

Development for Clerks

The NGA have a clerks' cohort running in Leicestershire which opened up on 17 December. There are currently 11 people on the cohort, but to be financially viable they really need 15. It will still go ahead with 11, but we really do need more people on the cohort. The first face to face session is now on 24 April, which gives plenty of time. I've attached the relevant flyer (please ignore the comment about registration closing 10 working days after the start date).

This is an excellent programme and is being led by Erica Wilson. We would encourage any clerks who have not done this to consider enrolling.

If you have queries please contact Henry at the NGA
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Annual report of the Chief Schools Adjudicator for England

The annual report of the Chief Adjudicator, Ms Shan Scott, to the Secretary of State for Education, covering the period 1 September 2018 to 31 August 2019, is published today, 24 February 2020. The report records the progress made by admission authorities in England in complying fully with the School Admissions Code, and achieving fair access to schools for all children.

In her report, Ms Scott states that, as in past years, the overall impression from adjudicator casework, and reports from local authorities, is of an admissions system that as a whole works effectively in the normal admissions rounds, and in those rounds the needs of vulnerable children, and those with particular educational or social needs, are generally well met. There remains concern about how well some vulnerable children fare when they need a place at other times.

To read the full report click [here](#).

Guidance to educational settings about COVID-19 – Coronavirus

This guidance will assist schools and other educational settings in providing advice for pupils, students, staff and parents or carers regarding:

the novel coronavirus, COVID-19,

how to help prevent spread of all respiratory infections including COVID-19,

what to do if someone confirmed or suspected to have COVID-19 has been in a school or other educational setting,

what advice to give to individuals who have travelled from China, Hong Kong, Japan, Macau, Malaysia, Republic of Korea, Singapore, Taiwan or Thailand within the last 14 days

To read more please click [here](#).

ESFA Update academies: 19 February 2020

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

Commentary on school funding

Click [here](#) to read Amanda Spielman's commentary on what we found in our research into school funding and its impact on education.

Supervision in Education – Healthier Schools For All

Barnardo's Scotland report on the use of Professional or Reflective Supervision in Education is attached.

In June 2019 Barnardo's published a discussion paper entitled "Supporting the mental health and wellbeing of education staff through professional supervision structures". In this paper they called for a national conversation about the support available for the mental health and wellbeing of teaching staff and consideration of the role of Professional or Reflective Supervision within Education. This was based on the experiences of Barnardo's practitioners who are working with and alongside schools across Scotland.

One of the recommendations from this report was:-

"Leaders in education must prioritise and promote the wellbeing and development of staff by having clear and dedicated strategies in place. This should be developed in partnership with staff and regularly reviewed. For example, a robust approach to staff supervision and reflective practice as recommended by Barnardo's Scotland"

To find out more read the attached report

Advert - APPEAL PANEL MEMBER FOR LEICESTERSHIRE COUNTY COUNCIL

What will I be doing?

Sitting on independent admission appeal panels to consider appeals by parents/carers who have been refused a place for their child at their preferred school.

Considering information provided by the Admission Authority about why a school place has been refused.

Ensuring that parents/carers feel they have had a fair and independent hearing and have been given every opportunity to present their case.

Carefully balancing the arguments with advice from a qualified legal advisor to make a decision on the appeal.

To find out more and how to apply see the information on the attached flyer.

Headteacher Briefing

The latest Headteacher Briefing is attached.

DfE updates PSHE guidance

The Department for Education (DfE) has updated its guidance for schools on Personal, Social, Health and Economic (PSHE) education. The revised guidance was published on February 11th and applies to all state-funded schools including maintained schools, academies and free schools.

The guidance has been revised to reflect the changes from September 2020 to the curriculum for Relationship, Sex and Health Education. The document makes clear that whilst PSHE is a non-statutory part of the curriculum in schools, the DfE expect it to be taught in all schools, with the aim of equipping pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

The new Ofsted framework already references the forthcoming changes to relationship and sex education and how schools are reflecting these within their curriculum offering is an integral part of the Quality of Education judgement and an aspect that those in governance will need to be assured is in place.

Questions for Governors to ask:

Do leaders in my school, including the PSHE subject lead know about this revised guidance?

Does the school have plans in place for any necessary changes in the curriculum required to comply with the new Relationship & Sex Education statutory framework?

To read the new guidance please click [here](#).

ESFA Update academies: 12 February 2020

Click [here](#) to read the latest ESFA Updates

Early years foundation stage profile results: 2018 to 2019

This publication covers the:

percentage of children achieving each assessment rating in the early learning goals

percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics (a good level of development)

average total points score across all the early learning goals (the supporting measure)

percentage of children achieving at least the expected level within the communication and language, and literacy areas of learning

To read more and access the publication please click [here](#).

Training Brochure 2020/21 - Copy attached

Governor Support & Development (GSD) Training & Development Programme April 2020 - March 2021

Attached is the 2020/21 training programme for governors and clerks. In response to the changes in the educational landscape and the specific needs of governing boards, we have developed several new courses in this programme.

There is a change to the Induction Training (details are on page 12 of the brochure). The Induction is now split over two sessions. Session one covers the national and regional context for governance together with the statutory role of the governing board. Step two will focus on the strategies and approaches that lead to effective governance. New governors should attend both parts of this training.

Bookings for courses in the brochure can be made through the website:

<http://www.leicestershiretradedservices.org.uk> , by email governors@leics.gov.uk or telephone 0116 305 6503.

Hard copies of the brochure are being posted to chairs, clerks and training & development governors. These should be with you within the next two weeks.
