating them on the name change from HEC Global Learning Centre.

Should your school require bespoke support for the mental wellbeing of children and staff, please contact us for more information on the Comparative And Restorative Education (CARE) package we have developed for schools based on our work with Tower Hamlets school staff and for the British Council on mental health and wellbeing in schools in response to Covid-19.

FOR INFORMATION

FOR INFORMATION

Online safety

Contact for enquiries:

Selda Ziya

Computing Curriculum and Online safety Consultant

Tel: 020 7364 3755, 07568 327919

Email: selda.ziya@towerhamlets.gov.uk

Audience: School Governors

Schools are having to adapt to new ways of working due to Covid-19. During this time governing boards are playing a pivotal role in ensuring the safeguarding of children, and this includes online safety and the impact of digital technology. Providing access to a broad, balanced and impactful online safety education is also essential to empower children to keep them safe.

The current Keeping Children Safe in Education (KCSIE) has been updated and policies and procedures will need to reflect the changes which will come in force from Tuesday 1 September, staff will need to read and understand the June 2020 KCSIE document.

The new Relationships and Sex Education (RSE) curriculum from September 2020 will also put more focus on teaching children about online safety, mental and physical wellbeing.

The Computing Curriculum and Online Safety service has been working across Tower Hamlets schools implementing the statutory guidance to develop effective online safety policy and practice. There have been a number of targeted workshops delivered to children, teaching and non-teaching staff, SLT, DSLs and parents.

What does this mean for governors?

It is vital that Governors:

- ➔ Understand their online safety responsibilities and accountabilities
- ➔ Have an awareness of online threats, risks and trends in technology use and internet use
- ➔ Support and critically challenge the school in implementing effective and statutory online safety policy, procedure and practice
- ➔ Ensure their school provides an appropriate level of filtering and monitoring which safeguards young people from risky online content and contact
- ➔ Receive and act upon regular online safety reports from senior leaders
- ➔ Ensure children are taught about online safeguarding through teaching and learning opportunities as part of a broad and balanced curriculum

- ➔ Provide all staff with appropriate online safety training and designated safety leaders (DSLs) attend the CEOP 'Think U know' training which is available through this service
- ➔ Attend online safety training
- ➔ How to understand the latest technologies and trends
- ➔ The roles and responsibilities required by governors for online safety
- ➔ How to support and critically challenge your school in implementing and adopting effective and statutory online safety policy, procedure and practice
- ➔ What resources are available to schools to deliver impactful preventative online safety
- ➔ What support is available for responding to online safety incidents

Bespoke training is also available and is tailored to meet the needs of your school. All governor training can also be provided virtually.

FOR INFORMATION

Schools Library Service

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 active throughout Covid-19, first by researching and providing links to online resources for teachers, and during the whole of summer term, supplying books and other resources to schools for classes of children of key workers and for schools to distribute to children at home who do not have good access to the internet.

Given the peculiar circumstances, we decided that we needed to do this for schools this term whether or not they subscribed to the Schools Library Service. Indeed, several schools took advantage of this. However, in September we will have to revert to our usual subscription arrangements.

Subscription rates are available on SLAonline. I regret that it is not possible to reduce or pro-rata annual subscriptions as our operating costs have not reduced due to Covid-19 and we have continued to pay rent and staff and buy resources, and have made these available for those who needed them during the lockdown.

We published an anti-racist statement in response to the Black Lives Matter initiatives – the Schools Library Service has never stopped putting diversity at the heart of our book selection and activities – and would invite schools to use our resources and consult our librarians when looking to redress imbalances in the curriculum.

Our primary school librarians have been working to support schools throughout the lockdown too, by providing links to online resources, and doing on-line library lessons and story times (check out "Laura the Librarian" on YouTube)

www.youtube.com/channel/UC6FHIQJJsy6CtyA819ar8kQ as well as HEC Global Learning Centre's stories at https://www.youtube.com/channel/UCxNd8my-BfVxmCf4yv4zeww/videos?disable_polymer=1

Teachers are not yet able to visit the library at the PDC, but can fill in our usual request form on our website www.towerhamlets-sls.org.uk/request .

We have provided Covid-19 advice regarding using libraries and resources on our website too – www.towerhamlets-sls.org.uk/COVID

FOR INFORMATION

What does this mean for governors?

We ask that governors continue to support schools to subscribe to the schools library service so that we can continue to provide books, artefacts and other teaching resources to teachers, particularly in light of Black Lives Matter curriculum reviews, the need to get children reading again after so long away from school and to help teachers prepare for coming back to school.

FOR INFORMATION

Early Help – Right Help at the Right Time

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 is the term used by agencies in Tower Hamlets to describe our approach to providing support to children, young people and their families as soon as problems start to emerge. When a child, young person or the, family needs some extra support, Early Help is the initial response offered by all services in contact with children, young people and families.

The purpose of Early Help is, through prompt and targeted interventions, to prevent issues and problems becoming acute, chronic and costly to the child, young person, the family and the wider community. The aim of Early Help is to build on people's capacity and resources to manage their own dilemmas, resolve their own difficulties and to reduce the likelihood of the problem reoccurring in the future.

'Working together to safeguard children' (updated 2018) and 'Keeping children safe in education for schools and colleges – guidance from 3 September 2018' both make It is our joint responsibility to safeguard children; and to ensure that we take a coordinated approach to Early Help. Everyone who comes into contact with a child has a role to play in identifying concerns, sharing information and taking prompt action.

We recognise that schools already provide a huge amount of support to pupils, which forms Early Help Support. In a school setting, Early Help might include 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.

Early Help is not a designated team it is the way that EVERYONE works together to support the needs of families.

We use a range of engagement opportunities to identify appropriate support for children and their families. Anybody working with children, young people and families, including services for adults all have a responsibility can start the conversation about additional help a family may need.

Most children's needs are met by their family or universal services that is, those services that are available to everyone. These are provided as a right to all children, young people and their families, and include things as your Health Visitor or your Doctor.

For those children and families who face more challenges and have multiple needs, targeted services provide additional capacity and expertise to address their needs.

For children whose needs and circumstances are multiple, a coordinated multi-disciplinary approach is usually best, based on an Early Help Assessment (EHA), with a Lead Practitioner to ensure they receive all the support they require. A range of targeted services are available through the Children and Family Centres services in the local authority area for Children from birth to 19-years-old.

As children's needs are met and concerns are reduced, we continue to have quality engagement in order to provide appropriate support for the child and their family until that support is no longer required.

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 ensuring that your staff have the right skills to enable them to provide Early Help.

The Early Help Coordinators are:

Tanya Rajfeld
020 7364 0544
tanya.rajfeld@towerhamlets.gov.uk
East of the Borough

Karen Simpson
020 7364 3939
karen.simpson@towerhamlets.gov.uk
West of the Borough



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 Coordinators also have Early Help leaflets and poster available which may be of interest to your staff and parents.

For more information about Early Help, please call 020 7364 5006 (select option 2) or visit www.towerhamlets.gov.uk/earlyhelp. To make a on line enquiry for Early Help please complete the on line Enquiry form which can be found <https://bit.ly/2AA2WNy>.

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 Department for Education website or downloaded via this link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.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: https://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
- ➔ **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

Name	Title
Runa Basit	Head of School Governance and Information
Suzette Nicol	Governor Support Officer
Rochelle Clarke	Governor Support Officer
Angus Huck	Governor Support Officer
Nigel Caleb	Governor Support Officer
Lorraine Feyi-Shonubi	Governor Support Officer
Salma Siddiqua	Governor Support Officer
Shamsun Nessa	Governor Support Officer
Farhad Ahmed	Traded Service and Business Development Manager
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 ➔ Agree Code of Conduct ➔ 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 virements ➔ 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 & 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

	Full governing body	Curriculum (School Development, Pupil Achievement, Teaching and Learning)	Resources (including Finance, Personnel and Premises)	Pay/personnel appeals	Performance management
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 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 & 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

	Full governing body	Curriculum (School Development, Pupil Achievement, Teaching and Learning)	Resources (including Finance, Personnel and Premises)	Pay/personnel appeals	Performance management
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 & 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

	Full governing body	Curriculum (School Development, Pupil Achievement, Teaching and Learning)	Resources (including Finance, Personnel and Premises)	Pay/personnel appeals	Performance management
As Necessary	<ul style="list-style-type: none"> ➔ Review aims/ethos of school ➔ Re-constitution of the governing body ➔ 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) ➔ 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)