

# Director's Report to Governors

Including Governors' Training

# Autumn Term 2017





# Introduction

Welcome to the Autumn Term Report to Governors.

## The Director's Meeting with Governors

I look forward to seeing you on Tuesday 26 September 2017 at 6.30pm at the Professional Development Centre (PDC), 229 Bethnal Green Road, E2 6AJ. We will be updating you on recent critical local issues concerning schools and social care, so this is an important opportunity for us to hear from you. You will receive the programme with this report.

Please send Governor Services any questions you would like to raise and to also confirm that you are attending. Email: [sharon.bailey@towerhamlets.gov.uk](mailto:sharon.bailey@towerhamlets.gov.uk) or tel: 020 7364 3141.

## The Governors' Annual Conference

Our annual conference will take place on Saturday 14 October at Central Foundation Girls' School. The theme this year is 'Effective Governance in Education'. The planned keynote speaker for the conference is Fiona Millar (Education Guardian journalist and one of the founders of the Local Schools Network website).

There will be other speakers, along with the Tower Hamlets Mayor, John Biggs, Cllr Amy Whitelock (lead cabinet member for education) and a good choice of workshops available. There will also be an opportunity to share good practice.

The full conference programme will be issued shortly and sent to governors via email. To reserve a place, please email: [governors@towerhamlets.gov.uk](mailto:governors@towerhamlets.gov.uk) tel: 020 7364 3141.

I look forward to seeing many of you on 26 September at the PDC.

**Debbie Jones**  
**Corporate Director**  
**Children's Services**



TOWER HAMLETS

THE GOVERNORS' CONFERENCE 2017  
**'Effective Governance  
in Education'**

**Saturday 14 October 2017**

**Central Foundation Girls' School**  
25-33 Bow Road, London E3 2AE

KEYNOTE SPEAKER

**Fiona Millar**

A choice of two workshops  
and opportunities to  
network with  
governors from across  
Tower Hamlets.



To reserve a place:

Email:

[govenors@towerhamlets.gov.uk](mailto:govenors@towerhamlets.gov.uk)

Tel: 020 7364 3141

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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](mailto:runa.basit@towerhamlets.gov.uk)

## Governor training Autumn Term 2017

Courses	Date/time/venue	Descriptions
Director's meeting with governors	Tuesday 26 September 2017 6.30pm-8.00pm at the Professional Development Centre, 229 Bethnal Green Road, E2 6AJ	The director's termly meeting with governors: workshops, items from governors, discussion and debate. Email: <a href="mailto:governors@towerhamlets.gov.uk">governors@towerhamlets.gov.uk</a>
Briefing for clerks to governing bodies	Thursday 28 September 2017 10.30am at Mulberry Place, 5 Clove Crescent, E14 2BG	The termly briefing session for independent clerks and Governor Support Officers. Please contact Sharon Bailey to confirm your attendance. Email: <a href="mailto:governors@towerhamlets.gov.uk">governors@towerhamlets.gov.uk</a> Tel: 020 7364 3141
Induction training for new governors	Saturday 30 September 2017 9.30am-2.00pm at the Professional Development Centre, 229 Bethnal Green Road, E2 6AJ	To reserve a place contact Governor Services Tel: 020 7364 3141 Email: <a href="mailto:governors@towerhamlets.gov.uk">governors@towerhamlets.gov.uk</a>
Safer recruitment training	See page 26 for more information	Contact Jean Morgan to book a place. Email: <a href="mailto:jean.morgan@towerhamlets.gov.uk">jean.morgan@towerhamlets.gov.uk</a>

GOVERNORS' ANNUAL CONFERENCE	Saturday 14 October 2017 9.00am-1.30pm at Central Foundation Girls' School, Bow Road E3 Followed by lunch	'Effective Governance in Education'
Keeping children and young people safe from radicalisation and extremism	For dates Email: husnara.begum@towerhamlets.gov.uk Tel: 020 7364 1952	Interactive workshops for parent governors. The role of parent governors supporting schools to keep children and young people safe.
Taking the chair	Saturday 4 November 2017 9.30am-2.00pm at the Professional Development Centre, 229 Bethnal Green Road, E2 6AJ	Essential training for prospective and serving chairs, vice-chairs of governing bodies and committees. Email: governors@towerhamlets.gov.uk
Dealing with parental complaints	Tuesday 16 January 2018 9.30am-1.00pm	To book a place Email: husnara.begum@towerhamlets.gov.uk Tel: 020 7364 1952
Finance training	See page 24 for more information	1. Funding and budgeting 2. Advanced 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 29 for more information	Contact Huong Le 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
Safeguarding workshops for governing bodies	Sessions are arranged at schools. As much notice as possible is requested.	Contact: sheila.leighton@towerhamlets.gov.uk or monty.monaghan@towerhamlets.gov.uk

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

An online application form is available on the Tower Hamlets website:

[www.towerhamlets.gov.uk](http://www.towerhamlets.gov.uk).

# For Action

## School Ofsted outcomes 2016-17

### Contact for enquiries:

**Christine McInnes**

Divisional Director Education and Partnership

Tel: 020 7364 4056

Email: [sharon.thomas@towerhamlets.gov.uk](mailto:sharon.thomas@towerhamlets.gov.uk)

### Audience: All governors

96% of Tower Hamlets pupils now attend an Ofsted-judged 'good' or 'outstanding' school. The local authority is working closely with the Tower Hamlets Education Partnership and school leaders to continue to drive forward improvements. Congratulations to all involved in these very positive inspection outcomes!

Over the academic year 2016-17, Ofsted undertook 26 inspections. The results showed improved inspection outcomes in five primary schools, with 15 schools retaining a 'good' judgement and one retaining its 'outstanding' judgement.

Thomas Buxton and Mayflower improved their judgement to 'outstanding', Alice Model Nursery kept its 'outstanding' judgement and Canary Wharf College Glenworth was judged 'outstanding' in its first inspection.

St John's, Olga, St Elizabeth's and St Michael and St Mary's improved on their former judgement of 'requires improvement' to be judged 'good'.

The following schools retained a judgement of 'good' – St Luke's, Osmani, English Martyrs, Stewart Headlam, Marner, Bangabandhu, Cayley, Hague, Wellington, Halley, Stepney Greencoat, Lansbury Lawrence, Central Foundation Girls' School, George Green's and Oaklands, with Our Lady and St Joseph being judged 'good' in its first inspection since amalgamation.

Wapping High and London Enterprise Academy were also inspected and both judged to 'require improvement'.

This number of inspections has a significant impact on staff time. For every maintained school, the local authority is expected to field a member of staff with an in-depth knowledge of the school to meet with the inspection team during every inspection, and attend the feedback session.

Analysis of the inspections and the subsequent reports identified the following issues for schools to be aware of when preparing for inspection:

- ➔ the school website is used by Ofsted prior to the inspection and needs to be statutorily compliant – requirements can be viewed at:  
**<https://www.lgfl.net/online-safety/resource-centre?t=audit>**
- ➔ when showing the inspector/team around the school, demonstrate impact of previous actions
- ➔ ensure governors have an in-depth understanding of the data dashboard beyond just headline strengths and weaknesses
- ➔ have a 'good' grasp of attendance, particularly around analysis of groups and persistent absence
- ➔ use the data and other evidence to anticipate possible line of enquiry and have an explanation and relevant data ready to answer the questions
- ➔ Ofsted is particularly interested in the breadth of the curriculum, including science and MfL and ensuring sport, RE, music, etc are covered
- ➔ higher attaining pupils are often having their learning capped (by worksheets/writing frames/etc) and there is not enough evidence of them transferring skills into other subjects
- ➔ check all safeguarding requirements are being met on a regular basis, including that there are no gaps in the Single Central Record.

Briefings and support will be available to school leaders over the year to prepare for inspection.

FOR ACTION

## **SEND strategy update**

### **Contact for enquiries:**

**Christine McInnes**

Divisional Director Education and Partnership

Tel: 020 7364 4056

Email: sharon.thomas@towerhamlets.gov.uk

### **Audience: All governors**

In the summer term report, there was an update about the interim structure being put in place in the SEN team, the proposal for the development of a new SEND strategy and a briefing about Ofsted/Care Quality Commission (CQC) joint area inspections of SEND.

This term's update report focuses primarily on consultative work in preparation for a new Strategy for Children and Young People with SEND. It also provides further information about changes and improvements to statutory SEND assessment and a progress report about preparations for an area SEND inspection.

## **1. SEND strategy: findings from the informal consultation**

- a. There has been no strategy for children and young people with SEND in Tower Hamlets for over ten years, so time was built into the strategy development process to allow for a phase of informal consultation on some preliminary ideas arising from the external review. The aim was to have a wide discussion with key stakeholders (parents/carers, children and young people, professionals) about what really matters to them and the challenges for the next five years. Meetings were organised at schools and through established networks such as the Parents Advice Centre and the Council for Voluntary Service. Many discussions were undertaken with those working with children and young people with SEND as well.

In total, during May and June 2017 over 630 people were engaged in the informal consultation including 75 children/young people with SEND and about 120 parents/carers. There were also about 40 responses to the online survey.

- b. There was strong support for a new strategy (over 85% of respondents to the online survey). Reasons given included:
  - a wish for strong leadership to address the fragmentation of services
  - to forge links between the islands of 'good' practice in the borough

- to know who is responsible for SEND and who to speak to if arrangements are not working
- to help to improve information and data sharing between health (e.g. GPs), social care and education for children and young people with SEND.

There were recommended revisions to the draft principles and support from parents/carers for these to be worded as a list of commitments to children and young people with SEND and for this charter to be promoted across the borough.

c. Other feedback given during the informal consultation included:

- ensuring the efficient and effective delivery of education, health and care (EHC) needs assessments and monitoring of annual reviews were a priority for parents/carers and for schools. Parents/carers also wanted other assessments to be aligned with the EHC processes to minimise the number of times they have to tell their story.
- whilst positive about the support received in school/college, young people wanted support to be as independent as possible. Many parents/carers were anxious about preparation for adulthood. A concerted drive to increase learning about preparation for work and for more supported internships and other supported employment received strong backing.
- whilst positive about the changes to the Local Offer website, most parents/carers had not heard about these changes. Since schools are such an important source of information for these parents/carers, it is also vital that all schools have up-to-date information and links on their websites. Parents/carers want to have better access to information about services, especially those which are best-suited to their child's needs.
- parents/carers do not feel involved enough and want to be invited to participate throughout the system for SEND. Children and young people mainly saw their involvement being coordinated through their school or college. It is important their views are sought.
- there was a clear 'yes' to more information about the financing of SEND, both for individual children and young people and as part of the NHS and council being more accountable. Personal budgets were an area of tension – many professionals expressed negative views about the concept, whilst many parents/carers were positive and wanted to know more.
- the strategy should set out how it is planned to attract and train the right staff, that are skilled in identifying and supporting children with SEND and with career progression so they choose to stay working in the borough. The strategy should also establish 'good' future planning of school places for children with SEND.

## 2. SEND strategy: preparations for formal consultation

The findings from the informal consultation have been reported to senior management in LBTH and in Tower Hamlets Clinical Commissioning Group (THCCG). These findings and the views of senior managers have then fed into the writing of the draft Strategy for Children and Young People with SEND. This draft will then be subject to a period of formal consultation throughout the borough, for views to be expressed and the proposed priorities to be subject to comment.

The period of formal consultation will be launched on 16 October 2017 and last for around a month. There will be an invitation for stakeholders to respond to a survey and to submit comments and views.

All governing bodies are encouraged to participate in the consultation and to plan which committee is timed to best consider the draft SEND Strategy and respond on behalf of the school. At this early stage, questions that your governing body might wish to consider are:

- how well is our SEND policy and information for parents aligned with the local authority's proposed strategy and key information hubs such as the Local Offer?  
See [www.localoffertowerhamlets.co.uk](http://www.localoffertowerhamlets.co.uk)
- what comments are there about the proposed accountability structures and how should governors be involved in the leadership of SEND across the borough?
- what opportunities are there for parents/carers of children at the school who have an EHC plan or receive SEN support to feedback on arrangements at school and outside school?
- what financial implications are there for the school of the priorities and actions proposed in the SEND strategy?

## 3. SEND statutory processes

The new structure for the SEN section has been developed and consulted upon – in particular ensuring there are named case officers for schools in the borough. Progress has also been made over the summer with the management of EHC plans and annual reviews as part of the preparation for the electronic management of these documents.

There has been a review of the processes for EHC needs assessment in Tower Hamlets, summarised in an updated timeline. As part of this review, Nichola Baker, the interim SEN Manager, has worked with many SENCOs and partner agencies to draft new guidelines for schools and colleges about the EHC needs assessment processes. The aim of these is to give a clearer steer to SENCOs and to parents/carers about the expectation of the local authority

about support strategies that will have been deployed with a pupil with SEN and the evidence that should be assembled as part of a request for an EHC needs assessment. These guidelines, together with a new template for requests for a needs assessment, have been circulated to all schools and will be trialled for a period in order to fine tune them.

#### 4. Preparations for Ofsted/CQC area SEND inspection

The joint LBTH-THCCG SEND Improvement Group is now established and has completed the first joint SEND audit using a tool promoted by the DfE and NHS England. This audit helped us to establish a baseline overview of provision and will be updated this term to reflect changes and improvements that have been implemented. There will then be a self-evaluation framework produced, informed by the audit and the proposed SEND Strategy, setting out key improvement activities and milestones and indicators of progress. This will be shared with headteachers' consultative groups and with governing bodies once completed.

Focused areas for improvement include:

- the statutory SEND processes and management of these in the local authority and the joint assessment processes for children with more complex needs
- review of the identification and assessment of children in the early years following the reorganisation of the Integrated Early Years Service
- updating processes and procedures for preparation for adulthood and transition arrangements across education, health and social care at age 18.

These will be underpinned by a review of the High Needs Funding Block with a group of headteachers, which will make recommendations for future funding decisions and how these can support the achievement of the SEND strategy's priorities.

FOR ACTION

## **DfE additional funding for schools in 2018-19 and 2019-20**

### **Contact for enquiries:**

**Sailesh Patel**

Schools Business Partner

Tel: 020 7364 4527

Email: sailesh.patel@towerhamlets.gov.uk

### **Audience: All governors**

### **What does this mean for governors?**

On 17 July 2017, the Education Secretary, Justine Greening, announced:

- ➔ additional funding of £1.3bn for schools over two years for 2018-19 and 2019-20. There would be £416m in 2018-19 and £884m in 2019-20
- ➔ confirmation that the new National Funding Formula would be introduced from 2018-19
- ➔ that in 2018-19 and 2019-20, the National Funding Formula will set indicative budgets for each school, and the total schools funding received by each local authority will be allocated according to the new national fair funding formula
- ➔ confirmation that the PE and Sports Premium for primary schools will increase from £160m to £320m (Tower Hamlets primaries on average will increase from £9k to £18k per school on average). All primary schools will receive an increase in their PE and sports premium funding in the next academic year.

The additional funding would mean that for the first two years of the new National Funding Formula:

- ➔ there would be an increase in the basic amount of funding provided for all pupils for 2018-19 and 2019-20
- ➔ there could be gains of up to 3% in per pupil funding in each of the next two years for those schools that have previously been under-funded (all inner cities and London are considered in the National Funding Formula (NFF) as over-funded)

- ➔ a per pupil cash increase of a minimum of 0.5% per annum for all schools in 2018-19 and 2019-20 (Tower Hamlets average per/pupil amount would increase by £27.50 in both years).

The announcement that indicative budgets will be set for individual schools for both 2018-19 and 2019-20 indicates that the 'hard' implementation of the new formula will be delayed by a year until 2020-21 (the hard implementation is when budgets are set at a national level by the EFA).

The funding for the increases announced will be met from within DfE budgets. This is not new money from the Treasury. As the Education Secretary said in the Commons, the additional investment in schools, "will be funded in full from efficiencies and savings [...] rather than higher taxes or more debt".

- ➔ £420m from 'efficiencies and savings across the education capital budget', of which £315 million will come from cutting funding from the 'healthy pupils' scheme via the soft drinks industry levy.
- ➔ £280m from free schools budget savings which will be delivered in part through the government 'working more collaboratively with local authorities to provide free schools to meet basic need'. The Education Secretary is stressing that only 110 of the 140 free schools announced at the Budget will go ahead. The remaining 30 schools will still be opened, but as standard local authority-run institutions.
- ➔ £250m and £350m of re-prioritised funding in 2018-19 and 2019-20 respectively, including £200m from the central school improvement programme budget. In other words, Ms Greening plans to raid parts of her overall education budget to pay for 'core' schools funding.

Details of the full oral statement made to Parliament is available here

<https://www.gov.uk/government/speeches/justine-greening-statement-to-parliament-on-school-funding>

## Conclusion

The announcement of an extra £1.3 billion for schools will spare them the cuts they were due in the next two years in the education budget. However, since 2015, funding per pupil has fallen in real terms by 4.6 per cent. Spending per pupil will remain at the same low level for the next two years.

FOR ACTION

## **GDPR – the Data Protection Act 1998 is being replaced by a new EU Regulation**

### **Contact for enquiries:**

**Redouane Serroukh**

Information Governance Manager

Tel: 020 7364 6570

Email: redouane.serroukh@towerhamlets.gov.uk

### **Audience: All governors**

A new European regulation, the 'General Data Protection Regulation' (GDPR), will be coming into effect on 25 May 2018. This will replace the Data Protection Act 1998.

Brexit will not be affecting this change in legislation as the UK government has already signalled its commitment to the GDPR. It will also come into effect before the UK formally leaves the EU. We are therefore legally required to be compliant as of 25 May 2018.

There are a number of areas within data protection that have changed or become stricter. Below is a quick summary of the key changes that will affect schools.

### **What does this mean for governors?**

- Privacy Notices (also known as Fair Processing Notices) should already contain basic information, like the reason information is being collected and who it may be shared with. The GDPR now requires that the following information is also provided to individuals when collecting their data:
  - the legal basis being relied upon for processing the information (i.e. is it statutory or consent based?)
  - how long you plan to keep the data held for? (this should be linked to a retention policy)
  - information about the rights of the individual, which includes the right to access information about themselves, the right to complain and also a new right known as the 'right to be forgotten'.

- ➔ consent, if it is being relied upon as the legal basis for processing information, must now be demonstrable and can no longer be as a result of inactivity (i.e. an opt-out method) or verbal only, without any recording. The consent must also be demonstrated to be freely given, specific, informed and unambiguous.
- ➔ right to be forgotten is a new right that each individual has. A request can be made for data about the requestor to be deleted. This will be where consent has been withdrawn, or where the purpose under which the information was being processed no longer exists. However, the further retention of such data will be lawful in some cases where it is necessary for compliance with a legal obligation or for the exercise or defence of legal claims.
- ➔ 'Information Society Services' refers to information of children under the age of 16 (the UK Government may reduce this to 13) being processed for online services where a profile is being created or a log in is required for services specifically directed at the child. Consent for such a service must now be obtained from the holder of parental responsibility for the child.
- ➔ notification to the ICO – The current system of notification under the DPA will be replaced by a requirement for data controllers (each school) to keep an internal record in relation to all personal data they process. The record must include, amongst other things, details of the purpose of processing personal data, recipients, time limits for erasure as well as a general description of the technical and organisational measures in place protecting the data.
- ➔ commissioning of services that include the transfer of personal data must now be more strictly regulated. When commissioning any service you are required to obtain assurance that the organisation is already compliant with the GDPR before entering into a contract with that organisation. Failure to do so could render the school liable for a breach by the commissioned service.
- ➔ information security breaches must now be reported to the ICO within 72 hours unless unreasonable to do so. Not reporting an incident could in itself amount to a breach of the GDPR. Fines for breaching the GDPR have also risen significantly from the maximum of £500,000 under the Data Protection Act to a maximum of 20 Million Euros under GDPR.
- ➔ a statutory Data Protection Officer (DPO) role has been introduced as part of the GDPR. The DPO should be suitably qualified for the role and does not have to be an existing employee – the role can be a paid-for service or a contractor. The role of the DPO is:
  - ➔ to inform and advise the school and all staff who are processing personal data of their obligations pursuant to the GDPR

- ➔ to monitor compliance with the GDPR, including the assignment of responsibilities, awareness-raising and training of staff involved in the processing operations, and the related audits
- ➔ to provide advice where requested as regards the data protection impact assessment and monitor its performance pursuant to Article 33
- ➔ to cooperate with the supervisory authority (the ICO)
- ➔ to act as the contact point for the supervisory authority on issues related to the processing of personal data.

FOR ACTION

## Pupil admission arrangements and the requirement to consult for 2019-20

### Contact for enquiries:

**Terry Bryan**

Head of Pupil Services

Tel: 020 7364 4304

Email: [terry.bryan@towerhamlets.gov.uk](mailto:terry.bryan@towerhamlets.gov.uk)

### Audience: Governors of own admission authority schools

This is to remind own admission authority school governing bodies of the need for them to determine admissions arrangements for the school and to also consult when changes are proposed. Admission authorities must consult on their admission arrangements at least once every seven years even if there have been no changes during that period.

The consultation should be conducted according to the guidance set out in the School Admissions Code: <https://www.gov.uk/government/publications/school-admissions-code--2>

### What does this mean for governors?

The key dates and actions for the governing body are as follows:

Date	Activity
<b>By 30 Sept 2017</b>	Send draft of 2019-20 admissions policy and Supplementary Information Form (if used) to the local authority and/or diocese (church schools) for advice on compliance. On receipt of advice make any necessary changes.
<b>Between 1 Oct 2017 and 31 Jan 2018</b>	<p>Carry out statutory consultation for six weeks on any significant changes made to the admissions policy and/or Supplementary Information Form. If the school has not consulted on its admissions policy since 2011 then it must go out to consultation during this period, even if no changes are being proposed.</p> <p>Schools that have purchased the Admissions and Appeals SLA can arrange for the local authority to carry out the consultation on their behalf. Further information and advice can be obtained from Terry Bryan, Head of Pupil Services, whose contact details are above.</p>

<b>Jan-Feb 2018</b>	Take admission policy to full governing body meeting. Consider any representations made and determine arrangements by no later than 28 February 2018. Even if the school is not required to consult it must review its admissions policy and determine its arrangements by this date.
<b>28 February 2018</b>	<p>In addition to its determined admission arrangements for 2019-20, the school's website must also include its timetable for hearing appeals for admission in the 2018-19 school year.</p> <p>Details of what must be published in the appeals timetable can be found on page 10 of the School Admission Appeals Code: <a href="https://www.gov.uk/government/publications/school-admissions-appeals-code">https://www.gov.uk/government/publications/school-admissions-appeals-code</a></p> <p>The local authority will do this as well as arrange the appeal hearings for schools that have purchased its Admissions and Appeals SLA.</p>
<b>15 March 2018</b>	Publish the determined admission arrangements for 2019-20 in a prominent position on the school's website and send copies to the local authority and diocese (church schools) by this date.
<b>May 2018</b>	Check the local authority website: <a href="http://www.towerhamlets.gov.uk/schooladmissions">www.towerhamlets.gov.uk/schooladmissions</a> to ensure that it includes an updated link to the school's determined admission arrangements for 2019-20.

The local authority provides admissions and appeals training for governing bodies which can support governors in increasing their understanding of the admission process and related functions. Bespoke sessions for individual schools or groups of schools can be arranged by telephoning or emailing Terry Bryan in the Pupil Services Team on Tel: 020 7364 4304 or [terry.bryan@towerhamlets.gov.uk](mailto:terry.bryan@towerhamlets.gov.uk).

# For Information

## **Tower Hamlets Education Partnership**

### **Contact for enquiries:**

#### **Professional Development Centre**

229 Bethnal Green Road, London E2 6AB

Tel: 020 7364 6846

Email: [info@the-partnership.org.uk](mailto:info@the-partnership.org.uk)

Web: [www.the-partnership.org.uk](http://www.the-partnership.org.uk)

### **Audience: All governors**

#### **Message from Tracy Smith: Executive Director of The Tower Hamlets Education Partnership**

I would like to take this opportunity to introduce myself as the new Executive Director of Tower Hamlets Education Partnership – a role I am very much looking forward to.

For the last nine years I have been the Executive Headteacher at Seven Kings School, a school for 4 to 19-year-olds in Redbridge, a lovely school and one where I was very happy. After 21 years there I made the decision to take on a new challenge and was drawn to the role in Tower Hamlets because of the reputation of the borough and the interesting work taking place in education. I am a National Leader of Education and have been committed to working in partnership to support school improvement – our school was one of the first 100 teaching schools in the UK. I have supported several schools as part of our school-to-school support work and I worked to develop school peer-to-peer review.

It is important that we work together for the benefit of all our children and The Partnership provides the framework for schools and other stakeholders to work collaboratively to make a real difference.

I very much look forward to working with you and building on the excellent work already completed by Cath Smith.

FOR INFORMATION

## **Amendment of the School Governance (Constitution) (England) Regulations 2012 – removal of elected parent and staff governors**

### **Contact for enquiries:**

**Runa Basit**

Head of Governance and Information

Tel: 020 7364 4302

Email: [runa.basit@towerhamlets.gov.uk](mailto:runa.basit@towerhamlets.gov.uk)

### **Audience: All governors**

The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2017 outlined upcoming changes to the constitution regulations.

The amendment introduces paragraph 24A to Part 4 of the constitution regulations, which will allow for the removal of elected parent and staff governors by the governing board, following the same procedure as for other categories of governor.

In addition, under these regulations a person is disqualified from holding or continuing to hold office as a governor of a school until the date immediately after the fifth anniversary of the date of their removal as an elected parent or staff governor.

The above changes come into effect from September 2017.

Further information can be accessed using the following link:

<http://www.legislation.gov.uk/uksi/2017/487/regulation/2/made>

FOR INFORMATION

## **Provisional outcomes for primary schools at KS1 and KS2 2017**

### **Contact for Enquiries:**

**Alison Gawthrope**

Head of Primary Education and Partnerships

Tel: 020 7364 6381

Email: [alison.gawthrope@towerhamlets.gov.uk](mailto:alison.gawthrope@towerhamlets.gov.uk)

### **Audience: All governors**

This year our primary schools in the borough have continued to build on last year's fantastic outcomes for pupils at the end of Year 2 and Year 6.

Outcomes at present are very provisional and so exact figures cannot be shared at this point in time. These will be released in detail early in the autumn term.

Our 7-year-olds, at present, are attaining higher than national averages at the expected standard in reading, writing and mathematics. At the higher standard (greater depth) we are attaining higher than national averages in writing and mathematics.

Outcomes for our 11-year-olds continue to improve and again are higher than national averages at the expected standard in reading, writing, mathematics and grammar, punctuation and spelling. We are particularly pleased with the increases in the number of pupils attaining the higher standard in both reading and mathematics compared to last year.

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: All governors**

### **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 chair 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 headteachers and school financial staff.

Topics to be covered include:

- ➔ Funding forecasting
- ➔ Budget modelling
- ➔ Staffing structures
- ➔ Financial control
- ➔ Out-turn forecasting
- ➔ Benchmarking.

These one-hour courses can be delivered at the school, as part of your SLA with Governor Services or cost £95. To book a session, please email: [governors@towerhamlets.gov.uk](mailto:governors@towerhamlets.gov.uk)

FOR INFORMATION

## **Safer Recruitment**

### **Contact for enquiries:**

**Sheila Leighton**

Safeguarding Training Coordinator

Tel: 020 7364 2327

Email: [sheila.leighton@towerhamlets.gov.uk](mailto:sheila.leighton@towerhamlets.gov.uk)

### **Audience: All governors**

### **What does this mean for governors?**

#### **Mandatory renewal of accreditation**

It is now mandatory that Safer Recruitment Training is re-taken every five years. Certificates of Safer Recruitment accreditation will not be recognised by Ofsted if the date of accreditation is longer than five years. As the Safer Recruitment Training workshops in Tower Hamlets commenced in December 2007, many delegates will be due for renewed training in the coming year. Also, some headteachers/school governors may have gained accreditation via the online route prior to December 2007 and may be due to renew their training. Bearing the need for renewals in mind, we will arrange more sessions based on resultant demand.

The venue: Room 1, Toby Lane, Harford Street, London E1 4DN

The course normally starts at 9.00am prompt and finishes at approximately 4.30pm.

You must be available for the whole day due to the assessment at the end of each session.

Tea and coffee are available from 8.45am.

Lunch is provided.

Fee: £80 per person

Please note: we need 72 hours notice for cancellation or each place will be charged at the full rate.

## Who should attend?

This one day workshop is aimed at all those who recruit staff and who work with and around children and young people.

Every such establishment is expected to have staff who sit on recruitment panels for such posts to gain accreditation for Safer Recruitment via the Safer Recruitment training workshop. All panels recruiting staff to work with children will be expected to have at least one member who has successfully completed the Safer Recruitment training.

Participants at this workshop will have the opportunity to undertake an assessment at the end of each session. Those who successfully complete the assessments will receive accreditation and certificate confirming they have attended Safer Recruitment training which complies with the above requirement, sight of which may be required in future Ofsted inspections.

## Aims

- ➔ to give participants an awareness and understanding of offender behaviour
- ➔ identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people
- ➔ consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting
- ➔ help participants begin to review their own and their organisation's policies and practices with a view to making them safer places for children.

## Programme outline

### Session 1: Profile of abuse/potential abusers

Looks at how Safer Recruitment fits within wider context of safeguarding and promoting the welfare of children and the Help Children Achieve agenda, the scale of abuse, some aspects of the characteristics of abusers and the detail of how child sex abusers typically operate within organisations, and that relates that to recruitment.

### Session 2: A Safer Recruitment process

Looks at the importance of planning a recruitment exercise, sending the right messages to potential applicants, following a consistent and thorough process to obtain relevant information about each applicant and short listing candidates for interviews.

### **Session 3: Making the right decisions**

Considers the importance of making the right decisions and using structured interviews to help to that, as well as pre-employment checks on the candidate selected for appointment.

### **Session 4: An ongoing culture of vigilance**

Examines the need for ongoing awareness and vigilance and considers how organisations can develop and maintain an environment that deters and prevents abuse and challenges inappropriate behaviour, including ensuring whistle-blowing policies are effective.

For dates and to book a place, contact Jean Morgan: [jean.morgan@towerhamlets.gov.uk](mailto:jean.morgan@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](mailto:terry.bryan@towerhamlets.gov.uk)

### **Audience: All governors of maintained schools**

This is to remind governors of the guidance, advice and training on the use of Pupil Exclusion.

### **Background**

The DfE guidance on 'Exclusion from School and Pupil Referral Units' is available via:

<https://www.gov.uk/government/publications/school-exclusion>

Governing bodies have a statutory duty to have regard to this guidance when making decisions on pupil exclusions and administering the exclusion process. This is part of the governors' role on pupil behaviour, which includes the setting of the school's behaviour policy and a framework within which the school should operate. The local authority also has guidance for schools and governing bodies on pupil exclusion and related matters, which is available from: [huong.le@towerhamlets.gov.uk](mailto:huong.le@towerhamlets.gov.uk).

The local authority guidance is provided as a helpful supplement to the DfE guidance with additional information specific to Tower Hamlets as well as advice to support governors in their role.

### **What does this mean for governors?**

Governors who serve on pupil discipline committees need prior knowledge of the statutory and local guidance on pupil exclusion and to attend training on exclusions. Discipline committee members should attend periodic refresher training as the regulations and best practice guidance change regularly. A lack of familiarity with the 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 local authority provides training for governors and clerks, which is delivered at two levels:

**Level 1:** an introduction to a governor's role in pupil exclusion for those with little or no prior experience of pupil discipline committees.

**Level 2:** an advanced course for chairs, vice chairs and governors who chair pupil discipline committees. Participants should have attended the Level 1 workshop, or have equivalent experience of pupil exclusion.

For dates and information contact Huong Le.

Bespoke sessions for individual schools or groups of schools can also be arranged by telephoning or emailing Huong Le in the Pupil Services Team on 020 7364 4301 or [huong.le@towerhamlets.gov.uk](mailto:huong.le@towerhamlets.gov.uk)

# Support

## Organisations, publications and websites which support governors in their roles

### ➔ The Governors' Handbook

All school governors need to know their legal responsibilities and how these fit in with the responsibilities of the headteacher, the local authority and the Secretary of State for Education. The Governors' Handbook (January 2017) provides information about the role and legal duties of governing bodies in maintained schools and academies (including free schools).

The Governors' Handbook can be found on the DfE website or downloaded via this link: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/582868/Governance\\_Handbook\\_-\\_January\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf)

### ➔ The National Governors' Association is the representative body for school governors in England. <http://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.

### ➔ School Governors One Stop Shop (SGOSS) is a small charity which recruits volunteers to become governors in schools across England. SGOSS 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. <http://www.sgooss.org.uk/home>

### ➔ **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

<https://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](mailto:abdi@oceansomali.org.uk) or [info@oceansomali.org.uk](mailto:info@oceansomali.org.uk)

<http://www.oceansomali.org.uk>

## Tower Hamlets Governor Services Team

Runa Basit	Head of Governance and Information
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Eric Konadu	Governor Support Officer
Linsey Bell	Governor Support Officer
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Suzette Nicol	Governor Support Officer
Tracey Lee	Governor Support Officer
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To contact Governor Services, email [governors@towerhamlets.gov.uk](mailto:governors@towerhamlets.gov.uk) or call 020 7364 3141.

Governor Services, Fourth Floor, Mulberry Place, 5 Clove Crescent, London E14 2BG.

For more information, go to the Tower Hamlets Governor webpages:

[http://www.towerhamlets.gov.uk/ignl/education\\_and\\_learning/schools/school\\_governors/school\\_governors.aspx](http://www.towerhamlets.gov.uk/ignl/education_and_learning/schools/school_governors/school_governors.aspx)

	Full governing body	Curriculum (school development, school standards, teaching and learning)	Resources (including finance, personnel and premises)	Pay/personnel appeals	Performance management
Autumn term	<ul style="list-style-type: none"> <li>➔ Elect Chair and Vice Chair</li> <li>➔ Register of business interests recorded</li> <li>➔ Committee Structure /Membership/Terms of Reference/link governors</li> <li>➔ Reconstitution of the governing body</li> <li>➔ Head's Report</li> <li>➔ Agree SFVS to return to local authority</li> <li>➔ Governors' development plan including training needs</li> <li>➔ Review admissions policy (VA school)</li> <li>➔ Review school data</li> <li>➔ Agree targets</li> <li>➔ Review self-evaluation form</li> <li>➔ Report on governor visits</li> </ul>	<ul style="list-style-type: none"> <li>➔ Report on behaviour and bullying issues</li> <li>➔ Report on inclusion issues</li> <li>➔ Set school targets</li> <li>➔ Review behaviour policy and anti-bullying policy</li> <li>➔ Curriculum area reports</li> </ul>	<ul style="list-style-type: none"> <li>➔ Monitor budget</li> <li>➔ Agree virements</li> <li>➔ Complete SFVS</li> <li>➔ Review pay policy</li> <li>➔ Condition of premises report/cost of repairs</li> <li>➔ Asset Management Plan</li> <li>➔ Review child protection policy</li> </ul>	<ul style="list-style-type: none"> <li>➔ Carry out annual salary review</li> <li>➔ Consider recommendations from Head's Performance Management</li> </ul>	<ul style="list-style-type: none"> <li>➔ Arrange review meeting with head and advisor</li> <li>➔ Meet to discuss head's PM and make recommendations to Pay Committee</li> </ul>

<p>Spring term</p>	<ul style="list-style-type: none"> <li>➔ Head's Report</li> <li>➔ Monitor School Development Plan – set new priorities</li> <li>➔ Governor training</li> <li>➔ Monitor roll – possible budget implications</li> <li>➔ Agree budget (or summer term)</li> <li>➔ Report on governor visits</li> <li>➔ Agree holiday dates for next year (VA schools)</li> <li>➔ Agree school prospectus</li> </ul>	<ul style="list-style-type: none"> <li>➔ Review overall curriculum policy in light of school self review</li> <li>➔ Report on inclusion issues</li> <li>➔ Report on behaviour and bullying issues</li> <li>➔ Curriculum area reports</li> <li>➔ Complete school profile</li> </ul>	<ul style="list-style-type: none"> <li>➔ Monitor budget</li> <li>➔ Agree viirements</li> <li>➔ Review staffing structure</li> <li>➔ Plan new budget in line with new SDP</li> <li>➔ Review Service Level Agreements – appoint clerk</li> <li>➔ Premises report</li> <li>➔ Review equal opportunities policies</li> </ul>	<ul style="list-style-type: none"> <li>➔ Consider staffing reductions/ending of temporary contracts in August</li> </ul>	<ul style="list-style-type: none"> <li>➔ Monitor head's performance</li> </ul>
<p>Every meeting</p>	<p><b>Reports on:</b></p> <ul style="list-style-type: none"> <li>➔ Racist incidents</li> <li>➔ Pupil exclusions</li> </ul> <p><b>Standard Items:</b></p> <ul style="list-style-type: none"> <li>➔ Apologies for absence</li> <li>➔ Declaration of pecuniary interest</li> <li>➔ Minutes/matters arising</li> <li>➔ Reports from committees</li> <li>➔ Chair's action</li> <li>➔ Any confidential items</li> </ul>	<ul style="list-style-type: none"> <li>➔ Apologies for absence</li> <li>➔ Declaration of interest</li> <li>➔ Minutes/matters arising</li> </ul>	<ul style="list-style-type: none"> <li>➔ Apologies for absence</li> <li>➔ Declaration of interest</li> <li>➔ Minutes/matters arising</li> </ul>	<ul style="list-style-type: none"> <li>➔ Consider issues from leadership review of teacher annual salary reviews</li> <li>➔ Consider succession planning</li> </ul>	<ul style="list-style-type: none"> <li>➔ Monitor head's performance</li> </ul>



