

Welcome to the latest edition of the North Yorkshire School Improvement Service update for governors. We hope you find this informative and useful, and welcome any feedback that you have.

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

SAFEGUARDING

Safeguarding is the responsibility of EVERY governor and staff member at each school. The last fourteen months presented additional challenges for schools as many students spent extended periods away from the school building and community, many families have experienced change and stress, and there have been heightened concerns over on-line safety. This has been reflected in the need for several updates to Keeping Children Safe in Education this year, the last update in January also reflecting the impact after Brexit.

The NYSCP (North Yorkshire Safeguarding Children Partnership) aims to support and enable local organisations and agencies to work together and is supported by the three statutory safeguarding partners within the County:

North Yorkshire County Council

North Yorkshire Police

North Yorkshire Clinical Commissioning Groups

There is a wealth of information on the NYSCP website, in addition to regular emails and updates that governors will find useful. It is therefore recommended that you register for updates. Options include:

- their Facebook page at facebook.com/nyscp1
- the NYSCP website at safeguardingchildren.co.uk
- their Twitter address at twitter.com/nyscp1 (this is primarily aimed at professionals), or
- on Instagram at instagram.com/nyscp (this is aimed at children and young people)

Two recent items for your attention include:

1. **The updated guidance on safeguarding and remote education** from the DfE during the coronavirus pandemic which includes additional information on keeping children and young people safe online, and advice on live streaming lessons [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
2. **Changes to the DBS Barred List Checks from 1st April 2021**

From the 1st April 2021, standalone checks of the children's barred list will be administered by the Teaching Regulation Agency (TRA) on behalf of the DfE. This means that standalone barred list checks can no longer be obtained from TP Online or any of the other umbrella bodies and supply agencies who may have administered the checks on the school's behalf. Schools need to ensure that they see the original (paper) DBS certificate for all new appointments in regulated activity with children. A digital certificate or letter of clearance is not acceptable. If the appointee is transferring directly from another school in England without a break in service of 3 months or more, the appointing school can undertake a stand-alone barred list check using the TRA website.

The Teaching Regulation Agency website is here: <https://teacherservices.education.gov.uk/>

For further information, see: <https://www.teacherspensions.co.uk/employers/tp-online-page.aspx>

Bi- annual NYSCP Safeguarding Audit:

Many thanks to all the governors and staff that have participated in the completion of the bi-annual safeguarding audit. Your support is appreciated in this mandatory activity for **all** schools (including maintained and academy schools). Please do ensure that your board returns to your completed audit at regular intervals to ensure that actions highlighted within the audit are completed and that progress updates can be given. It is recommended that safeguarding updates are received as a minimum on a termly basis and that safeguarding is a standing item on board agendas and on headteacher reports.

Succession planning:

The Designated Safeguarding Lead (DSL) and safeguarding link governor are key statutory roles within the school. Please do ensure that your board considers these roles and training requirements, as well as senior leadership roles, and the role of chair/vice chair.

SAFEGUARDING OVERVIEW WEBINAR FOR GOVERNORS

**5 July 2021 – 5pm - 6:30pm
6 July 2021 - 10:30am - 12.00pm**

This session will focus on an awareness of key information with regard to safeguarding in schools, safer recruitment and the single central record. **There is a free place for one governor from every board in North Yorkshire, including academies, with an expectation that all maintained schools will be represented.** Bookings should be made in the normal manner via the school office.

Secondary School Grades – Summer 2021

GCSE, AS and A level exams will not take place in summer 2021. Instead, grades will be awarded through teacher assessment. This is a new process for secondary schools and governors have a key role in ensuring that grades are awarded fairly and consistently.

The DfE have [published guidance](#) on how grades will be awarded:

- teachers must assess pupils based on their performance and only consider a grade in relation to the content that pupils have been taught during the course.
- schools should use a broad range of evidence across the taught content to determine grades, including coursework, mock exams and substantial class or homework.
- grades should be determined as late in the academic year as possible so that teaching can continue for as long as is feasible.
- where pupils are accessing vocational and technical qualifications that require a demonstration of professional standards, they will continue to be assessed in-person (whilst complying with public health measures). If an in-person demonstration is not required, teacher assessed grades will be awarded.

Ofqual have published over 34,000 GCSE, AS and A Level questions across subjects, which students can now access to support them in the evidence that they will complete as part of their assessments this summer.

Questions for students are available via each exam board along with guidance for parents and carers to support their children through this period.

Governors need to ask questions in order to be assured that teachers have had sufficient and appropriate training to prepare them fully for the process and they need to know that senior leaders have considered and planned for the additional administration of awarding grades and handling any appeals. It is also important for a board to be assured that there are good communication systems in place to support pupils and parents with support and any concerns that they may have about teacher-assessed grades.

The board should have confidence that internal quality assurance procedures are in place and that they are in line with DfE guidance.

Pupils will have an opportunity to appeal grades, with the first part of the process being the school checking for errors, followed by the centre submitting an appeal to the exam board if still required.

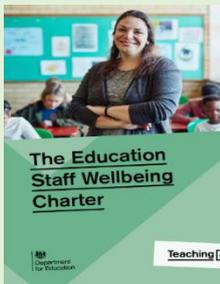
The Joint Council for Qualifications has published a list of [frequently asked questions on this summer's awarding arrangements](#), which will continue to be updated over the coming months.

The Education Staff Wellbeing Charter

The DfE and Ofsted have worked with unions, schools and other organisations to create [The Education Staff Wellbeing Charter](#). It is a tool for schools to create and publicly commit to their own wellbeing strategies and sets out 5 principles of shared understanding on the meaning and importance of wellbeing and everyone's roles and responsibilities. It aims to improve wellbeing in schools by encouraging debate and accountability, and sends a message to everyone working in schools that their wellbeing and mental health matters.

All schools are invited to familiarise themselves with the charter. Further information on how to sign up will be publicised in the autumn term.

For further information, and for links to wellbeing resources and groups supporting wellbeing and mental health click [here](#).



Early Career Framework (ECF) statutory induction guidance

From September 2021, the approach to supporting teachers at the start of their careers will change from a one year Newly Qualified Teacher (NQT) provision to a two-year Early Career Teacher (ECT) provision. The government is funding an entitlement for all ECTs in England so new teachers will now receive 2 years of high-quality professional development and training.

Schools offering statutory induction will need to replace their current induction process with one of the three ECF options. A range of support is available to ensure schools can meet this requirement. Read the [Early career framework reforms guidance](#) for further information about the support available.

On 25 March, DfE published [statutory induction guidance](#).

The governing body should ensure compliance with the requirement to have regard to this guidance.

NYCC have issued more detailed and locally focussed guidance to schools leaders and induction co-ordinators.

North Yorkshire healthy schools award

This award is fully funded by North Yorkshire Public Health for all schools and academies to access, with free training and support. This replaces the previous national scheme which has now closed. The award includes criteria around pupil voice and staff wellbeing to ensure a whole school approach. Further information can be found at [Healthy Schools North Yorkshire](#)



ADDITIONAL FUNDING



The board of governors needs to be confident that school leaders are accountable for any additional funding, including PE and sports premium, pupil premium and catch up funding. It is recommended that impact of this funding is discussed at every full governing body meeting and any questions/governor challenge is robustly minuted.

PE and Sports Premium

An [update on 16th March 2021](#) stated that any PE and sport premium which was carried forward from the 2019-20 academic year **must be spent by the end of 2020-21**.

Every school and academy must publish details of how they spend their PE and sport premium by the end of the summer term (or by 31st July 2021 at the latest). If your school has carried forward any funding from 2019-20, it must be shown separately how this funding has been spent. Online reporting must include:

- the amount of PE and sport premium received;
- a full breakdown of how it has been spent;
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment; and
- how the improvements will be sustainable in the future.

Schools are also required to publish the percentage of pupils within the year 6 cohort 2020-21 who met the national curriculum requirement to:

- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively, for example, front crawl, backstroke and breaststroke;
- perform safe self-rescue in different water-based situations.

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

Pupil Premium_s

Pupil premium and service premium rates will remain unchanged for the financial year 2021 to 2022. From April 2021, pupil premium allocations for mainstream and special schools will be calculated based on the number of eligible pupils recorded by schools in their census in October 2020.

An [update on 30th March 2021](#) stated that as part of the [pupil premium allocations and conditions of grant for 2021 to 2022](#), schools are now required to:

- demonstrate, from the next academic year, how their spending decisions are informed by research evidence (condition 7); and
- use the [strategy statement templates](#) to publish their pupil premium strategy (condition 8).

Governors must ensure that the correct templates are used from September 2021 to publish the school's pupil premium strategy and know that research evidence is being used to inform spending decisions. Board should also use the strategy statement to support monitoring to evidence impact and ensure that the funding is having a direct impact on raising attainment for disadvantaged pupils.

Catch-Up Premium

Governors must continue to monitor the impact of catch-up premium to evidence that the funding is being used to support pupils' educational recovery in line with the school's curriculum expectations, and that there is transparency for parents. Details of the grant must be published on-line, detailing:

- how it is intended that the grant will be spent; and
- how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed.

The board should be assured that this information is on the school website, and have plans in place to monitor the impact against the catch-up priorities.

The PHSE association and NGA have produced some new guidance for governing bodies to provide an overview on the importance of PSHE education in keeping pupils safe and addressing issues such as healthy and respectful relationships, and what respectful behaviour looks like. Governing boards can use the guide to support discussions with school leaders about:

- Making PSHE education a fundamental part of a curriculum that supports the educational vision for their school or trust.
- Influencing and supporting the planning and delivery of PSHE education and monitoring its impact.

The guidance can be freely accessed at <https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Curriculum/PSHE-education.aspx>

Ofsted

As key strategic leaders within a school, the board of governors continues to play a key role during inspection. Inspectors will explore how effective governance is in fulfilling the three core functions, and in ensuring a culture of safeguarding.

Summer 2021

During the summer term, Ofsted will be undertaking on-site, lighter-touch inspections, including section 8 monitoring inspections of schools graded 'inadequate' and those graded 'requires improvement' at the last two section 5 inspections. They will also inspect 'good' schools that, due to the pandemic, have not had an inspection within the statutory 5-year window. These will be section 8 inspections. 'Outstanding' schools will also be able to request an inspection.

There will also be a series of subject reviews based on deep dives and research visits, which will be followed by subject reports in the autumn 2021. These reviews aim to develop a national picture of the curriculum across primary and secondary schools.

A review of safeguarding policies and practices relating to sexual abuse in schools has been commissioned by the government. The review conducted by Ofsted will look at processes and guidance to ensure that pupils are safeguarded in schools.

September 2021

Ofsted have updated the [section 5](#) and [section 8](#) inspection handbooks in preparation for a return to full inspections in September 2021. The updates include a new section that sets out how inspections will take account of COVID-19 in schools, including: a longer time for the initial phone call to ensure that inspectors understand how school leaders supported the school community through the pandemic and the impact on the school, consideration of the age of externally published data, confidence that teacher assessed grades from 2020-21 will not be used and that although inspections will mainly be carried out on site, some aspects, such as discussions with governors may be conducted through video or telephone calls.

Inspectors will want to know from all school leaders, including governors, how safeguarding arrangements have changed over time and how they have made sure that they remain effective.

The guidance states that inspectors will seek to understand how the school adapted and prioritised the curriculum from September 2020, including exploring remote learning and how leaders and teachers have identified pupils' learning gaps and the new starting points, and how that has been responded to within curriculum planning.

At this time, governors should ensure that time is allocated in meetings to routinely and robustly discuss, understand and challenge the impact of leadership on safeguarding, the curriculum, catch-up, closing the gap and staff and pupil health and wellbeing.

Governing board meetings and visits into schools

The DfE guidance to governors going into schools has not changed. This can still happen if considered essential but schools should continue with their alternative meeting arrangements where possible. Boards should consider whether a blended approach of face-to-face and virtual meetings would be appropriate if needed. There is an expectation that chairs will respond flexibly to the personal circumstances of board members and their clerk, having open conversations about how they wish to join meetings.

Schools will need to consider their own risk assessments and how they will continue to protect the health and safety of visitors, staff and pupils. Where visits can happen safely outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.

If you are used to having an 'away day' in this term to review the school vision and strategy this will probably need to be conducted differently this year but please do dedicate specific time to do this.

It is also recommended that you review what you have learnt from holding meetings virtually, and agree how board meetings will be held going forward. It is expected that most boards will adopt a blended approach with some meetings being held face to face, with others being virtual. If you do decide to hold virtual meetings then it is recommended that you agree protocols and expectations which all board members sign up to. You also need to consider if hybrid meetings will be acceptable (where some members are face to face with others attending virtually) and the circumstances when virtual attendance would be considered acceptable. Please ensure that whatever decisions the board makes, your standing orders are updated to reflect what has been agreed.

Statutory Relationships. Sex and Health Education curriculum (RSHE)

This became statutory for all schools in September 2020 but because of the pandemic flexibility was given to schools with regard to implementation in the first year. Schools are required to provide some RSHE in the current academic year, prioritising the content based on the immediate needs of their pupils. Schools have to introduce a more comprehensive RSHE programme from September 2021 which covers all elements of the statutory curriculum.

Schools **are required by law** to publish a Relationships and Sex Education (RSE) policy and to consult parents on the content. This policy should be available on the school website.

The statutory guidance document which details the role of governors can be accessed [here](#).

EYFS

From September 2021 there will be two key statutory changes for the Early Years Foundation Stage (EYFS): the [Reception Baseline Assessment \(RBA\)](#) and the [new EYFS framework](#).

Reception Baseline Assessment

The RBA is a new assessment, and all schools have a statutory requirement to administer it to all pupils attending reception classes in autumn 2021. It will provide a snapshot of where pupils are when they arrive at school, establishing a new starting point to measure the progress that they make by the end of year 6. The information gathered will not provide a 'pass' or 'fail' outcome nor will the DfE track or label individual pupils. The data will provide a school-level progress measure for primary schools, and publication of these progress measures will be in summer 2028, when the first cohort of pupils reach Year 6.

Early Years Foundation Stage Statutory Framework

The EYFS framework sets the standards that all early years providers must meet to ensure that children learn and develop well. It ensures that children are kept healthy and safe and that they have the knowledge and skills they need to start school. Changes to the EYFS framework become law in September 2021.

As a board, governors have responsibility for monitoring the EYFS framework and many schools have a named link governors for EYFS, who will maintain an oversight for the EYFS. Governors are not expected to know the detail of the framework, but need to have a general awareness, and need to know that school leaders and teachers have accessed appropriate CPD in order to fulfil statutory requirements.

Section 3 in the framework specifies safeguarding and welfare requirements which cover the steps that staff must take to keep children safe and promote their welfare. The safeguarding and welfare requirements are given legal force by Regulations 3 made under section 39(1)(b) of the Childcare Act 2006.

The characteristics of effective teaching and learning have not changed, and neither have the names for prime and specific areas of learning: prime being communication and language, personal social and emotional development and physical development; specific being literacy, mathematics, understanding the world and expressive arts and design. These seven areas of learning and development must shape educational programmes in early years settings. Detail within each area has changed and EYFS staff and leaders need to know that level of detail.

Assessment at the end of the EYFS remains, through the EYFS profile, the 17 early learning goals (ELGs) and the 'good level of development' measure. The ELGs should support assessment and should not be used as a curriculum. Detail within the 17 early learning goals (ELG) has changed and the exceeding judgement has been removed. Within each ELG, children will be judged as 'emerging' or 'expecting'. The requirement for the local authority to moderate the EYFS profile has also been removed and there is an expectation that schools will moderate internally and with partner schools. There is still a requirement for schools to submit EYFS profile data to the local authority at the end of each academic year.

Governors need to know that school leaders and EYFS staff are fully prepared to implement the changes from September 2021. The local authority is running another round of training for EYFS staff in June - have all relevant staff accessed training? Governors also need to have confidence that EYFS staff are moderating internally and with other schools, to ensure that judgements submitted to the LA in summer 2022 are robust, accurate and consistent. Safeguarding is a key role of governors, so reading and knowing Section 3 of the framework will support any monitoring of EYFS, with regard to safeguarding children and embedding a culture of safeguarding across school.

National Professional Qualifications

From September 2021 a reformed suite of [National Professional Qualifications \(NPQs\)](#) will be available for teachers and leaders who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice.

In addition to this suite, there is an additional support offer for new head teachers from September 2021. This is a targeted support package for those in their first 2 years of headship who are currently taking the NPQH (or who have completed the reformed NPQH) and who are employed by an eligible school upon starting the training. Your head teacher must also have not withdrawn from or failed the same programme previously. The DfE will release further details of this additional support in due course.

Have your say in the NGA's annual school governance survey

School governors, trustees and local governing body members are encouraged to share their experience of governance, views on topical education policy and governing board's practice in the annual governance survey.

Whatever your role on the governing board, however long you have been involved in governance, the National Governance Association welcome the contribution of all governance volunteers. The findings will be used to continue to effectively represent and support governing boards in their role.

Please share it with others on your governing board and your wider networks. Depending on the answers you give, the survey will take around 20 minutes to complete. The survey is open until **Thursday 10 June at 9am**. Complete the survey at <https://www.smartsurvey.co.uk/s/NGAsurvey2021-local/>

Do you know someone who deserves to be honoured for their dedication to education?

The honours system recognises people who have made a difference to their community either by being outstanding in their chosen field or through voluntary service which has improved life for others.

Further information can be found [here](#).

Governor vacancies

If you are looking to recruit to current or upcoming vacancies on your board, there are two dedicated free services which are there to help you with finding the right people with the right skills

[Governors for Schools](#)

[Inspiring Governance - Become a school governor](#)

Schools that are not currently registered with IG are invited to join a webinar being held on 24 June at 12 noon to find out what the service can offer and how it can help you. Email helen.knowles@educationandemployers.org to book your place

NGA Events for Federation Governors

NGA is hosting roundtable discussion events to seek the views and experiences of those governing a federation. It is hoped that these discussions will inform conversations with decision making organisations including the DfE, and allow federation governors to exchange expertise and ideas. The sessions are available to all, regardless of NGA membership status and will take place virtually on

- Tuesday 1 June 2021 4:30pm – 6:00pm
- Thursday 10 June 2021 4.30pm – 6.00pm

If you are interested in attending one of these sessions please email Katie.mullen@nga.org.uk to secure your place.



Training for Governors

NYCC governor training continues to be delivered remotely. The sessions in the table below are available for booking now. Please liaise with colleagues in your school office if you wish to reserve a place. It is helpful if your governor e-mail address is provided with the course booking, not a generic school e-mail account. To browse the full directory of courses currently available for booking click [here](#).

8 & 15 June 2021	Staff hearing and appeals: Governor panel parts 1 and 2	5:30pm – 7.00pm	HR-0621-T001
10 June 2021	School Complaints – a focus on investigating complaints for HTs and governors	6.00pm – 7.00pm	SI-0621-T015
16 June & 14 July 2021	An introduction to Governance parts 1 and 2	6.00pm – 8.00pm	SI-0621-T035
17 June 2021	School Lunch Standards and Healthy Eating Awareness	9:30am – 11:30am	
17 June 2021	School Lunch Standards and Healthy Eating Awareness	1:00pm – 3.00pm	
29 June 2021	Pupil Premium Strategy for governors	4.00pm – 5.00pm	SI-0621-T016
5 July 2021	Safeguarding Overview webinar for governors	5.00pm – 6.30pm	SI-0721-T009
6 July 2021	Safeguarding Overview webinar for governors	10.30am – 12 noon	SI-0721-T010
12 July 2021	Headteacher Performance Management training for governors	4.00pm – 6.00pm	SI-0721-T005
14 July 2021	Headteacher Performance Management training for governors	9:30am – 11:30am	SI-0721-T006

The sessions listed below are designed to be delivered to your whole board by a Senior Education Adviser at a mutually convenient date and time, and are currently being delivered remotely. They can be booked by submitting a bespoke consultancy request:

Governor Roles and Responsibilities - 1 hour
Monitoring Training for Governors – 1 hour
Monitoring in Practice

Safeguarding Overview for Governors – 1 hour
School Complaints – An Overview for all Governors and Staff – 1 hour
Ofsted Overview for Governors – 2 hours

If you have identified other training needs please contact us at governor.support@northyorks.gov.uk or your school's named Senior Education Adviser (SEA) to discuss your specific requirements.

Coming Soon

The launch of our new Service Level Agreement for Governance Support has been delayed because of the current pandemic.

We are aiming to offer all boards a full and comprehensive service, to include a range of high quality packages including online learning for governors. Details of the SLA will be shared with you once this has been finalised.



Who we are

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