

Welcome to the first edition of the North Yorkshire School Improvement Service update for governors for the 21-22 academic year. We hope that you all managed to enjoy some rest and relaxation of over the summer holiday and the first half term is going well.

Please do share this newsletter with others on your board in order that it reaches as many colleagues as possible.

GOVERNOR MONITORING and the SCHOOL IMPROVEMENT PLAN

Annually (end of summer term or beginning of autumn term), the board should review progress from the previous year against their school improvement plan and should consider if any of the priorities should be carried forward into the next year and whether adjustments are needed. Consideration should then be given to new or emerging priorities for the school. The views and input of the staff should be considered and your head teacher should get approval from the board to confirm the school improvement priorities that they have identified for the year ahead within the approved school improvement plan. Once these priorities have been agreed, governors will then be able to plan for effective and purposeful monitoring across the year, in order to:

- Ensure clarity of vision, ethos and strategic direction;
- Hold executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Oversee the financial performance of the organisation and making sure its money is well spent.

It is highly recommended that a board puts in place a governor annual planner to clearly identify monitoring, which is directly linked to the school improvement plan. This will ensure that teachers and leaders are aware, in advance, of what monitoring will be taking place and when, and there is clarity with regard to the purpose of the monitoring.

You may find it useful to consider the simple view of governor monitoring, in three parts:

Autumn Term – Intent	Spring Term – Implementation	Summer Term - Impact
<ul style="list-style-type: none"> • What has been identified as an aspect for improvement? • Does this match governor understanding of priorities? • What is the current position with regard to the curriculum and/or the data? • What are the plans for improvement? • Do staff have the necessary resources to make a difference? • Which staff will be involved? 	<ul style="list-style-type: none"> • What progress has been made so far? • What monitoring has taken place to evidence that progress? Is it triangulated or just based on narrow test outcomes? • Does the action plan need to be changed? • What can governors do to support staff with this aspect of improvement? 	<ul style="list-style-type: none"> • What is the end of year progress? • What monitoring has taken place to evidence that progress? Is it triangulated or just based on narrow test outcomes? • What does the evaluation of impact show? Is a further focus required on this aspect? • What are the views of pupils/parents/staff? • How does this feed into HT and staff appraisal processes?

It is important for every board to have a system in place whereby governors document any monitoring that has taken place with a report that should be fed back into the next board or committee meeting. One monitoring report per term for each governor or monitoring team is recommended. Please also review the governor monitoring policy regularly.



Department
for Education

Department for Education updates and reminders

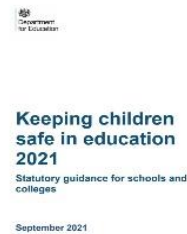
Early years foundation stage (EYFS) statutory framework - The new statutory framework for EYFS applies from 1 September 2021. The early years foundation state coronavirus disapplications are no longer in force and all early years providers must meet the requirements set out in the new framework which can be found [here](#).

Remote Education - The DfE have extended the legal duty placed on state schools to provide remote education for pupils who cannot attend school due to COVID-19. The direction requires that schools provide immediate access to remote education where individual or groups of pupils are required to remain at home. This is in place for the 2021-22 academic year. The full direction notice can be read [here](#).

School-led tutoring - The DfE have issued guidance for schools on how they should plan, access and deliver school-led tutoring for the academic year 2021-22 as part of the National Tutoring Programme. The full document can be found [here](#).

DfE Covid guidance – the DfE continues to update the guidance for schools and settings during the pandemic. The latest version of the [Contingency Framework for education and childcare settings](#) was issued in August. This includes the new thresholds at which schools and settings might consider seeking public health advice, and updates to the circumstances in which local health teams might recommend schools and settings to introduce some additional measures. The [operational guidance for schools](#) has also been updated on 27th September, reflecting the easing of restrictions and rise of cases in schools.

Keeping Children Safe in Education (KCSiE) – September 2021



The September 2021 version of the KCSiE guidance is now in force and replaces all previous versions. It can be found here [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/keeping-children-safe-in-education)

All staff working directly with children must read at least Part One; staff that do not work directly with children should read either part one or Annex A, as agreed by the governing board and school leaders. All governors and school leaders must read the full document. The Governance team advise that a record is kept when this activity has been completed.

The guidance has had a number of updates including:

- information on child criminal and sexual exploitation
- guidance on responding to peer-on-peer abuse, including sexual harassment
- additional guidance on online safety and remote education
- a new section on responding to low-level concerns and allegations.

The Board should also ensure the school reviews its policies, to reflect the latest guidance. The NYSCP child protection manual, which includes the model child protection policy, can be found [here](#).

Whilst the board are reviewing policies, please ensure that all Staff and Governors are aware of who the Designated Safeguarding Lead is, what safeguarding training staff are receiving, that the Designated Safeguarding Lead has been allocated time to dedicate to this role, and also review the safeguarding training that Governors have received. This may include, but is not limited to:

- Basic Safeguarding training
- Safeguarding training for Governors
- Prevent training
- Safer recruitment training

It is also recommended that as an absolute minimum, the Safeguarding Governor registers for updates from the North Yorkshire Safeguarding Children Partnership.

Pupil Premium accountability

Schools are now required to use the template provided by the DfE when publishing the strategy for the school's use of the pupil premium, and recovery premium. They have until December 2021 to publish the statement, having taken account of the needs of the new intake. From September 2021, schools are also required to demonstrate how the spending decisions are informed by research evidence.

The new template, link to research and further information can be found in: [Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/using-pupil-premium-guidance-for-school-leaders)

Developing a strategy for wellbeing

The DfE has launched the [Education staff wellbeing charter](#) which includes a set of wellbeing commitments, which schools can sign up to voluntarily, placing wellbeing and mental health at the heart of decision making.



NYCCs HR team are running a series of free webinars to help governors to:

- develop a strategy for wellbeing and,
- understand the impact of a wellbeing strategy in meeting the duty of care for staff wellbeing.

Course dates and codes are detailed below. Bookings should be made in the usual manner, via your school office.

14 October 2021	5.00pm	HR-OM-1021-T001
8 November 2021	6.00pm	HR-OM-1121-T002
24 November 2021	7.00pm	HR-OM-1121-T003



Code of conduct

Governors should review and approve their Code of Conduct regularly. For schools that use the NGA model Code of Conduct please note that this has been updated, now incorporating the Nolan principles and three additional statements.

NGA Skills audit and dashboard

The NGA has made significant changes to the skills audit that we know many of you use.

The matrix has now been replaced by a new skills dashboard which will make it easier for those evaluating the responses to identify priorities for the whole board.

The updated process and supporting documents can be accessed here [Governing board self-review | Skills audit and skills dashboard - National Governance Association \(nga.org.uk\)](https://www.nga.org.uk/governing-board-self-review-skills-audit-and-skills-dashboard)

The **Early Career Framework (ECF)** has now replaced NQT provision and should be in place for all new teachers. It entitles them to a 2 year programme of induction, support and training. There are a number of ways in which schools can meet these obligations. Further information can be found [here](#).

Essential Autumn Term Governor Business

There are some key matters that should be considered, discussed, agreed and/or approved during the autumn term, usually at your first full governing body meeting, including:

- Sign code of conduct.
- Elect chair and vice chair, and committee chairs if required (this process can take place at any time, in line with terms of office, but it is usually in the autumn term).
- Read Keeping Children Safe in Education and sign to evidence this. Know and evidence that staff have read the latest version.
- Review, update and agree the board's standing orders.
- Review and consider any relevant data and set performance targets for the current academic year.
- Review and agree school improvement plan priorities for the academic year.
- Review and discuss the current school self-evaluation judgement.
- Review the committee structure, terms of reference and delegation planner.
- Approve all policies scheduled by the school for review in the autumn term, including the child protection policy, safeguarding policy and pay policy.
- For the head teacher performance management review meeting, agree the appointment of an external adviser and identify appraisal governors (at least 2 but the LA recommends 3).
- Allocate committee membership and link governor roles and responsibilities (ie safeguarding and SEN) based on skills audit and expertise.
- Identify governor monitoring through a review of link governor roles/committees based on current school improvement plan and most recent skills audit.
- Set governor objectives for the year, based on current school improvement plan.
- Agree an annual planner for governance matters – to include meetings, monitoring, governor training, statutory aspects, etc.
- Review the admission policy and set admission arrangements (VA, trust schools and academies).
- Ensure action plans are in place for pupil premium, PE and sport premium ad catch up premium (pupil premium must use DfE templates from September 2021) Action plans must be published on the school website.
- Agree clerking arrangements for the full governing body and committee meetings.
- Confirm delegated responsibility for financial transactions, (within delegation planner above).
- Receive recommendations regarding appraisal and pay (usually the Pay Committee).
- For maintained schools, review and approve the revised budget.
- Review contract schedules and identify those to be discussed in detail by governors.
- Access, review and discuss a termly premises and health and safety report.
- Access, review and discuss termly report regarding pupil admissions and attendance (and mobility if appropriate) with comparisons to local and national data.
- Ensure that the single central record is up-to-date and current.
- Ensure that all governors and staff know the named DSL and SENCo and are assured that appropriate training has been accessed for the roles.
- Ensure that at least one governor has accessed safer recruitment training.
- Know class structure, named teachers/leaders for classes, year groups and subjects (including Early Career Teachers (ECT)).
- Be aware of staff CPD update, which confirms training days and staff induction.
- Agree a complaints panel and establish links with another board of governors in case this support is required.
- For maintained schools governors to be assured how the school will implement the statutory national curriculum by subject content and year group.
- Be assured that the census information is updated as appropriate.
- Schools that are required to report on the gender pay gap must do so for 2020-21 (deadline was extended from March 2021), by 5th October 2021.

Breakfast clubs programme 2021-2023

The DfE are investing £24 million in a new two year contract to continue their support for school breakfast provision until July 2023.

All participating schools will receive a 100% subsidy for Breakfast Club Provision until 31 March 2022. The subsidy will then be reduced to 75%. All pupils in participating schools will be offered breakfast supplies at no cost to the school or their parents.

Schools will be eligible if they have 50% or more pupils in bands A-F of the income deprivation affecting children index (IDACI). This will include state funded primary, secondary, and special schools and pupil referral units.

They will also be prioritising the [12 opportunity areas](#).

For further details, please see

<https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023>

Data management



Governors should be aware that the responsibility for compliance with all data protection legislation lies with them, and ensure that they are kept informed about any key issues,

working closely with the appointed Data Protection Officer.

Under the General Data Protection Regulations (GDPR) it is vital that all staff and governors are aware of how to handle sensitive and/or personal information and what their responsibilities are when storing, accessing and using data.

Most schools have a data protection policy and where this is in place it should be reviewed annually. It should apply equally to governors as it does to members of staff, so please ensure that your own practice is compliant

Statutory Assessments and Exams

UPDATE

The Department for Education published [accountability arrangements for primary school test and assessments](#) in the 2021/22 academic year. The Standards and Testing Agency have confirmed that all existing statutory key stage 1 and key stage 2 assessments will return in 2021/22, following their usual timetable. This includes end of KS1 and KS2 assessments (test and teacher assessment), reception baseline assessment, phonics screening check, year 4 multiplication tables check and statutory trialling. There will be no science sampling tests in 2022.

Key stage 2 outcomes will not be published in performance tables for the academic year 2021/22 however schools will receive the normal suite of accountability measures at school level.

Statutory moderation and monitoring will return for 2021/22 and in order to fully support schools with all aspects of statutory assessment and moderation, a new NYCC Statutory Assessment and Moderation Service Level Agreement will be offered to schools during the autumn term. This SLA will include training, support and guidance and moderation opportunities.

PHONICS SCREENING CHECK – Autumn 2021

Cancellation of the phonics screening check in June 2021 means incoming year 2 pupils will not have taken the check whilst in year 1. Schools and academies have a statutory duty to administer a past version of the check to year 2 pupils in the second half of the autumn term and to submit this data to the local authority.

RECEPTION BASELINE ASSESSMENT

Schools should have received physical and online resources and training materials to support the RBA from September 2021. Practitioners will need to familiarise themselves with materials before administering the assessments.

ENGAGEMENT MODEL

This assessment for pupils working below the standard of national curriculum assessments (replacing P-Scales 1 to 4) is now statutory for use from the 2021/22 academic year.

SECONDARY SCHOOL ACCOUNTABILITY

The government will not publish school or college level results data from 2019/20 or 2020/21 on [Compare school and college performance](#) and any data from this period will not be used to hold schools and colleges to account. Results data from 2020/21 will also not be used in school and college level performance measures in future years. Further information on accountability for 2019/20 and 2020/21 can be accessed [here](#).

Accountability and performance measures for schools and colleges in 2022 can be accessed [here](#).



Inspections

Ofsted will restart routine inspections in September 2021 for all school types and grades, including previously exempt Outstanding schools. The [section 5 school inspection handbook](#) (updated 1st October 2021), the [section 8 school inspection handbook](#) (updated 1st September 2021) are being used by inspectors. From 1st October 2021 schools with boarding or residential provision should also reference the Ofsted guidance [Aligned inspections of schools with boarding or residential provision from October 2021](#)

Understanding your data

The DfE have updated their useful guide for governors and trustees. The latest version, shared on 1st September 2021 is found [here](#).

Introduction to governance training

This course is delivered remotely over 2 x 2 hour sessions. It will introduce new governors to the principles of good governance and will enable governors to understand their duties and responsibilities.

Dates	Time	Course code
2 November and 30 November 2021	18:00 – 20:00	SI-1121-T064
12 November and 10 December 2021	10:00 – 12:00	SI-1121-T065
18 January and 8 February 2022	18:00 – 20:00	SI-0122-T014
11 February and 11 March 2022	10:00 – 12:00	SI-0222-T012

Please liaise with colleagues in your school office if you wish to reserve a place.

Governor SLA

Moving forward these newsletters will form part of our offer of support through the Governor SLA. If you are interested in purchasing this you can find more information at [Home | North Yorkshire Education Services \(nyeducationsservices.co.uk\)](#)

The Governance SLA includes:

- Advice and support from Governance Officers
- Unlimited universal training delegate places each school year
- Six delegate places on targeted training sessions each school year
- Digital governance toolkit
- Half termly Governor newsletter; which includes an overview of the latest developments relevance to governors
- Access to Modern Governor for all governors – a comprehensive suite of online CPD courses



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