

# Leicestershire Governor

Spring 2019

Leicestershire County Council has recruited to the post of Director, Children and Family Services. Jane Moore our former Assistant Director was successful and has this message for all school governors in Leicestershire.

## Welcome to the Spring edition of the Leicestershire Governor

I took up post as Director of Children and Family Services in October last year having been part of the senior leadership team in the Department for a number of years, including nearly two years as Assistant Director for Education and early Help.

I am really committed to working with schools and governors within schools in order to support children across Leicestershire to achieve their best outcomes.

Thank you for your work as governors in undertaking a vital role in schools across Leicestershire.

I look forward to continued work with you over the year.

Kind regards

**Jane Moore**  
Director, Children and Family Services  
Leicestershire County Council



**AVAILABLE  
NOW**

Please take some time to consider your development needs and book the training you would like to attend.

Booking is essential for all of our courses. You can book via LTS Online or email: [governors@leics.gov.uk](mailto:governors@leics.gov.uk).



Leicestershire  
Traded Services

# everyone's welcome



## An exciting new project is going to be available to Leicestershire Primary Schools.

You will find our Everyone's Welcome information leaflet here:

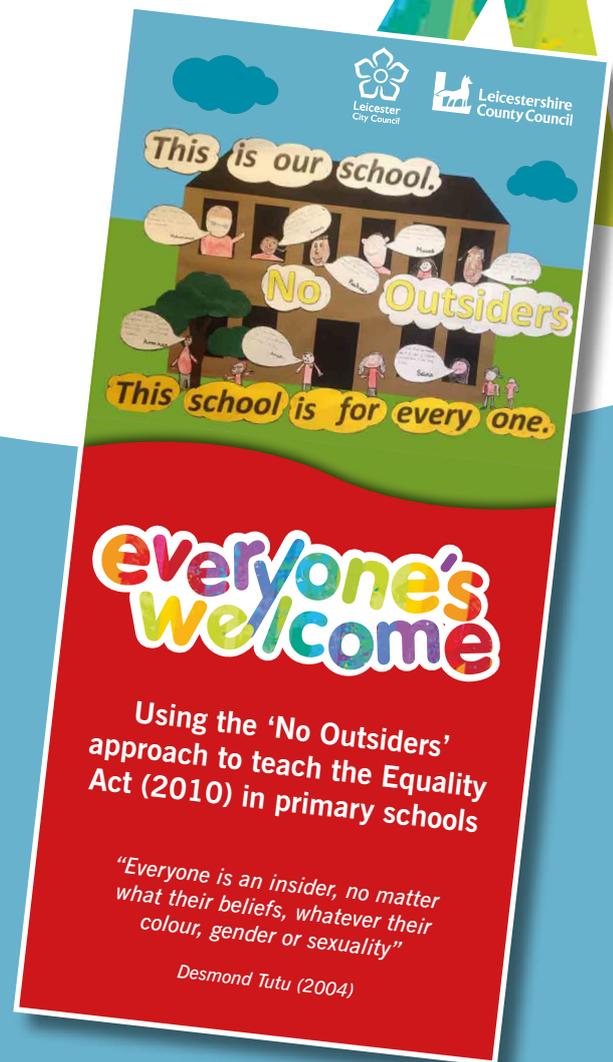
[www.beyondbullying.com/news/2018/12/everyones-welcome-an-exciting-new-project-available-for-leicestershire-primary-schools](http://www.beyondbullying.com/news/2018/12/everyones-welcome-an-exciting-new-project-available-for-leicestershire-primary-schools)

'Everyone's Welcome' is a whole school approach that teaches children about equality and diversity, in line with British Values, Ofsted guidelines and the Equality Act (2010). Everyone's Welcome uses storybooks, lesson plans and assemblies to create and support the development of a whole school community that embraces and celebrates all forms of difference.

Please feel free to contact the Anti-Bullying Team for further information if you are interested in receiving information about the project.

### Leicestershire Anti-Bullying Team

Contact Sue or Caroline Email: [beyondbullying@leics.gov.uk](mailto:beyondbullying@leics.gov.uk)  
www.beyondbullying.com Tel: 0116 3057570



# The Headteacher's Report

In last term's briefings we looked at what form the Headteacher's report might take. Established practice is that the Head's report will form a single document upon which to base discussion at each term's full governing board meeting. However, there is a growing practice that this does not need to be the case. So, what might something different look like?

The Head's report is designed to inform the Board about the operational side of school business; governor monitoring visits "checkout" the information the Board has been given. The two are inexorably linked. As far as GDS are aware there aren't any statutory requirements for the form of the Head's report or of how governor visits should be conducted.

However, every **Governing Board** has a **statutory** responsibility to establish and monitor its school's policies. In addition, there are three statutory nominated governor roles which have to be covered:

- child protection,
- health and safety
- special educational needs.

One of the most effective ways to monitor is by way of a visit so, in order to comply with your statutory duties to monitor, particularly the three statutory areas that you must monitor, GDS suggests that governor visits are a must – if not a statutory requirement directly.

What does this mean for the Headteacher's report?

Paragraphs 23, 24, 36 and 37 of the Common Inspection Framework explain that Ofsted will make graded judgements in the following areas:

- Overall effectiveness
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare

- Outcomes for children and learners
- The effectiveness of early years and sixth form provision

One possible form of the report could be to cover school progress under each of the six areas (beware of the changes due to come into effect in September). See the LTS website for alternative templates.

It is for the Board to set out what information it is that they want – beware of asking for excessive information which destroys your Head's work/life balance! Whether you stick to the established format of a single report at each FGB, adopt the headings outlined above or adopt another method such as commenting on the school improvement plan – here are some thoughts on what should be reported on to enable monitoring to take place. You will see specific items that link to the statutory governor appointments.

1. **Finance's**
2. **Presenting evidence of value for money**
3. **Teaching and Learning**
4. **Spiritual, moral, social and cultural (SMSC) development**
5. **SEND**
6. **Attendance report to governors**
7. **Recording and reporting violent incidents**
8. **Recording bullying and racist incidents**
9. **Report to governors on LAC and previously LAC**
10. **Health and safety report to governors**
11. **DPO's annual report**
12. **Headteacher's safeguarding report to the governing board**

## 1. Finance Committee

Reporting to the governing body finance committee will depend on its terms of reference and the remit of its oversight. Relevant information:

- Monthly management accounts
- Internal audit reports
- Risk registers
- Insurance details
- Updates on staffing changes and their financial implications
- Details of service level agreements (SLAs), tendering and contracts
- Updates on census returns and their financial implications
- Information on lettings
- Any relevant school policies
- Admissions – prospective pupil numbers (and update in accordance with statutory requirements)

Some finance committees will also be responsible for overseeing:

- Health and safety (security),
- Premises (IT or transport issues),
- Personnel and resources (staffing complement)

## 2. Presenting evidence of value for money

The type of information to be included

- Justifying choosing certain suppliers - present quotes from all the suppliers considered in a comparable manner.
- Benchmark your school's spending against data provided by the Department for Education (DfE) to demonstrate where the school's spending is in line with, or better than, similar schools.

## 3. Teaching and Learning

The information reported on could include:

- The programme of lesson observations
- What the focus of lesson observations is and how it feeds into school development planning and continuing professional

development (CPD)

- How this addresses school improvement priorities and concerns around standards of teaching and learning (what are the concerns – does every governor know?)
- The number of lessons observed that are good or outstanding, and whether this number is increasing
- What pupil progress is like in lessons
- The training/CPD policies and procedures in place for teachers to improve practice and tackle under-performance
- How competency issues are tackled sensitively but consistently to support teachers and enable them to do their best
- Update on school improvement priorities

[The last three points cover effectiveness of leadership and management]

Governors should have access to the Analyse School Performance (ASP) data to be able to ask questions about it.

Sources of evidence to accurately show governors the quality of teaching and learning may include:

- Pupil progress
- Pupil voice
- Monitoring of marking

Evidence about individual teachers should remain anonymous.

Schools could set targets to allow a clear tracking system. So that the Headteacher can report a percentage of teachers that have met expected standards.

## 4. Spiritual, moral, social and cultural (SMSC) development

Create an action plan for spiritual, moral, social and cultural (SMSC) development. For example, a focus on developing:

- Pupil voice - children playing a greater part in the decision making within school
- Collective worship calendar and events
- RE scheme of work

- The sex and relationships curriculum
- British values
- Prefects and peer mediators
- Festivals, events and competitions
- The PSHE curriculum
- 'Cultural education' in different departments

SMSC has very distinct strands. Focus should be on one at a time when looking for evidence. Something that evidences pupils' "sense of enjoyment and fascination in learning about themselves" (taken from Ofsted's definition of spiritual development) will not be the same as something that shows their "understanding of the consequences of their behaviour and actions" (taken from the definition of moral development).

Try to evidence examples from across the curriculum – ask subject leaders to show how SMSC appeared in their groups and pick examples of pupils work to show.

Using outcome data can work – but making the link to SMSC can be difficult.

## 5. SEND

Annual SEND report to governors may cover:

- SEND school profile
- Attainment and progress
- Key priorities moving forward
- Progress with annual reviews of education, health and care (EHC) plans, and applications for assessment
- Referrals to external agencies
- Resources purchased

## 6. Attendance report to governors

Annual Attendance report to governors may cover:

- Attendance data by class – with explanatory notes.
- The effectiveness of the strategies to improve attendance over the past year

Governors can conduct a deeper analysis and look at:

- How the school's attendance data compares to other local schools
- Actions to take as a result moving forwards

## 7. Recording and reporting violent incidents

The Health and Safety Executive (HSE) has a violent incident report form template on its website. The form has space to describe the following about the incident being reported:

- What action has been taken to ensure that this type of incident does not reoccur?
- Verbal abuse/threats
- Theft
- Physical attack
- Anti-social behaviour
- A near miss

It also asks:

What action has been taken to ensure that this type of incident does not reoccur? The form may also include:

- Possible contributing factors
- Whether the perpetrator is known to have been involved in any previous incidents
- Measures that were already in place/ could be put in place to prevent this type of incident occurring

## 8. Recording bullying and racist incidents

The Board don't have to record bullying incidents, as it's for you to decide what works best in your school. Whichever approach is taken it should be consistent and should be evaluated to determine whether it is effective.

All schools have a duty to eliminate unlawful discrimination and harassment it is helpful report on racist incidents.

If an incident constitutes a child protection concern, this must be reported to your local authority's children's social care team. This is when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm".

Systems for reporting and recording include:

- 'Bully boxes' which are checked daily
- Confidential web-based reporting systems
- 'Befrienders'/'buddies' and peer mentors
- Confidential phone numbers or text/email systems
- Adult counsellors or drop-in facilities to talk with home-school workers and mentors

## 9. Report to governors on LAC and previously LAC

It is not a requirement for the designated teacher for looked after and previously looked after children (LAC) to prepare an annual report for governors.

However, governors still need to hold the school to account for how the school promotes the educational attainment of LAC and previously LAC, through the designated teacher. It is good practice for the designated teacher to produce a regular report to enable governors to fulfil their monitoring role.

Governors need to ensure they monitor the following, which could be included in a report from the designated teacher:

- The use of the Pupil Premium Plus (PP+) funding (see LTS for a template form)
- The level of progress of LAC and previously LAC

## 10. Health and safety report to governors

The information reported on may include:

- Sickness absence analysis
- Details of fire drills
- Details of first aid provision and arrangements
- Outcomes of termly health and safety inspections
- Status of risk assessment process
- Future initiatives
- Off-site visits throughout the year, including day trips and residential trips

- Training completed by staff and governors
- Pupil and staff accidents that have occurred during the last year

## 11. DPO's annual report

Not directly for the Headteacher to report but there is a requirement for GDPR to be reported on annually. GDPR doesn't say how often you need to do this but recommended is:

- For the DPO to deliver an annual report
- To ensure governors are updated whenever there is a data breach or other important development. Either notify the chair, tell the data protection link governor if you have one, or draw to the attention of the full governing board or to the most relevant committee.

## 12. Headteacher's safeguarding report to the governing board

There is no requirement to, but best practice is for the Headteachers/DSL to write a safeguarding report to the Board at least once a year.

The report is aimed at giving governors and trustees a basic overview of safeguarding figures and procedures in the school and an indication of the workload of those responsible for managing safeguarding issues. Governors should not know any details about individual cases.

The relevant committee should receive termly reports, as this allows governors and trustees to scrutinise the school's procedures in more detail.

Caroline Woodhouse –  
GDS Team Manager.



# Preparing for statutory Relationship & Sex and Health Education (RSHE)

The government have announced that ALL schools will have to teach Relationships & Sex Education (secondary) Relationships Education (primary) and health education from September 2020.

Included in what will have to be delivered:

- features of healthy friendships, family relationships and other relationships
- how relationships can affect physical and mental health
- staying safe online
- how to use technology safely, responsibly and respectfully
- how to keep personal information private
- healthy eating
- keeping fit
- prevention of health problems
- recognition of mental health and ways to support good mental health
- consent
- development of qualities such as confidence, resilience, self-respect
- wider social and economic issues

To help and support Leicestershire Schools to prepare and plan for statutory RSE and Health Education (RSHE) the Leicestershire Healthy Schools Programme provide free training to all school staff ( including Governors) on the 4 Core Themes of the Programme including Personal Social Health Education (including RSE & Drug Alcohol & Tobacco Education) Food in Schools, Physical Activity and Emotional Health & Wellbeing

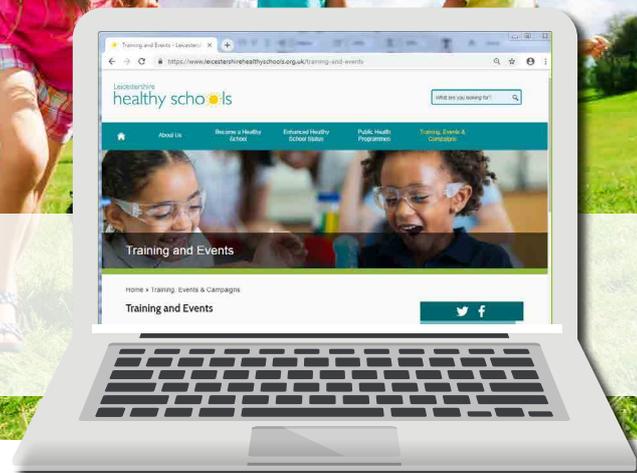
For details and to book online visit the Leicestershire Healthy Schools website training page

[www.leicestershirehealthyschools.org.uk/training-and-events](http://www.leicestershirehealthyschools.org.uk/training-and-events)





Leicestershire  
healthy schools 



# Leicestershire Healthy Schools Programme website

I am pleased to inform you that the new and improved Leicestershire Healthy Schools website is now live - [www.leicestershirehealthyschools.org.uk](https://www.leicestershirehealthyschools.org.uk)

You will notice that the appearance of the website has changed and hopefully it will be easier to navigate and find the information that you are looking for.

Among some of the new features are:

- **Becoming a Healthy School** this tells you how to renew your healthy school status by completing a Whole School Review  
[www.leicestershirehealthyschools.org.uk/become-a-healthy-school](https://www.leicestershirehealthyschools.org.uk/become-a-healthy-school)
- **Enhanced Healthy School status** – this takes you through the PLAN DO REVIEW process of achieving enhanced healthy school status regarding one of the public health priority areas  
[www.leicestershirehealthyschools.org.uk/enhancement-and-public-health](https://www.leicestershirehealthyschools.org.uk/enhancement-and-public-health)
- **Public Health Programmes** - this page provides information about the PH commissioned programmes available to schools including: Food for Life, Food Routes, Big Cook Little Cook, Whole School Physical Activity Programme, Route To Resilience and the Peak Programme (Understanding & Managing Risk)  
[www.leicestershirehealthyschools.org.uk/public-health-priorities](https://www.leicestershirehealthyschools.org.uk/public-health-priorities)
- 4 Core Themes – includes pages on **Wellbeing** **physical activity** **Food in Schools** and **PSHE** providing information, resources and useful web links  
Wellbeing  
[www.leicestershirehealthyschools.org.uk/emotional-health-and-wellbeing](https://www.leicestershirehealthyschools.org.uk/emotional-health-and-wellbeing)  
and Physical Activity  
[www.leicestershirehealthyschools.org.uk/physical-activity](https://www.leicestershirehealthyschools.org.uk/physical-activity)  
and Food in school  
[www.leicestershirehealthyschools.org.uk/healthy-eating](https://www.leicestershirehealthyschools.org.uk/healthy-eating)  
and PSHE  
[www.leicestershirehealthyschools.org.uk/pshe](https://www.leicestershirehealthyschools.org.uk/pshe)
- Training Events & Campaigns page:  
[www.leicestershirehealthyschools.org.uk/training-and-events](https://www.leicestershirehealthyschools.org.uk/training-and-events)  
All of our Healthy Schools training is FREE and is available to all staff in all schools in Leicestershire. Places for courses need to be booked on line by visiting the training events and campaign page
- Social Media: Also don't forget to keep up with what's happening with Healthy Schools by following our Facebook link or find us on Twitter @HealthSch

# Roadmap to Statutory RSE

On 13 November, the Sex Education Forum and PHSE Association published a new '[Roadmap to statutory RSE](#)', supported by 5 education unions.

[www.sexeducationforum.org.uk/resources/advice-guidance/roadmap-statutory-rse-0](http://www.sexeducationforum.org.uk/resources/advice-guidance/roadmap-statutory-rse-0)

The Roadmap is a one-page digital tool with a series of hyperlinked buttons that guide schools through the actions and resources needed in order to provide high quality RSE ready for the statutory requirement.

SEF and the PSHE Association designed the Roadmap with Heads and Senior Leaders in schools in mind, to use together with their PSHE Leads and governor leading on RSE. The step by step approach breaks the task of preparing for statutory RSE into manageable chunks.

FAQs

Quiz

## Teachers' survey

To coincide with the launch of the Roadmap, SEF published preliminary findings from a [survey of 240 teachers](#) of RSE in England. The survey found that 29% of those teaching RSE had not had any training in the subject at all. 20% said they lacked confidence in adapting teaching to meet the needs of children with SEND, and 21% said they lacked confidence on making the curriculum LGBT inclusive.

Interestingly, the topics that teachers and other staff said they feel least confident teaching pupils in secondary schools about include contraception, pregnancy options, STIs, accessing sexual health services and

giving guidance on sexually explicit information online – all topics included in the draft RSE guidance for statutory delivery from 2020.

Please encourage members of your school staff (including school governors) to attend the FREE RSE training available to all Leicestershire Schools through the Leicestershire Healthy Schools Programme

For details and to book online visit the Leicestershire Healthy Schools website training page [www.leicestershirehealthyschools.org.uk/training-and-events](http://www.leicestershirehealthyschools.org.uk/training-and-events)

Consultation activities pack

Subject review

# Team Details

If you have any queries relating to courses, bookings or arranging whole governing body training sessions, please contact:

		Email	Telephone
Caroline Woodhouse	Team Manager	<a href="mailto:caroline.woodhouse@leics.gov.uk">caroline.woodhouse@leics.gov.uk</a>	0116 305 0364
Helen Wardle	Governance Support Officer	<a href="mailto:helen.wardle@leics.gov.uk">helen.wardle@leics.gov.uk</a>	0116 305 6430
Natalie Huang	Governance Support Officer	<a href="mailto:natalie.huang@leics.gov.uk">natalie.huang@leics.gov.uk</a>	0116 305 4885

Address: Governor Development Service, County Hall, Glenfield, Leicester, LE3 8RF

If you would like further information on the services available visit:

[www.leicestershiretradedservices.org.uk](http://www.leicestershiretradedservices.org.uk)

General enquiries 0116 305 6503

Email: [governors@leics.gov.uk](mailto:governors@leics.gov.uk)

 [LeicsSchools](https://twitter.com/LeicsSchools)

