



Newham School Governor Update Autumn Term 2017

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Newham Governors' Annual Conference Mental Health and Well-Being in Education

This year's annual governors' conference will take place on Saturday 11th November 2017. The theme is one which is a growing concern 'Mental Health and Well-being in Education'. The key note speaker will be Dr Simon Munk, MA (Cantab.) MB BChir, Children and Young People's Mental Health and Resilience Strategic Lead for the London Borough of Newham. Simon is an associate of The Anna Freud Centre Evidence Based practice unit and has 7 years experience working clinically as a doctor across acute hospital care, paediatrics and psychiatry in the UK and New Zealand. He has established preventative adolescent mental health programme at University College London Partners, one of the Academic Health Science Networks and led development, implementation and evaluation of multi-component innovative adolescent resilience programme (HeadStart) in Newham which is now being scaled up across the borough.

50% of all lifetime mental health disorders begin by the age of 14 and Newham has the second highest estimated prevalence of adolescent mental health disorder in London. In schools we see how mental health affects a child's educational and social development. What are the challenges in education around mental health and well-being? Is social media impacting on this? How can schools tackle this? What services are available for children? What support is available for school staff? How is resilience promoted in education?

The conference will explore the key questions raised and the role of governors in ensuring schools receive the support they need to promote resilience and well-being. There will be a focus on what services are available to children and school staff.

In addition, a choice of four workshops will be on offer for governors and trustees to attend.

External reviews of governance – improving the performance of your governing board

Governing boards are under greater pressure and scrutiny than ever before and more are now undergoing external reviews as a means of assessing their effectiveness. The purpose of a review is to provide the governing board with a more detailed knowledge and better understanding of how it is working and what it can do to improve.

Reviews aim to help the governing board be:

- more skilled, more focused and more effective
- more aware of the freedoms that it has to work in different ways and to take advantage of these
- clear in its vision for the school or academy and how, together with the school leadership team, it can achieve this
- confident that it has a clear delineation of roles and responsibilities, the right structures to secure operational efficiency and effectiveness, and an appropriate number of skilled and committed governors to meet the needs of the school or academy.

NPW has arranged reviews for almost 40 reviews for Newham schools. The feedback from governing boards has been overwhelmingly positive. Governors have said that they found the following helpful about the review process:

- review by an external person
- "fresh pair of eyes"
- constructive feedback from reviewer
- provided open discussion about governing board development
- opportunity to reflect on current practice and procedures
- opportunity to take stock of how governing board is operating
- provided assurance that governing board is largely doing the right thing

To organise a review please contact Jill Cameron at NPW Governor Services on 020 8249 6967 or at jill.cameron@npw.uk.com

Governor training numbers

There were over 1200 attendances at governor training events in 2016/17. That's good news for NPW and good news for schools, as better trained governors mean more effective governing boards. In the last academic year, there were 816 attendances at central training sessions and we held 61 briefings, impact, away days and school based sessions.

To measure and benchmark our performance year on year, every service in NPW is given key performance indicators. One of the indicators for the Governor Development Service is governors' satisfaction rating with central training as rated on the feedback forms at all of our central sessions. The target is for 98% of responses to rate training as "good" or "excellent". We are very pleased to say that over the whole year we met and indeed exceeded our target by achieving 98.1%.

We value the feedback we receive from all participants which is crucial in helping us to ensure that the quality of our training remains high and meets the ever changing needs of governors.

Please look out for the list of our training sessions for 2017/18 - all governors are sent the training booklet as well as a newsletter with details of all courses for the autumn term.

Courses can be booked by contacting the Governor Development Service by emailing edugov@npw.so or by phoning 0208 249 6936.

The removal of elected governors from Maintained School Boards

Following a closed consultation amongst members of the Department for Education's Advisory Group on Governance, the School Governance (Constitution and Federations) (England) (Amendment) Regulations 2017 have recently been published which enforce changes to the constitutional arrangements of maintained school Governing Boards, including federated Governing Boards. From the 1st September 2017, maintained school Governing Boards have been given the power to remove elected parent and staff governors in the same way in which co-opted governors can be removed (currently done by a majority decision of the Board over two meetings).

These powers have been provided to remove such elected governors where there have been *serious or repeated instances of governance misconduct*. Any person who has is an elected parent or staff governor and removed from the Board during their term of office, will be disqualified from serving or continuing to serve as a school governor for five years from the date of their removal.

The disqualification period reflects the expectation that the power to remove elected governors will only be used in exceptional circumstances. Revised statutory guidance provides examples of the type of misconduct that could lead to removal. These are:

- there have been repeated grounds for suspension;
- there has been serious misconduct. Boards should decide what constitutes serious misconduct based on the facts of the case. However, it is expected that any actions that compromise the Nolan principles, if sufficiently serious, would be considered in scope of this reason for removal;
- a governor displays repeated and serious incompetence i.e. where an elected governor is unwilling or unable, despite all appropriate support, to develop the skills to contribute to effective governance; or where attendance is so irregular that the governor is unable to make any meaningful contribution to the board's work;
- the governor has engaged in conduct aimed at undermining the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs; and/or;
- the governor's actions are significantly detrimental to the effective operation of the board, distracting it from its core strategic functions; and/or the actions of a governor interferes with the operational efficiency of the school, thereby wasting a significant amount of headteacher/senior leadership time.

The revised statutory guidance can be downloaded at:

<https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools>

It is important that governing boards adopt a code of conduct to help governors and trustees gain a clear understanding of the board's expectations and the potential consequences of inappropriate behaviour. The National Governors' Association has produced a model code for governing boards to adapt and adopt. This can be downloaded at: <https://www.nga.org.uk/Services/Clerking-Matters/Clerk-to-governors/Code-of-Practice.aspx>

Schools Causing Concern – Statutory Guidance

This statutory guidance for both maintained schools and academies, was updated in August 2017, to clarify the use of writing data at Key Stage 2 in determining whether a warning notice should be issued to a school. Warning notices can be issued to schools that are giving the Local Authority or Regional Schools Commissioner cause for concern, regardless of their Ofsted judgement or whether they have met the formal coasting criteria.

A warning notice can be issued to schools on two grounds, one of which is Performance Standards and Safety. The August 2017 update clarified that: in 2016 and 2017, if a school's performance at Key Stage 2 has dropped below the floor standard, or met the coasting definition, based on performance in writing alone, the Local Authority or Regional Schools Commissioner should not intervene or issue a warning notice, except where the extent of the change in performance cannot be explained by the impact of the changes to primary assessment arrangements in these transitional years.

The updated guidance can be downloaded at

<https://www.gov.uk/government/publications/schools-causing-concern--2>

Behaviour in Schools

The Department for Education has issued updated guidance for schools on preventing and responding to bullying. The updated guidance, 'Preventing and Tackling Bullying' includes additional information on how schools can support children and young people who are bullied. It can be downloaded at:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

The guidance applies to **all** schools. The Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. The Education (Independent School Standards) Regulations 2014 provides that academy trusts ensure that bullying at the school is prevented in so far as reasonably practicable, by drawing up and implementing an effective anti-bullying strategy.

Regardless of how a school chooses to define bullying for the purposes of its own behaviour policy, it must be clearly communicated and understood by pupils, parents, and staff.

Provisional school attainment data headlines 2017

Early Years foundation stage: 75% of children achieving a good level of development, an increase of 2 percentage points on 2016.

Year 1 phonics screening check: 88% of children passed the year 1 phonics screening check, an increase of 1 percentage points on 2016.

Key stage 1: Around 80% of children reached the expected standard for reading and mathematics, and 73% met the expected standard for writing. 70% met the expected standard for all three (very similar to 2016).

Newham's overall provisional outcomes are all above the provisional national equivalents. The key combined measure of the percentage of children at the expected standard for all of reading, writing and mathematics is 70%, around six percentage points higher than the provisional national figure of 64%.

Key stage 2: About 67% of children reached the expected standards in all of reading, writing and mathematics. This compares well to the provisional national figure of 61%.

Attainment in the tests is higher in grammar, punctuation and spelling and was lowest in reading.

GCSE : in 2017 a new grading system was introduced for English and mathematics in which the previous outcomes of A*-G were replaced by numbers ranging from 9 to 1 (where 9 was the highest grade). The former measure of the percentage of students achieving an A*-C grade in both English and mathematics has been replaced by a new equivalent measure of the percentage of students gaining a grade 9 to 4 in both English and mathematics. Approximately 65% of Newham students achieved this new outcome in 2017, a 2 percentage point increase on the equivalent measure for 2016. The Attainment 8 measure for 2017 is approximately 50.0 (down by approximately 1 point on 2016). 55% of students were entered for the EBacc (up 2 percentage points from 2016) and 32% achieved the EBacc (up from 31% in 2016).

Provisional A Level and Level 3 performance 2017

Over 2,500 young people passed Level 3 (Key Stage 5) qualifications in Newham this year. Provisional results released on 17th August 2017 show some great achievements from our young people.

Over 1300 young people passed A Levels in the borough this summer, an increase of over 100 on the previous year. Over 600 young people also passed BTEC Extended Diplomas (Equivalent in size to 3 A Levels), and 644 young people passed BTEC Diplomas (Equivalent in size to 2 A Levels).

Newham has continued to perform above the England average at higher A Level grades for the second year running, achieving a 2% increase in A*-A grades compared to last year, and a borough average of 28% compared to the England average of just over 26%.

Half (50%) of all Newham A Level students achieved A*-B grades. This is a slight decrease from last year's 54% achievement rate, and just below the national average of 53%. Just under three quarters (72%) of Newham A Level students achieved A*-C grades this year. .

Just under one third of students studying for BTEC Extended Diplomas achieved Distinction grades, and over one third of BTEC Diploma students achieved Distinction grades.

Provisional A Level Results 2017	A*-A	A*-B	A*-C	A*-E
Newham Average	28% (26%)	50% (54%)	72% (79%)	99% (99%)
England Average	26.2% (25.8%)	52.9% (52.8%)	77.3% (77.5%)	97.9% (98.1%)

(previous year's results in brackets)

These results were awarded at a time of significant reform to A level and AS qualifications, which have been very challenging for teachers and students. . This was the first year of award for the reformed A levels (13 subjects in England). These subjects contain new content, to meet the requirements of Higher Education, and less non-exam assessment.

Learners' achievements in the AS qualification no longer contribute to the linear A level qualification, and as a result, the majority of providers no longer submit students for AS examinations unless the student is not going to continue the subject through to A Level.. Most students are therefore studying on 2 year A Level programmes with less in-course assessment, and more assessment by examination at the end of the two year A Level programme.

These results are provisional, and the data is sent to us by education providers. Final, validated data is published by the DfE in January 2018

Primary schools headline measures

In the performance tables for schools in January 2018, the following headline measures for primary schools will be used:

- % of children reaching the expected standard in reading, writing and maths
- Children's average scaled score in reading and maths
- % of pupils achieving a higher than expected standard in reading, writing and maths
- Children's average progress in reading, writing and maths

Results are no longer reported as levels, and pupils receive their test results as a 'scaled score' (a number ranging between 80 and 120, with 100 defined as the expected standard) and teacher assessments based on the standards in the interim framework.

Secondary school headline measures

In 2017 the reformed GCSE qualifications in English and mathematics, graded 9-1, will be introduced to the performance tables, with other reformed GCSEs to follow in 2017 and 2018.

The headline measures are broadly unchanged from 2016, except the threshold measures. The headline threshold attainment measures in 2017 will use a grade 5 (a 'strong pass') for reformed English and mathematics.

For secondary schools, the headline measures in 2017 are:

- Progress 8
- Attainment 8
- % of pupils achieving a strong pass in English and mathematics (grades 5 or above in both subjects)
- % of pupils achieving a strong pass in the English Baccalaureate (grade 5 or above in English and mathematics, and grade C or above in unreformed subjects)
- % of pupils entering the English Baccalaureate
- % of pupils staying in education or employment after KS4 (destinations)

Some additional measures will also be published for the first time in 2017:

- % of pupils achieving a standard pass in English and mathematics – grade 4 or above
- % of pupils achieving the EBacc with a grade 4 or above in English and mathematics, and grade C or above in unreformed subjects.

Progress 8 and Attainment 8

Progress 8 measures the progress a pupil has made from the end of primary school to the end of secondary school. It is a value-added measure, meaning that pupils' results are compared to the results of other pupils with the same prior attainment. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

The average Progress 8 score for mainstream schools in England is 0. In most cases, schools score somewhere between -1 and +1.

If a school scores +1 and above, it shows that pupils made very good progress and the school can be exempt from Ofsted inspection for a year. If the score is below -0.5, the school may come under increased scrutiny.

Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted), English (double weighted), three qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including other EBacc subjects) or any other approved non-GCSE qualifications.

Attainment 8 is the average pupil achievement across 8 qualifications, including English and maths and at least 3 other English Baccalaureate qualifications.

Secondary Floor standards are the measures used in performance tables to identify schools that are failing to meet minimum performance expectations. In 2017, a school or college will be below the secondary floor standard if its Progress 8 score is below minus 0.5 (-0.5), unless an associated measure of uncertainty suggests that the school's underlying performance may not be below average. A Progress 8 score of -0.5 indicates that the average achievement of a school's pupils is half a grade worse per subject than other pupils with the same prior attainment.

Newham Council updates

Priorities for 2017/2018

Alongside our continuing efforts to work with schools to secure improvement, we will be prioritising attendance at school, the reduction of exclusions and ensuring that we know the whereabouts and the state of well-being of every child missing from education. We will be closely monitoring these elements and alongside our support and challenge process on school standards, will be seeking reassurance from leaders of schools with high rates of exclusion and absenteeism, of the steps they are taking to secure improvement. We welcome the support of governors in closely monitoring the school non-attendance of children and young people for whatever reason. We cannot achieve better outcomes without the ongoing productive partnership with schools and thank you in advance for your support in addressing these issues close to all of us.

Best for All, Newham's SEN and Inclusion Strategy

The Strategy was launched in July, celebrating over a year of development and stakeholder engagement in the vision, aspirations and plans. Highlights of the event were presentations from young people and from parents sharing their views on the services they receive and their own hopes for the future.

30 Hours Free Early Education and Childcare

The 30 hour roll out begins this September, and interim validation and payment arrangements are in place for its smooth introduction.

The Authority is required to carry out validations for all successful applicants, so future arrangements will require schools to use the self-validation tool via the Childview portal.

Regarding payments, schools currently record the first 15 hours on their existing system, which are processed and paid monthly. We are currently exploring how the data can be shared to make administration more effective. Additional hours are paid on validated headcount. It is proposed that this is paid twice termly to allow for end of term adjustments

Newham Professional Services Brochure

Schools will have by now received Newham's Brochure of Professional Services. As with previous years, it brings together a wide range of education services for schools, colleges and early years settings. We are mindful of the need to ensure our offer is appealing to individual schools and MATs alike and that it is evolving to meet the changing educational landscape. During the coming year we will be further refining our offer with the view of launching a fuller, comprehensive suite of services available to education providers from April 2018. We will be seeking your views on this so that it is shaped in a way that providers need and want.

Exclusions from maintained schools, academies and pupil referral units

Following consultation, the Department for Education's updated statutory guidance on pupil exclusions comes into effect on 1 September 2017.

The legislation governing the exclusions process remains unchanged. The guidance has been updated to provide more information to headteachers on their use of exclusion and greater clarity to independent review panels and governing boards on their consideration of exclusion decisions. Two new non-statutory annexes: Annex B, an exclusion guide for headteachers and Annex C, exclusion information for parents.

There is a two part course on exclusions as part of the NPW governor central training programme at Francis House. Part one will be held on Tuesday 20 February 2018 at 10am and 7pm and part two on Tuesday 27 February 2018 at 7pm only.

The revised statutory guidance can be downloaded at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_guidance.pdf

Pupil admissions to academies

The governing boards of academy trusts are the admissions authority for their schools and must comply with the mandatory provisions of the Schools Admission Code (<https://www.gov.uk/government/publications/school-admissions-code--2>).

The governing boards of academy converters should take the following actions to ensure that they are not in breach and at risk of investigation by the Education and Skills Funding Agency or the Office of the Schools Adjudicator.

1. Acknowledge and record in a board meeting minute that they are now their own Admissions Authority (previously the LA) and are therefore responsible for full compliance with the admissions regulations
2. Ensure they are fully conversant with the admissions and appeals regulations and relevant Codes and all relevant staff are appropriately trained in the schools new responsibilities.
3. Appoint an Admissions Committee who is responsible for admission decisions – otherwise the whole governing board will be involved in every offer.
4. Decide if they will adopt Newham Council's admission arrangements and oversubscription criteria or draft, consult and determine their own (all converter academies and some free schools have adopted the Newham Council's arrangements to date)

5. Decide if they want to determine their own offers in accordance with their admission arrangements on a weekly basis or devolve this back to Newham Council (to date all convertor academies have decided to devolve this back to the Council)
6. Decide if they will create and maintain their own waiting lists or devolve back to Newham Council (to date all convertors have devolved this back to Newham Council). If governing boards decide to maintain their own waiting lists, Newham Council will no longer be able to send a weekly update.
7. Decide if they want to continue with Newham Council's 'In Year' co-ordination - for normal admission - primary to secondary, infant to junior and reception co-ordination is a statutory requirement. If they don't participate they will need to create and publish a compliant application form.
8. Decide if they want to participate in Newham Council's alternate allocation scheme – where a child cannot be offered a place at any of their preferred schools they are allocated an alternative place at the closest school to the families home with a place available. This only applies to schools who participate and can significantly boost pupil numbers where application rates are low.
9. Appoint a fully trained independent body to administer any admission appeals (this must be arranged even if the school is not currently oversubscribed)
10. Publish legally complaint information about how their appeals
11. Decide who will prepare their appeals statements and present their cases at the hearings
12. Decide who will respond to Ombudsman enquirers following admission appeals
13. Complete and return prepopulated bespoke template issued by Newham Pupil Services to indicate places available (Admissions Code 2.21)

Newham Council support

Points 4 to 8 – Newham Pupil Services deliver 4 to 8 for any school free of charge if governing boards adopt the Council's. The service would continue as prior conversion.

Point 9 – Newham Council's Complaints and Member Services currently deliver this service for Pupil Services. This provides a trained independent body and a pool of trained panel members (a barrister deliver the training to ensure compliance) – this is a chargeable service.

Point 10 and 11 – Newham Pupil Services can deliver this service but it will be chargeable.

Point 12 – usually delivered as part of the contract/SLA with Complaints and Member Services.

Point 13 – this is a legal requirement irrespective of status. Newham Pupil Services send a prepopulated bespoke template to each school every week with return details.

Academies Financial Handbook 2017

The new Academies Financial Handbook came into effect on 1 September 2017. Here's an extract to show the changes from the 2016 version with the relevant paragraph numbers. The Handbook can be downloaded at:

<https://www.gov.uk/government/publications/academies-financial-handbook>

Governance

- We have updated information about the roles of members and trustees to provide greater understanding of expectations, including emphasis on having significant separation between the roles.
- We are reminding trusts that the 'seven principles of public life' apply to everyone holding public office (1.1.2).
- We are confirming that annual letters to trusts' accounting officers from ESFA's accounting officer about the accountability framework must be discussed by the board with action taken where appropriate to strengthen the trust's systems (1.5.5).
- We are including additional information for trusts about improving efficiency (1.5.11).
- We are emphasising the importance of addressing any skills gaps on the board at key transition points such as growth periods in the trust (1.5.16).
- We are highlighting the Department for Education's (DfE's) competency framework for governance to use when determining skills gaps (1.5.16).
- We are explaining that trusts should refer to the key features of effective governance in the Department's Governance Handbook when assessing their effectiveness (1.5.17).
- We have introduced additional information about the appointment of the trust's statutory auditor (4.1.1).
- We are emphasising that the trust's record of key individuals on Edubase must remain up to date (4.7.4).
- We are pointing trusts to ESFA's investigation reports and to its guidance on reducing the risk of financial irregularity, which trusts should consider when managing their own risks (4.8.3 and 4.8.4).

Financial control

- We have updated the references to submission of budget information to ESFA to reflect changes in reporting requirements (2.2.3).
- We are emphasising that decisions about levels of executive pay must follow a robust evidence-based process (2.3.5).
- We have explained that repercussive transactions require ESFA approval, alongside those that are novel or contentious, and that ESFA may refer these to HM Treasury (3.3.1).
- We have clarified that trusts' delegated authority to make non-statutory/non contractual staff severance payments under £50,000 is before income tax and other deductions (3.7.6).
- We have updated the handbook to reflect the Department's introduction of an academies' sector annual report and accounts (4.1.6).

Academies Planning Calendar 2017/18

The Education and Skills Funding Agency has published an academy business cycle wall planner for the 2017 to 2018 academic year. This shows a summary of key dates about ESFA activities that relate to academy funding, finance and trust compliance with their funding agreement.

The planner can be downloaded at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630148/Academies_business_cycle_wallplanner.pdf

National database of governors

All maintained, academy and free schools should upload and keep up to date information about their governors the national database. This is a statutory requirement.

The Department for Education is developing a replacement for EduBase, to be known as Get Information about Schools (GIAS). EduBase will be switched off on Friday 15th September and Get Information about Schools will be switched on and become the source of truth for establishment information on Monday 18th September.

Most of the information will be on the public part of database, but some is held by the Department for Education for its own purposes. For the public part, the school should have supplied:

- the full name of each governor
- the body that appointed them
- the date of their appointment
- the date their term of office ends, or ended if they ceased to be a governor during the current school year
- for maintained schools, whether they are the chair of governors or a member of the governing board, and for academies whether they are a trust member, a trustee, the chair of trustees, or a local governor on a local governing body.

The following should have been supplied but will not be made public:

- each governor's postcode
- their date of birth
- any previous names
- their nationality
- the chair's email address.

School Term and Holiday Dates 2018/19

Following a period of consultation period, the Newham Calendar for school term and holiday dates in 2018/19 has been published on the Council's website (<https://www.newham.gov.uk/Pages/Services/School-term-and-holiday-dates.aspx>)

Local authorities remain responsible for setting the school terms and holiday dates for community, voluntary controlled, community special and maintained nursery schools. To meet its responsibilities, Newham Council has set a school terms and holiday dates calendar for 2018/19. Governing boards should use this calendar to set the dates for their schools.

The aim of this approach is to provide the flexibilities that governing boards require to set the school term and holiday dates that suit school and local community needs and to offer a calendar that reduces the likelihood of neighbouring schools setting significantly different dates for end of term and half term holidays.

The key features are:

- The school year should consist of 195 days (190 pupil days and 5 staff in-service training days). The Newham Calendar contains **198 days**, so governing boards have some choices to make.
- No closures are shown for Diwali, Guru Nanak's Birthday or Eid-ul-Fitr (Eid-ul-Adha falls before the start of the school year). The festival dates are listed in the calendar and governing boards can decide to close on these dates or to use the three additional days to close at different times.
- The half term and Spring term breaks match the dates that neighbouring local authorities are most likely to use to set their calendars.
- The Newham Christmas break matches the dates for most neighbouring local authorities and is over two full weeks. In the local authorities with different dates the break starts and finishes two days earlier.

Additional information

Newham Council has agreed that community, voluntary controlled, special and nursery school governing boards should have the formal responsibility for setting school terms and holiday dates for their schools. When making decisions please take account of the following information:

- If you are planning to make significant variations to the Newham Calendar around half term dates, the Christmas or end of spring term breaks, please think carefully about the impact of these decisions on linked or neighbouring schools - particularly where you know children from the same families attend these

schools. One of the principles Newham Council used to set term dates was to minimise the number of times that schools are closed on different days to decrease any community safety risks. Please consider consulting linked or neighbouring schools before finalising any significant variations.

- If the school has been closed previously on Diwali, Guru Nanak's Birthday and Eid-ul-Fitr please think carefully about the impact on the local community and staff before making a different decision.
 - Fixing a school closure for Eid-UI-Fitr over a year in advance is difficult, as the final date is sometimes not decided until just before the festival. At this stage the range of dates in the calendar is the best predictor, but the previous practice in setting the date for this festival was to choose the middle date (i.e. Wednesday 5 June 2019). Governing boards of schools closing for Eid-UI-Fitr will need to decide if this date is set in their calendars subject to confirmation or as a fixed closure, regardless of where the festival falls. If the date is set subject to confirmation it will be helpful for parents and staff to know when the closure date will be finally set.
 - In recent years some local Hindu temples have indicated that schools should be closed to celebrate Hindu New Year, which is the day after Diwali, rather than the festival date. Hindu New Year is celebrated on different dates across India, so there is not one fixed date. You might want to take account of the opinion of staff and the local Hindu community before deciding about a school closure for the Hindu New Year instead of Diwali. Please note the Newham Calendar shows the date of Diwali as Wednesday 7 November 2018.
- The Newham Calendar provides for five in-service training days. Governing boards should consider the benefits to the continuing professional development of staff of a recommendation to disaggregate any of these days into after school sessions.
- If you wish to take account of the school term and holiday dates in neighbouring local authorities when setting your dates, these can be accessed through the DfE search site at <https://www.gov.uk/school-term-holiday-dates> or the relevant local authority's website.

Compliance Calendar

The compliance calendar is the document which helps maintained governing boards to comply with the law and statutory regulations and which also helps them decide which decisions should be delegated to committees or individuals. As a regular feature of this Update we show the tasks listed in the calendar for the term and how frequently they should be reviewed. Chairs, headteachers and chairs of committees can use this information to determine governing body and committee work programmes. The autumn term theme in the calendar is constitutional, employment, school self-evaluation report. The full version can be downloaded from the Guidance and Model Documents section in the Governors Room on the Newham MLE

(www.londonmle.net/newham/login, username: newhamgovernor, password: newhamgovernor)

Task	Review Date
Review school performance and set pupil performance targets*	Annual
Monitor attendance and set targets*	Annual
Update School Self-Evaluation Review	At least annual
Approve School Development Plan	GB to decide plan duration
Review Teacher Appraisal policy	GB to decide review period
Review performance of Head Teacher	Annual
Review pay policy	Annual
Review staff pay	Annual
Review capability procedures	GB to decide review period
Ensure procedures in place for dealing with allegations against staff	GB to decide review period
Elect a Chair and Vice-Chair	Annual (unless agreed otherwise)
Review delegation of functions and committee memberships and terms of reference	Annual
Review Pecuniary Interests Scheme, update registration forms and publish interests on the school's website	Annual - recommended by Internal Audit
Review governor expenses policy	GB to decide review period
Consider changes to admissions policy for consultation – see spring term (<i>Academy, Aided and foundation only</i>)	At least every 7 years
Monitor budget	Termly
Monitor effectiveness of pupil premium spending	Termly
Review staff disciplinary, conduct and grievance procedures	GB to decide review period
Review whistleblowing policy	GB to decide review period
Carry out skills audit of governing body membership	DfE recommend annual review
Monitor school development plan	Termly

* Target setting is discretionary, but recommended by Department for Education

The role of link governors and Governors' Forum representative

Governing boards operate on a basis of corporate responsibility. With the exception of the Chair, in very specific circumstances, no governor has any individual power or responsibility unless delegated by the governing board. However, governing boards find it useful to appoint individual members to keep the governing body fully informed on specific aspects of its work.

In Newham most governing bodies currently appoint a Governors' Forum representative, and link governors for Training, Inclusive Education, Children Looked After, Safeguarding and Religious Education.

The suggested roles are set out below:

Governors' Forum representative

- To attend the meetings of the Governors' Forum and the Newham Governors' Forum Association (both meetings are held on the same evening at the beginning of each term).
- Where appropriate to submit written questions on behalf of the governing board to NPW Governor Services for consideration at the meeting.
- To be prepared to contribute to debates.
- To report back to the governing board.

Link governors

Training

- To encourage the governing board to undertake training and to make the practical arrangements for school based training in liaison with the Governor Development Service.
- To attend termly Training link governor meetings with the Governor Development co-ordinator to identify training needs, discuss training issues and to provide feedback on the work of NPW Governor Services.
- To ensure information about the governing board's training record is available for all governors.

Inclusive Education

- To be the lead governor for special educational needs and disabilities and to encourage the governing body to fulfil its statutory duties.
- To ensure that the effects on pupils with special educational needs are taken into consideration in all discussions.
- To work with the headteacher (and resources committee) to monitor the effectiveness of expenditure on SEND issues and to plan budgets for future financial years.
- To liaise with the SENCO and other relevant staff.
- To contribute to reports to the governing board on SEND issues and the SEN Information Report.

- To attend termly meetings and participate in the Inclusion Link Governors' network.

Children Looked After

- To be the lead governor for children looked after and to encourage the governing board to ensure that looked after pupils are appropriately supported.
- To ensure that designated staff have access to appropriate guidance and support.
- To work with the designated staff and to ensure that the progress of children looked after is reported to the governing board.
- To contribute to reports to the governing board on children looked after.
- To participate in the Children Looked After Link Governors' network

Safeguarding

To attend termly meetings and participate in the Safeguarding Forum and ensure that:

- an appropriate child protection policy and safeguarding arrangements are in place and reviewed annually by the governing board.
- data on the implementation of the child protection procedures is monitored at least annually by the governing board.
- governors receive appropriate safeguarding and safer recruitment training.
- the governing board receives an annual report on safeguarding.
- proper arrangements are in place for carrying out pre-appointment checks on staff and volunteers and checking the accuracy of the schools single central register.

Religious education (RE)

- To liaise with the RE co-ordinator and headteacher and receive reports about the implementation of the agreed syllabus for RE and the daily act of collective worship.
- To agree, on behalf of the governing board, any alternative plans for the teaching of RE before they are submitted to the Authority.
- To agree formal monitoring report, on behalf of the governing board, before it is submitted to the Authority.
- To contribute to reports to the governing body on the teaching of religious education.

Maintained governing boards' standard agenda items autumn term 2017

The standard agenda items for governing board meetings this term are listed below. Any extra items requested by the individual governing boards will be included on draft agenda. Any items not considered last term or deferred will be also included on this term's agenda.

The Chair of the governing board will be sent a draft agenda for their approval before it is dispatched to all members of the governing board. A copy will be also sent to the headteacher. Any governor who would like an item included on the next agenda should contact the Chair.

1. Apologies for absence
2. Declarations of interest
3. Compliance with publishing governors' information on websites
4. Constitution items (including the appointment of link governors)
5. Minutes of the last Meeting (s) (Enclosure A)

Headteacher and Governing Board Items

6. Review of committee membership and terms of reference (Enclosure C)
7. Reports from committees (Enclosure C1)
8. Report of the headteacher (Enclosure B)
9. School budget monitoring
10. Setting attainment targets
11. School self-evaluation update (if not in headteacher's report)
12. Compliance calendar items
13. School Term and Holiday Dates 2018/19
14. Governor education and training (Document D)

Future Meeting Arrangements and Any Other Business

15. Governing board meeting dates 2017/18
16. Any other business
17. Agenda items for the next meeting