Governors' Weekly Bulletin
8 January 2020

A first look at the Education Inspection Framework (EIF)

Sean Harford HMI, talks about the first inspections under the EIF and the trends we're seeing so far.

Firstly, the proportion of all schools that have been judged good or outstanding at their most recent inspection remains at 86%, a positive picture. But those eagle-eyed enough to be keeping track of the reports we've published to date will have spotted a couple of other headlines. The first is a slight dip in the proportion of schools getting good and outstanding judgements for overall effectiveness. Specifically, this was 80% in 2018/19, compared to 77% under EIF to date. This is based on just 840 full inspections and section 8 inspections of previously good and outstanding non-exempt schools, so we shouldn't read too much into that. The grade profile tends to vary each year and this year is no different. It's also early days and we could see the gap close over time.

To read more click here.

Questions for Governors to ask:
Governors and trustees should be seeking assurance through asking questions such as:
Have we ensured that governance is sufficiently focused on Quality of Education?
Have we learned from inspections already undertaken of how schools, including governance, are questioned by inspectors?

ESFA Update academies: 18 December 2019

Click here to read the latest ESFA updates for academies.

Phonics screening check and key stage 1 assessments in England, 2019

Click here to see statistics that cover the attainment of pupils in the 2019 phonics screening check and key stage 1 national curriculum teacher assessments (TA). Pupils take the phonics screening check at the end of year 1, typically aged 6. Pupils who do not meet the expected standard take the check again at the end of year 2, typically aged 7. Pupils are assessed at the end of key stage 1 (year 2) in reading, writing, maths and science1

Academies : updated provider data self-assessment toolkit (PDSAT)

The ESFA have released an updated version of the provider data self-assessment toolkit (PDSAT). This version includes an update to the sampler, enabling users to select audit samples and output a set of audit working papers for the 2019 to 2020 funding year.

The PDSAT enables users to identify potential issues with the data recorded in ILR data returns. The PDSAT does not produce definitive results. It provides indicative reports based on areas of concern and risk. These reports may contain potential data anomalies that require further investigation for clarification and rectification. This guide is to assist ESFA colleagues, particularly auditors, and other

PDSAT users in performing detailed data review of the suite of PDSAT reports used in assurance reviews of colleges and training organisations. It lists the PDSAT reports together with a description of each report's purpose and techniques for review of each report. Note that this is not an exhaustive list of techniques and reviewers may wish to carry out additional checks of their own, whilst being mindful of the purpose of each report.
See: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/822200/PMOA_G2_PDSAT_review_notes_2018_to_2019__July_2019_.pdf

For any query to the ESFA - email contact can be made using this link:
https://form.education.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-f9f4f5a1-936f-448b-bbeb-9dcdd595f468/AF-Stage-8aa41278-3cdd-45a3-ad87-80cbffb8b992/definition.json&redirectlink=%2Fen&cancelRedirectLink=%2Fen

School and College Security

The following link is DfE guidance for schools. Whilst it provides guidance for school staff it is packed with information relating to Health and Safety
which also links in with Safeguarding. From a governors perspective it provides a platform to scrutinise and to raise questions with your senior leadership
team; leading to evidence of holding your school to account once findings/responses are reported back to your FGB.

The link begins: "It is important for schools and colleges to have a policy and plan in place to manage and respond to security related incidents. Your
security policy should complement your safeguarding policy, particularly where it puts in place measures to protect students and address the threat of serious
violence. It should form part of your suite of policies to ensure the health, safety and well-being of students and staff."

https://www.gov.uk/government/publications/school-and-college-security/school-and-college-security?

Thresholds, Policy and Cyber Crime Briefings

Our Safeguarding Development Officers in Children and Family Services have drawn schools attention to the following:

New Thresholds for Access to Services document

There is a new threshold sprocedure for making referrals which has moved to a 4 Tier model where Tier 4 is the most serious concern. This should be consulted prior to making a
referral to First Response Children's Duty.

GDS ask Safeguarding Governors to ensure that their school's senior leadership team are aware of the new thresholds. The new procedure can be found here: http://lrsb.org.uk/policiesandprocedures

New Example Safeguarding Policy including cybercrime

A revision was made to the example Child Protection Policy in September 2019 to include an additional statement about Cyber Crime. If your school policy has not been updated since

the publication of KCSIE Sept 2019 this should be done without delay. The model policy is available on the Safeguarding in Education pages on the LTS website.

Cyber Crime Briefings for school staff

Schools have a responsibility to educate children about Cyber Crime and to identify any student whose skills may lead them in this direction. The police's Cyber Prevent Team

(soon to re-named Cyber Choices) are offering to engage with students, schools and families to raise skill levels and to work alongside young people to give them brilliant

opportunities to develop their skills in positive ways. There are two free briefings that have been arranged for the Spring Term. Governors may wish to ensure Heads are aware of this offer.

The details are below.

Training at **Leicestershire Force Head Quarters—Enderby (13:00-16:00)** either **27th Feb** or **4th March 2020** for details email:

EMSOU_CyberPrevent@Leicestershire.pnn.police.uk

Free session will cover:

- Cyber4schools.net- What free materials are available for schools

- Assembly Presentation- Demonstration and resources for Computer Misuse Act assembly

- Staff Cyber Safety Training- Training to keep staff cyber safe

- Cyber Ambassador Programme- Award winning programme for your students

- Pupil Referral- Detailed process for dealing with students and cyber issues

Raising expectations of children and parents, high standards for teachers and tackling bad behaviour: how schools in 'left behind' areas can improve

415 schools in England are 'stuck' in a cycle of low performance and need better and more tailored support to improve, a new Ofsted report has found.

Ofsted defines stuck schools as those that have not been judged good or better since September 2006, and have had at least 4 full inspections during that time. Currently, the 415 schools that fall into that definition serve 210,000 pupils but have potentially left 2 whole cohorts of children without a good education. Stuck schools say that they struggle with a combination of issues: isolation, meaning it's hard to recruit and keep good teachers; poor parental motivation, meaning children are not encouraged to learn or even attend school at all; and unstable pupil populations, meaning the year groups are constantly disrupted.

To read more click here.

Local authority interactive tool (LAIT)

Click here to see the latest interactive spreadsheet for comparing data about children and young people across all local authorities in England.

HR Courses

Please find attached details of three HR courses

Single Central Record

Fixed Term Contracts

Mental Health Awareness

Nominate your young person of the year

Each year, the Lord-Lieutenant celebrates the achievements of young people across the city and county.

People in Leicester and Leicestershire are being urged to nominate inspiring young people in their communities for this year's Lord-Lieutenant's award. The scheme is open to all 13 to 19 year olds, and nominations can be made by other young people, their school, parent or carer, as well as any other agency or individual. As always, the categories for this year celebrate the very best examples of effort and achievement. People can nominate for categories including - Young Braveheart, Young Volunteer, Young Leader and Young Artist.

To read more click here.