



Children in need of help and protection

In March 2018, the government launched a review into Children in Need (CIN). The evidence showed CIN on average have poorer outcomes at every stage of education than their peers and are more likely than other children not to be in education, employment or training (NEET) after age 18.

This document looks at the links between the records of 2012-13 and 2017-18 looking at the characteristics and interactions that Children in Need received from services.

Some of the key points:

- Between 2012/13 and 2017/18, 1.6 million children were in need of social care services (about 10% of the pupil population)
- 98% of state schools had at least one pupil who was CIN
- CIN pupils 50% less likely to achieve a 'good' pass in English and maths
- 35% of pupils had Special Educational Needs
- 62% of CIN were assessed with at least one of domestic violence, mental ill-health or substance misuse
- 68% of CIN are of white ethnicity

Download the document here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809108/CIN_review_final_analysis_publication.pdf

ESFA Update academies: 20 November 2019

Click [here](#) to read the latest ESFA updates for academies.

Minor changes following the launch of the education inspection framework

Ofsted don't observe lessons, they visit!

Ofsted has reissued its Inspection Handbooks just ten weeks into the new Inspection Framework. The updates described by Ofsted as "*minor changes following the launch of the education inspection framework*". To appreciate the significance of the changes, those involved in governance may find the Inspection Update by Sean Harford, Ofsted's Director of Education, a useful insight. The link is at the bottom of this page. The document details, to inspectors, the changes illustrating both original (September 2019) and revised wording from November 2019.

The Inspection Update reflects on the successes and positive feedback that Ofsted has enjoyed since the launch of the new framework in September 2019, but also highlights that there have been concerns, specifically relating to what have been termed "Deep Dives". Sean Harford explains, in his foreword, that the intention behind these activities was always intended to "explore the quality of the curriculum, not the quality of teaching or the subject in isolation." It is clear that concerns have

been raised with Ofsted leadership relating to the methodology of the Deep Dives and it is this aspect that has seen, in the updated handbooks the greatest clarification.

In previous versions of the Handbook the word observe, in relation to inspectors going into classrooms, has been comprehensively used, but the word does not occur even once in the revised handbooks as it has been replaced now by visit. Inspectors will no longer observe but rather will visit to gather evidence to inform their judgement relating to the quality of education.

Schools that have been inspected since September 2019 have reported that lead inspectors have suggested that it is acceptable for someone to attend the final meeting, to which governors are invited, with a view to taking notes, as reports now address parents and are written in parent-friendly terms rather than fully reflecting the detail provided in the feedback to school leaders. The revised handbook now makes clear that the clerk can attend the feedback specifically to take notes.

- **Questions for Governors to ask:**

Governors and trustees should be seeking assurance through asking questions such as:

Do school leaders generally and subject leaders specifically, fully understand the purpose of Ofsted Deep Dives?

Does our governing body/trust board routinely evaluate its own effectiveness to ensure that everyone is aware of strengths and aspects that should be improved within governance?

When we are inspected, will we invite the clerk to take notes?

A copy of the full the revised handbook and the Ofsted Inspection Update can be found by using these links.

[Revised Handbook](#) and [Ofsted Inspection Update](#)

What should be included in the safeguarding report to governors?

The Safeguarding Report to Governors is a Statutory Duty arising out of the Education Act 2002 (Section 157). This Duty applies to maintained schools, academies and independent schools. The report, often undertaken annually, ensures that governors can monitor the school's compliance, highlight issues and plan for improvements. After tabling the report to the Governing Body, a copy should be filed with the minutes of the meeting.

The safeguarding report also provides information to the Local Authority, so that they can fulfil their statutory duty under section 14B of the Children Act 2004. This Act states that schools and colleges must supply information to the Local Safeguarding Children Board (Children Act 2004 section 11) in order to perform its functions and for monitoring the compliance of schools to safeguarding children and young people (regardless of the school's status).

The report is an opportunity for governors to discuss safeguarding and child protection at a strategic level. It is not a place for the discussion of individual cases and anonymity must be preserved. Having said that, many DSLs and governors find it useful to discuss case studies to help understand local issues, strengths and areas for development,

The report should be prepared by the Designated Safeguarding Lead.

Possible Key points to include in a Safeguarding Report to Governors

- Period Covered
- Name of report author and date presented to governors
- Names of Designated Safeguarding Lead(s)
- Training Record (of staff at all levels), and the effectiveness of training
- Audit of relevant policies and review dates
- Number of initial referrals made, separated into physical abuse, emotional abuse, sexual abuse, neglect, child sexual exploitation; any Prevent/Channel referrals; FGM referrals; and children missing education
- Number of Meetings Attended by type:
 - Initial Child Protection Conference
 - Professionals' Strategy meeting
 - Child Protection Review Conference
 - Core Group Meeting
 - Common Assessment Framework – CAF
- Number of pupils subject to a Child Protection Plan
- Number of Children in Public Care ('Looked After Children')
- Number of allegations made against staff
- Whether the Single Central Record is compliant and up-to-date
- Other comments on safeguarding issues or concerns
- Comparison information from previous reports
- Trends and impact of any new legislation or guidance
- Any deficiencies in the safeguarding procedures and actions required to rectify them

The safeguarding report is often a standing item on many full governing body agendas and sometimes governors may have a specific sub-committee where this is discussed

Headteacher Briefing

Please find attached the latest headteacher briefing.
