

Director's Briefing for Chairs & Vice Chairs

Governance Effectiveness Audit

Emerging Themes

► Succession Planning

Should be an **Ongoing Conversation** to identify next chair and begin shadowing and training (eg: Aspiring Chairs course).. **Delegation** to manage workload and upskill others for leadership roles.. consider **Co-Chairing** to split the load.. Utilise our **Chair Mentoring** offer thanks to our experienced chair.. **External Recruitment** for someone with chairing experience.

► Stakeholder Consultation

parent/staff surveys, parent view, chair's correspondence, and complaints. **Feedback turned into actions** where appropriate.

► Effective Pay Decisions

Review anonymised staff appraisals and **make pay decisions** (at least annually).. Annually review the **Appraisal and Pay Policy**.. Review **staffing structure**.. Linking **Headteacher's Performance Review** SDP targets.

► Action Planning for Governing Boards

- **New course: 'Action Planning and Evaluation for Governing Boards':**
6 July. View full details and register [here](#).

New Audit

- ▶ Cut down from 45 questions to just 8 RAG-rated themes
- ▶ Helps determine governor training requirements, skill gaps, informs recruitment, etc..
- ▶ Return by the end of term (Friday 21 July)
- ▶ Found [here](#) attached to this term's Director's Report
- ▶ Participation in Governor Training (www.bels.org.uk/governor-services) to help close gaps.

SEND and AP Update.

May 2023.

Karen Flanagan. Director SEND and Inclusion.

DfE SEND and AP Improvement Plan

Context.

- CFA 2014 led to the biggest reforms in SEND in 30 years.
- Significant concerns over the way in which the reforms were embedded with no national testing and no additional funding.
- The DfE published a Green Paper in March 2022 '*SEND Review: Right Support, Right Place, Right Time*'. A year later in March 2023 the DfE published its *SEND and Alternative Provision (AP) Improvement Plan*.
- The DfE Change Programme – Selected high performing LAs have been asked to submit an Expression of Interest (EOI).

DfE SEND and AP Improvement Plan.

Key proposals

- National standards to increase consistency.
 - Including provision that should be in place for different need types, identification of need, casework, communication, complaints, what is ordinarily available for children and young people with SEND but who do not have Education, Health and Care Plans (EHCPs), Alternative Provision, transitions, co-production, as well as standards for which there is already legislation such as decision making, annual reviews and mediation which the DfE proposes to make mandatory.
- Establish SEND and Alternative Provision (AP) Partnerships.
 - Ensure the right people at the right level undertake a needs assessment of the local area and produce a Local Inclusion Plan which clearly sets out what is available and will be commissioned.

Key proposals include

- Introduction of a standardised EHCP and Digitise the process.
- Provide tailored lists to parents of suitable placements.
- Improve staff training.
- A three-tiered approach to AP
- Introduction of Inclusion dashboards so parents and professionals can see how the SEND system is performing at local and national level.
- Introduce a new national framework of banding and tariffs for funding matched to levels of need and types of education provision set out in the national standards.

Requests for support

We are asking for the following representatives

- A primary HT – mainstream for the SEND and AP Strategic Board.

Task and Finish groups - will feed into the SEND and AP Strategic Board and will start in September.

- AP - 3 x HTs needed (1 x HT each from primary, secondary and Special). 1 x Gov.
- CYP voice – (1 x HT each from primary, secondary and Special). 1 x Gov.

Area SEND Inspection framework

- From 2016 Ofsted and the CQC were commissioned to inspect local area SEND arrangements. A new inspection framework has been in use since January 2023.
- Barnet was last inspected in January 2022. It received an extremely favourable inspection outcome.
- Now includes AP and most recent update (16 May 2023) reflects many of the proposals in the DfE Improvement Plan.

Area SEND Inspection framework

- There is significantly greater emphasis on the experiences of children and young people with SEND, or who are educated in AP settings and their families.
- Inspections will be 3 weeks instead of 2 and far greater level of data.
- Change of methodology which will utilise sampling and auditing of individual cases.
- There is a focus on strategic as well as individual outcomes.

Area SEND Inspection framework

1: The local area partnership's arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed.

2: The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements.

3: There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently.

Funding and Capacity

- The High Needs Block has increased significantly in recent years increasing from £55,528m in 2021/2022 to £68,890,106 for 2023/2024 after Academies recoupment.
- This has offset a deficit of 3% in 2021/2022, 0.5% in 2022/2023 and funded the increases in expenditure much of which has been for the increase in specialist provision.
- The increase in expenditure for 2022/2023 at 10.4% broadly matched the increase in the HNB allocation

Specialist places – Developments for 2023

Further development for 2023/24.

Queenswell ARP

A new 28 place ARP for Cognition and Learning needs is being developed for September 2023.

Develop a new all-through special school to cater for the needs of children and young people with autism ('The Windmill'). This will provide 90 places from Key Stage 1 to Key Stage 5 when at capacity.

Initially opening on a satellite site

Year 1 : 2023-2024 - 20

Year 2: 2024-2025 - 48

Year 3: 2025-2026 - 70

Year 4: 2026-2027 - 90

Funding and Capacity

- The concern is that if (as expected) the increases in HNB allocation reduce and our expenditure remains the same, we will see ourselves in a deficit position in the same year that the HNB allocation falls.
- The table below illustrates this risk to the HNB from 20204-2025 and beyond if expenditure were to continue by 10% and the increases in HNB allocation were to fall by 5%.

High Needs Summary				
	2024-25	2025-26	2026-27	2027-28
Total High Needs Block (after deductions)	£72,407,237	£76,027,598	£79,828,978	£83,820,427
Total Predicted Spend	£75,855,200	£83,440,720	£ 91,784,792	£ 100,963,272
Variance (£)	-3,447,964	-7,413,122	-11,955,814	-17,142,844

HNB Review

- Concerns over the longer term viability of the HNB.
- Commissioned an external consultancy led by Peter Gray, to carry out an independent review of High Needs spend.

Areas of the review will include:

- The current approach to funding High Needs in mainstream.
- Funding of specialist provision.
- Early Years and Post 16.
- Alternative provision.
- Other expenditure.

HNB Review

The outcome of the review will be

- a set of recommendations for us to consider with regard best value and the greatest impact on outcomes for children, schools and families.
- **Important dates.**
- 22 May - Mainstream HT and engagement session at Colindale
- 26 June - feedback to mainstream and SP HTs re the findings and recommendations
- 29 June - feedback to Schools Forum
- July/September – wider dissemination to stakeholders

Useful Links

[Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/6/section/100)

National Audit Office report in SEND 2019. <https://www.nao.org.uk/wp-content/uploads/2019/09/Support-for-pupils-with-special-education-needs.pdf>

Local area SEND inspections: one year on', Ofsted and Care Quality Commission, October 2017;

<https://www.gov.uk/government/publications/ofsted-annual-report-201920-education-childrens-services-and-skills>

Ofsted Annual Report 2019/20: education, children's services and skills', Ofsted, December 2020

<https://www.gov.uk/government/publications/ofsted-annual-report-201920-education-childrens-services-and-skills>

Inquiry by the House of Commons Select Committee October 2019

<https://publications.parliament.uk/pa/cm201919/cmselect/cmeduc/20/2002.htm>

[SEND Review - right support, right place, right time \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/send-review-right-support-right-place-right-time)

[Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/send-and-alternative-provision-improvement-plan)

[SEND and alternative provision roadmap - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-and-alternative-provision-roadmap)

[Area SEND inspections: framework and handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/area-send-inspections-framework-and-handbook)

Estates

- Hiring school space in non-operational hours
- Hire agreements
- Payment and deposits
- Advertising – LBB Social media and LBB lettings page
- LBB recommending community groups
- If in doubt email: Estates.BusinessSupport@Barnet.gov.uk
- Open discussion on good practice with lettings

Barnet Virtual School

Information for governors

Promoting the education of children with a social worker

Virtual School Head role extension

The context

The Department for Education's Children in Need 2019

- 1.6 million children had needed a social worker in the previous six years, the equivalent to 1 in 10 children or an average 3 children in every classroom.
- Children with a social worker do worse than their peers at every stage of their education and poor outcomes persist, even after social worker involvement ends.
- Latest guidance recognises the impact of the pandemic e.g. in the 2020/21 academic year Children in Need (CiN) lost an average of 4.1 months of learning in secondary school reading compared with 2.4 months for all children.

Pupils with a social worker are:

- 22% less likely to reach a good level of development EYFS
- half as likely to achieve a strong pass in English and Maths at GCSE than their peers
- 3 times less likely to go on to study A levels at age 16
- 5 times less likely to enter higher education at age 18.
- 3 times more likely to be persistently absent from school
- between 2 to 4 times more likely to be permanently excluded from school than their peers
- over ten times more likely to attend state-funded alternative provision settings than all other pupils

What you might want to ask?

- ❑ Is there a lead for Children with a Social Worker—think about which person best placed – DT?
- ❑ Make sure that this cohort has been identified by your school.
 - ✓ How many children are currently on a CIN or CP Plan? Which year groups?
 - ✓ Which children have been on a CIN or CP plan whilst being on roll with your setting?
 - ✓ Is someone from your school attending all meetings for children on CIN/CP plans?
 - ✓ Monitor and track the progress of the cohort, reviewing their attendance, attainment and well being data.
 - ✓ Is this being reported to you as governors?

Working Together to Support School Attendance

What are the new guidelines?

Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) (Updated May 2022)

Working together to improve school attendance (publishing.service.gov.uk) May 2022

Summary table of responsibilities for school attendance (publishing.service.gov.uk) May 2022

1. Improving attendance is everyone's business
2. Good attendance at school also provides an additional safeguard for vulnerable pupils and is recognised as a protective factor

Attendance

Expectations for Schools, Governors
and Local Authorities in relation to
Children with a Social Worker

The document has clear expectations for all pupils,
and specifically pupils at risk of:

- becoming persistently absent,
- persistently absent pupils (less than 90% attendance)
- severely absent pupils (less than 50% attendance)
- pupils with lower attendance.

Children with a social worker are identified as a
specific cohort for monitoring.

Why CWSW?

In England:

A quarter of children who have ever needed a social worker are persistently absent compared to less than 10% of those who had never been in need.

In Barnet:

Barnet Virtual School has monitored attendance for CP cohort.

21/22 - Persistent absence is 27% and severely absent is 4%

22/23 to end of Spring Term Persistent absence is 40%

Severely absent is 7%

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>

Make sure your schools is analysing attendance for this group of children (remembering the numbers might be very small in your school)

[Understanding your data: a guide for school governors and academy trustees - GOV.UK \(www.gov.uk\)](#) outlines GBs should consider:-

- current and historic trends on attendance
- benchmarking with comparator schools

Schools are strongly encouraged to [share their daily attendance data](#) through an automated collection from their management information system which provides them with easy-to-use attendance reports. To meet the expectations outlined above, boards are encouraged to prompt their school(s) to sign up to the programme and share attendance data from the reports with them.

Ask whether targets are being included around attendance for children in this group if they are persistently absent

Ask questions around any children on part time timetables - Part time tables should be used in exceptional circumstances. Best practice to let social worker know and to bear in mind that often the safe place for the child is in school [Barnet Local Offer :: Home / News / Part-time timetables for children and young people of compulsory school age.](#)

Suspensions and Permanent exclusions

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
(publishing.service.gov.uk)

New statutory guidance issued in July 2022, amended in September 2022

- There is also strong emphasis on suspension and exclusion being a last resort, with "*preventative measures to school exclusion*" having its own section and an explicit requirement to consider the initial intervention strategies at Paragraphs 96 to 107 of the Behaviour Advice, as well as off-site direction and/or managed move before a decision to suspend/exclude is taken.
- Make sure you are familiar with 'Behaviour in Schools (2022)' with regard to preventative measures schools are expected to take and that the school has made reasonable adjustments for any special educational needs the child may have
- Where the pupil is looked after or previously looked after, or has a social worker, the Virtual School Head (VSH) and/or their social worker must be notified in writing of all suspensions/exclusions, and invited to attend a Governors' Discipline Meeting (GDM) and Independent Review Panel Hearing (IRPH) where these take place. Governing Boards must notify them in writing of their decision.

Pupils with SEN and/or Disabilities

There is more detailed information how the exclusion process applies to pupils with SEN and/or disabilities, reinforcing that, where there is a link between the pupil's SEN and/or disability and their behaviour, schools must ensure that they their duties under both the *Equality Act 2010* and *Children and Families Act 2014* during the exclusion process.

Schools must consider the support that has been provided to the pupil at the time of the incident, and beforehand, to establish whether it was adequate. If it wasn't, and there is a link between the behaviour and the SEN and/or disability, it is unlikely that a decision to suspend or permanently exclude could be justified as proportionate.

Suspensions and Exclusions

Monitor - Governing boards should have processes in place to regularly review exclusion data and should be asking questions around vulnerable groups

Ask questions around whether the school had informed social workers and Virtual School Heads about an exclusion (p29)

May want to ask if the school has:

- engaged proactively with parents, social workers, foster carers, and Virtual School to support these pupils
- Taken steps to identify and address the specific needs of these pupils
- Intervened early to try to mitigate problems before they reached the level of exclusion
- Has education in place from the 6th day or 1st day for a Looked After Child

When considering whether an exclusion is lawful, reasonable, rational, fair and proportionate the governing board are expected to consider the context of the child as well as the incident/s. Where a child has a social worker or is in care education is a key protective factor (par.57) and as such the information from social worker or virtual school is crucial in coming to a decision.

Ofsted Updates for Governors Summer 2023

Please note the following in the table below:

- ▶ We have fallen from 5th in January 2023
- ▶ We now have 5 x schools RI and 1 x inadequate (previously 2 x RI and 1 x inadequate)
- ▶ They are all primary

14	Rutland <i>5622 pupils in 20 school(s)</i>	97.1%	22.9%	74.3%	2.9%	0%
15	Ealing <i>52743 pupils in 82 school(s)</i>	96.6%	37.9%	58.7%	3%	0.4%
16	Bromley <i>52302 pupils in 95 school(s)</i>	96.5%	31.2%	65.3%	3.5%	0%
17	Hackney <i>33718 pupils in 74 school(s)</i>	96.4%	37%	59.5%	3.6%	0%
18	Barnet <i>59157 pupils in 114 school(s)</i>	96.3%	25.5%	70.8%	3%	0.7%
19	Islington <i>22617 pupils in 55 school(s)</i>	96.2%	31%	65.2%	2.8%	1%
20	Tower Hamlets <i>44588 pupils in 83 school(s)</i>	96.2%	30.1%	66.1%	3.8%	0%

1	London, City of <i>277 pupils in 1 school(s)</i>	100%	100%	0%	0%	0%
2	Hounslow <i>43254 pupils in 69 school(s)</i>	100%	31.8%	68.2%	0%	0%
3	Brent <i>46932 pupils in 75 school(s)</i>	100%	25.8%	74.2%	0%	0%
4	Bracknell Forest <i>18314 pupils in 35 school(s)</i>	100%	18.6%	81.4%	0%	0%
5	Haringey <i>36678 pupils in 75 school(s)</i>	99.5%	32.5%	67%	0.5%	0%
6	Havering <i>41029 pupils in 77 school(s)</i>	99%	16.2%	82.8%	1%	0%
7	Hammersmith & Fulham <i>18938 pupils in 47 school(s)</i>	98.9%	34%	64.9%	1.1%	0%
8	Kingston upon Thames <i>26465 pupils in 46 school(s)</i>	98.2%	32.7%	65.5%	1.8%	0%
9	Southwark <i>41328 pupils in 92 school(s)</i>	98%	39.5%	58.4%	1.5%	0.5%

Those in the top 9 for interest...

The next slides indicate
Ofsted inspections which
have already taken
place this year or we are
still expecting to happen

They focus on the following categories:

1. Good schools academic years 2017 – 2018
2. Those schools still left over from 2016- 2018
3. Early in the 2018 – 2019 cycle (ie autumn term)
4. Good+ schools
5. Good- schools
6. Schools in a category (RI/Inadequate)
7. Outstanding schools prior to 2015
8. Nurseries and Special Schools + new schools

Schools Due Inspection: 'Good' Schools 2017 - 2018/early 18 - 19 (and those still expecting 2016 - 2017)

Because of Date		
Name of School	Date	Type
Fairway	Jan 17	p
SMSJ	July 17	P
Queenswell Inf & N	May 17	P
Millbrook Park	June 17	P
Cromer Road	June 17	P
Monken Hadley	June 17	P
Hollickwood	Sept 17	P
Edgware	May 2017	p
Etz Chaim	Nov 17	P
London Academy	Jan 18	S
Akiva	Jan 18	P
Copthall	Feb 18	S
Dollis	Feb 18	P
Finchley Catholic High	March 18	S
Watling Park	March 18	P
Queenswell Jun	May 18	P

Osidge	Jun-18	P
Whitefield	Nov -17	S
Deansbrook Inf	Dec-17	P
Wessex Gdns	Nov-17	P
All Saint's N20	Oct-18	P
Childs Hill	Feb-20 Converted to academy	P
Colindale	Jun-18	
Livingstone	Apr-18	P
Holly Park	Nov-18	P
Rimon	Nov-18	P
Woodcroft	Dec-18	
Friern Barnet	Oct-18	
St Andrew the Apostle	Nov-18	
Garden Suburb Infant	Apr-18	P

Key:

Green

indicates
Ofsted visited

Red indicates
Ofsted
'overdue'

Outstanding	
Name of School	Type
IJDS	Dec-07
St Michael's	Jan-08
Courtland	Jun-08
Northside	Jan-09
Moss Hall Infant	Feb-09
Annunciation Inf	Mar-09
St Mary's EN4	Mar-10
Brookland Junior	Jun-10
Whitings Hill	Nov-10
OLOL	Nov-10
Coppetts Wood	Sep-11
Monkfrith	Sep-11
Martin	Dec-11
St Paul's NW7	Dec-16
Trent	Nov-16
Goldbeaters	Jan-17
Barnfield	Jun-13
Brookland Inf	Oct-13
The Hyde	May-15

Schools Due Inspection: Outstanding PRIOR to 2015, Good + and Good - Schools, RI Schools, Nurseries, Special Schools and New Schools

Martin	Dec-11
St Paul's NW7	Dec-16
Trent	Nov-16
Goldbeaters	Jan-17
Holy Trinity	Apr-15
Manorside	Jan-13
Menorah Pri	Feb-12

Good +	
Name of School	Type
Sacks Morasha	P
Brunswick Park	P
Sacred Heart	P
Deansbrook Junior	P
Alma	P
Christ Church	P
JCOSS	S
Annunciation Jnr	J

Good -	
Name of School	Type
Tudor	P

Requires Improvement	
Name of School	Date
Underhill	Nov-19
Bell Lane	Dec-21

New Schools	
Ark Pioneer	S
Hasmonean Girls	S
Noam	P

Special	schools
Oakleigh	Jun-18 (O)
Kisharon	N/A
Northgate	Jan- 2018 (O)
Mapledown	July-18 (G)
Oak Hill	Dec -19 (G)
Oak Lodge	Sept-19 (O)
Pavilion	18-Jan

Nursery	Schools
St Margarets	Feb - 18
Brookhill	Feb - 18
Hampden Way	Nov - 17

Ofsted Update from Ofsted Summer 2023 Helen Morrison

A focus on securing the basics

Implications for falling behind are huge for any child at any stage

The term **early education** is relevant to a pupil at any age who has not secured the basics

This term also relates to pupils with SEND

Early Years Research Review

Best start for life strategy - Part 1 – birth to four years

- ▶ EYs is a crucial time in a child's life – affects future education, health and happiness
- ▶ Crucial for vulnerable pupils
- ▶ Increasing the qualifications of staff is crucial: e.g. having a qualified teacher
- ▶ *Part 2 (Prime areas of learning) and Part 3 (Specific areas of learning) - both published later this year.*

EYs Research Review - Questions to Ask

- ▶ Do leaders have ALL the children in mind when considering the curriculum?
- ▶ Are activities and experiences, for some children, decided AFTER leaders have determined the curriculum?
- ▶ Do children with gaps get additional teaching?
- ▶ Do practitioners **choose the choice of activity** (although it may be **based on the interests of children**)?
- ▶ How is play enhanced by adult intervention?
- ▶ Is explicit teaching used to introduce children to new knowledge?

Deep Dives in the early Years

Inspectors will make the most of what they see. Paying attention to:

- ▶ **Communication and language development:** all the ways this is developed including adult interactions with children
- ▶ **Planned activities:** the deliberate decisions about the intended curriculum and how well it's being implemented for children
- ▶ **Routines:** which should demonstrate how staff set high expectations

Phonics - Inspector Practice

Inspectors...

- ▶ do not inspect fidelity to a scheme or promote commercial schemes
- ▶ are interested in whether the schools approach to teaching phonics is working
- ▶ use the early reading evaluation criteria (there is no mention of fidelity)
- ▶ will focus on evaluating how effectively leaders support pupils to become fluent readers

Fidelity and Effective Practice

There are times when fidelity to a scheme may be a factor.

For example:

At curriculum level (intent):

- ▶ Different programmes introduce different sounds in different orders so sticking to one scheme will support consistency.
- ▶ Pupils should learn in an intended order so they build on what has been taught before.

However pedagogy (implementation) is not as straight forward. This needs to be adapted to suit the needs of pupils in that school context. Inspectors will consider whether what is being taught is working?

e.g. Teaching whole classes the same content in the name of fidelity when it does not meet the needs of the pupils is wrong!

Phonics - Inspection Practice

- ▶ Inspectors will report on any teaching of phonics before Reception. Their focus will be on communication and language in the early years.
- ▶ Lowest 20%? This is just a term. Inspectors will look at the pupils who most need to improve (including those with SEND). Might not be 20%. A discussion will take place with leaders to define which pupils this refers to.
- ▶ Phonics is right for all - including those with SEND.

Early Reading - Secondary Students Who Need to Catch Up

The Framework states: All pupils are able to read at an age appropriate level and fluency

In Secondary schools all inspectors on the team will be alert to reading in all subject DDs. Is reading fluency affecting students' ability to access the curriculum?

Questions to ask:

- ▶ How effective is the use of assessment to identify students? Do leaders drill down into the knowledge deficit? i.e. Not just identify reading ages.
- ▶ Is there targeted support to help students catch up quickly? Is it the right support: i.e. do they need phonics or just lots of practise (accuracy or automaticity)?
- ▶ Do staff have the necessary expertise to deliver additional support effectively?

The background features abstract, overlapping purple geometric shapes, primarily triangles and polygons, in various shades of purple, creating a modern and dynamic design.

A FOCUS ON IMPLEMENTATION

Teaching and learning in the classroom

Implementation

- ▶ Leaders should focus on ensuring that ‘what is to be learned’ drives the lesson, not the activity.
- ▶ Leaders should ensure that all teachers have the tools in their toolbox to be effective practitioners.
- ▶ Pupils with SEND (or those with gaps) may need learning to be broken down into smaller steps, or learn less detail.

Behaviour - useful advice for leaders

- For headteachers:

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/behaviour-in-schools-guidance.pdf)

- For governors:

[Behaviour and discipline in schools guidance for governing bodies.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/behaviour-and-discipline-in-schools-guidance-for-governing-bodies.pdf)

Have a look if you haven't reviewed your behaviour policy recently.



Ofsted Experiences

Brunswick Park School (Chair: Sejal Rabone)

- ▶ Lead inspector asked questions to three governors (plus another inspector shadowing)
- ▶ We were told the focus would be on governors' statutory duties.
- How do we ensure leaders maintain and promote a culture of safeguarding across the school?
 - Safer recruitment
- How do we ensure that our safeguarding role is independent?
- How are we aware of local Health & Safety and Safeguarding risks? Lockdown was given as an example.
- Regarding statutory duties in terms of Equality, how do we ensure that all pupils are able to access everything?
 - Pupil Premium
 - SEND
 - After school clubs
- The last inspection found the school to be good/possibly better. How have leaders ensured and maintained the high standards seen previously?
- How do we know that leaders are giving consideration to staff workload and staff wellbeing?
- There have been changes in staffing – like the HoS moving to another school – how do we ensure the culture shift has not unsettled the staff.
- ▶ The inspector asked to see some governor minutes and examples of staff feedback (which we get from the staff governor)

Courtland Primary School (Chair: Parag Vaghjiani)

Context: Courtland Primary is a one form entry, community primary school, with 210 pupils.

- ▶ Outcome: full inspection took place in January 2023, receiving an Outstanding judgement; the previous full inspection taking place in 2008 (Outstanding)
- ▶ Questions posed by Ofsted, in the 40-45 mins we had on Day II of their inspection:
 - What is the long term vision for the school?
 - What are the governors roles and how do you work together?
 - Can you tell me more about the children receiving pupil premium?
 - What were the challenges you faced during Covid?
 - Tell me more about how you ensure equality across the school; follow up: what are the school's processes around recruitment?
 - Can you talk me through your safeguarding approach?
- ▶ Our internal preparation:
 1. Training for governors on how an Ofsted inspection works, and the likely questions / areas for probing
 2. A governors "core script"
 3. A "Mock-sted" session, where we could practice for real!

St Mary's EN4 Primary School (Chair: Stephen Edwards)

Questions Asked:

- what are the two things you would highlight as the best things about your school?
- How do you know the curriculum is effective?
- What are your priorities for improvement over next year?
- What SEND adaptations have you made?
- Four parents have said they have concerns about SEND adaptations. Are you aware of this?
- Standards - do well in reading but average in writing and maths. Strategies for improvement?
- How do you know what level of bullying is taking place?
- How do you know the school prioritises toleration and respect?
- How do you just monitor funding and finance as board?
- What training have you undertaken as a board?
- What next for you as governing board?
- Is there duplication of effort across management team?
- How do you know your safeguarding policies are working?
- Pupil premium

Northside Primary School (Chair: Anahita Milligan)

► Areas of enquiry...

- Structure of GB
- Succession planning
- How GB ensure safeguarding
- Staff & HT wellbeing
- Implications of expensive/experienced staff/large leadership team for one-form entry on resources/budgets

► Food for thought...

- Website, website, website
- Tell your story
- Show a united front
- Don't be afraid to push back
- Ensure the report reflects your school and the debrief