



THE ROYAL BOROUGH OF
**KENSINGTON
AND CHELSEA**

**SPRING TERM – GOVERNORS’ NEWSLETTER
FEBRUARY 2019**

Dear Governors

Welcome to our spring term newsletter. As in previous newsletters the Governor Services team have put together this newsletter to enable you to keep up to date with initiatives and changes in school governance.

This newsletter includes information on forthcoming meetings, training opportunities and key issues, such as the consultation from Ofsted on the Education Inspection Framework Inspection. We also have contributions on SEND, Finance, HR and Mental Health. This term maintained schools should also be considering their budgets for 2019-2020 bearing in mind medium, and long-term, sustainability.

Further information on all aspects of schools’ governance is available via Jackie Saddington – Head of School Governor Services at Jackie.saddington@rbkc.gov.uk

You can also contact Julie.farmer@rbkc.gov.uk for further information.

Richard Stanley
Deputy Director of Education

IMPORTANT DATE

Chairs’ Forum -	Wednesday 6 March 2019 6.30pm - 8.30pm Westminster City Hall – Room 6 – 18th Floor
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SEND – IMPROVING COMMUNICATION

Pupils with special educational needs and/or disabilities (SEND) are over represented in data about persistent absence and exclusion. Both trigger safeguarding concerns. Involving parents and carers at the earliest possible stage can be both preventative and highly effective intervention. Schools who have invested in Achievement for All recognise the value of effective conversations.

Parents of children and young people with SEND tell us they want to feel more involved in what is happening for their child at school and to understand the next steps. To do this they believe that schools need to truly listen to them, to recognise the breadth of challenges their children face beyond school, the strategies that work for them at home and to share ideas between teachers, therapists and families.

The Chair of WCC Parent Carer Forum, speaking about planning for transition between classes as well as phases, encouraged schools to develop a better understanding of parents' perspectives "working together to tackle something early, before it becomes more than one issue to deal with" emphasising "silence is unacceptable".

Maintained schools must have in place a behaviour policy to promote good behaviour, self-discipline and respect. The proprietor of an Academy school is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented.

In his behaviour checklist* for schools 'Getting the simple things right' Charlie Taylor, the Government's Expert Adviser on behaviour in schools suggests feedback to parents should "let them know about the good days as well as the bad ones".

In good schools the range of disciplinary measures set out in the school's behaviour policy is clearly communicated. Pupils, their parents and school staff all understand what is expected at all times and effective implementation of the policy means it is consistently and fairly applied.

Feedback from parents and carers of children and young people with SEND sometimes gives a picture of disciplinary measures that are inconsistent with the school's behaviour policy. Extreme reports include pupils with SEND "barred" from trips and activities or facing restrictions on when the pupil can attend (reduced timetables). Staff time and resources engaged in addressing such reports could always be put to better use. Too often it is a failure to communicate effectively that is at the root of the concern being reported.

It is vital that every school's behaviour policy sets out how the school will respond to those pupils who have SEND in order to evidence how the school is discharging

its reasonable adjustment duty. It would not be fair, for example, to isolate a child who has attention deficit hyperactive disorder (ADHD) because they were not able to sit still when required to do so. Exclusion for behaviour which is a characteristic of the pupil's SEN is likely to be unlawful. If you would like more information about SEND and statutory duties please contact Julie Ely, Assistant Director for SEN and EP's.

You may also find the following links useful.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/693446/Environments where children can flourish.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/693446/Environments_where_children_can_flourish.pdf)

LOCAL OFFER UPDATE

Being ready for the Ofsted / CQC inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities

You will be aware that Ofsted and the Care Quality Commission (CQC) are jointly inspecting areas on their effectiveness in fulfilling their responsibilities for children and young people with special educational needs and/or disabilities. They are currently two years into a five-year cycle of inspections and inspectors could arrive in our local area at any time. They may want to visit your school.

In preparation for any potential visit, it will be important that your school has a clear understanding of its strengths and areas for development with regards to SEND. This evaluation should be guided by the three primary questions the inspection team is seeking to answer:

Question A: How effectively does the local area identify children and young people who have special educational needs and/or disabilities?

Question B: How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities?

Question C: How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?

You should also make yourself aware of the content of the local authority's SEND Strategy, which has recently been published and is available on the Local Offer via this link:

- RBKC – <http://bit.ly/RBKC-strategies-plans>
- WCC – <http://bit.ly/WCC-strategies-plans>

If you have any questions regarding any of the inspection programme, please do contact the Local Authority's Nominated Officer for the inspection, Steve Comber (steve.comber@rbkc.gov.uk).

TRANSFORMING CHILDREN AND YOUNG PEOPLE'S MENTAL HEALTH WEST LONDON TRAILBLAZER

The Trailblazer initiative is a joint project between RBKC, WCC, West London Mind and the CCJ working in conjunction with CAMHS. All schools in RBKC and some eligible schools in Westminster are involved in the initiative.

As part of the "Supporting Young People's mental health" programme, Mind and local commissioners came together to develop a wellbeing training programme to help schools and communities to develop the skills they need to support young people.

In December 2017, the Government published a Green Paper to develop plans for improving the emotional wellbeing and mental health support for children and young people. Following a national bid process, West London CCG, in partnership with MIND, RBKC and WCC were chosen to be part of the first wave of Trailblazer sites for the new Mental Health Schools Support teams.

The Trailblazer programme will provide a significant enhancement to local emotional wellbeing services for children and young people 5-18 years. The programme is fully funded for the first two years. The new service will be provided by MIND, the mental health charity, and will be targeted at low to moderate mental health needs working alongside existing CAMHS services.

The programme consists of two teams of staff. There will be sixteen specialist child emotional wellbeing and mental health staff, and ten staff wellbeing facilitators. Additionally, there will be six staff made up of a qualified family practitioner, child psychologist, educational psychologist, team managers and admin support. The two teams will be complementary to existing CAMHS provision and will support a significant number of young people who do not meet the threshold for existing CAMHS. There will be no reduction in current CAMHS provision.

The programme will be up and running in April 2019 and a steering group will be established of stakeholders. We will keep you informed as the initiative develops over the next few months.

OFSTED – EDUCATION INSPECTION FRAMEWORK

On 16 January 2019, Ofsted launched a consultation on proposals regarding how Ofsted inspects schools, early years settings and further education and skills providers, to take effect from September 2019. The HMCI press release stated: *'these changes will move Ofsted's focus away from headline data to look instead at how schools are achieving these results, and whether they are offering a curriculum that is broad, rich and deep, or simply teaching to the test'*

The key proposals for consultation include:

- a new 'quality of education' judgement, with the curriculum at its heart
- looking at outcomes in context and whether they are the result of a coherently planned curriculum, delivered well
- no longer using schools' internal performance data as inspection evidence, to ensure inspection does not create unnecessary work for teachers
- separate judgements about learners' 'personal development' and 'behaviour and attitudes'
- extending on-site time for short inspections of good schools to 2 days, to ensure inspectors have sufficient opportunity to gather evidence that a school remains good

The 'leadership and management' judgement will remain and will include looking at how leaders develop teachers and staff, while taking their workload and wellbeing into account. Inspectors will continue to make an overall effectiveness judgement about a provider. All judgements will still be awarded under the current 4-point grading scale. Parents will still get the information they value and understand.

<https://www.gov.uk/government/news/ofsted-launches-a-consultation-on-proposals-for-changes-to-the-education-inspection-framework>

**HR UPDATE
EU SETTLEMENT SCHEME**

1. About the scheme

EU citizens who want to stay in the UK beyond **30 June 2021**, in line with the Withdrawal Agreement, will need to apply with any family members to the **EU Settlement Scheme**.

The EU Settlement Scheme allows an EU worker and their family members to continue to live, work and study here in the UK. It means they continue to be eligible for:

- public services, such as healthcare and schools;
- public funds and pensions;
- British citizenship, if they meet the requirements and want to apply.

The implementation period will start on **30 March 2019**.

The EU settlement is expected to be open to all eligible applicants, including family members.

Individuals need to re-apply under the new system, as any current European residence documents, including permanent residence cards, will be rendered invalid.

NOTE: *The UK has reached an agreement with Norway, Iceland, Liechtenstein and a separate agreement with Switzerland.*

<https://www.gov.uk/government/publications/eea-efta-separation-agreement-and-explainer>

2. Eligibility

As of 30 June 2021:

Resident more than 5 years	Eligible for settled status – This gives the individual the right to live and work in the UK on an indefinite basis.
Resident less than 5 years	Eligible for pre-settled status – This gives the individual the right to remain in the UK until they have been resident for more than 5 years at which point they can apply for settled status.

3. Cost

Fees for application were announced as:

- £65 for adults and children 16+
- £32.50 for children under the age of 16

and operate on the basis of a presumption that applications will be accepted.

Applications were free of charge in the following circumstances:

- The citizen already has valid indefinite leave to remain in or enter the UK
- The citizen already has a valid permanent residence document
- The citizen is applying to move from pre-settled to settled status
- The citizen is a child in local authority care.
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Please note that it has now been announced in Parliament that there will be no cost for applications. Please liaise with your HR provider for up to date advice.

Useful information:

To stay informed visit <https://eucitizensrights.campaign.gov.uk/> to sign up for alerts and regular updates from UK immigration

Video describing how to apply for the settlement scheme:

<https://www.youtube.com/watch?v=XEA06Wes6JQ>

EU settled and pre-settled status for EU citizens and their families

<https://www.gov.uk/settled-status-eu-citizens-families>

A number of employers, including both Westminster City Council and Royal Borough of Kensington and Chelsea, had made the decision to allow current council staff to claim back the cost of their individual application.

GOVERNING BOARD ACTION:

- a. Identify how many employees are from the EU and likely to be affected by the changes.
- b. Advise employees of the proposed changes, signposting them to the guidance.
- c. The Governing board to consider and confirm whether it will pay the cost of the settlement for any individual staff member employed at the school.

TEACHER RECRUITMENT AND RETENTION STRATEGY

The Department for Education has developed a teacher recruitment and retention strategy. Building on extensive quantitative and qualitative evidence, the strategy was developed collaboratively with teachers, headteachers, representative bodies, teachers' unions, initial teacher training providers and leading experts. There are four priority areas:

Priority 1: create the right climate for leaders to establish supportive school cultures

Priority 2: transform support for early career teachers

Priority 3: build a career offer that remains attractive to teachers as their careers and lives develop

Priority 4: make it easier for great people to become teachers

They have also published a video which explains the strategy, its main priorities and how they intend to address them. Please see the link below for further details.

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

FINANCE UPDATE

Additional Funding for High Needs and Dedicated Schools Grant (DSG) Settlement 2019/20

On 17th December the Secretary of State for Education announced additional revenue funding in 2018-19 and 2019-20, and extra capital funding in 2019-20, to provide support for children and young people with special educational needs and disabilities (SEND), as well as the 2019-20 Dedicated Schools Grant (DSG) allocations to local authorities (LAs).

Additional Funding for Children and Young People with SEND

Concerns have been raised by schools, colleges and LAs about the pressures on high needs budgets where the costs are rising. Additional high needs funding allocations were announced across all local authorities, of £125 million in each of 2018-19 and 2019-20.

The allocation for RBKC is £290,216 for both 2018-19 and 2019-20 which will go towards the current 2018/19 annual forecast overspend on the high needs block of £1,800,000.

The allocation for WCC is £481,248 for both 2018-19 and 2019-20 which will go towards the current 2018/19 annual forecast overspend on the high needs block of £621,000.

A further £100 million top-up to the Special Provision Capital Fund in 2019-20 was announced. This additional funding will provide more SEND places in schools or colleges.

The Department for Education is commissioning SEN Futures: a package of long-term research and analysis to provide evidence on the impact of current SEN provision on children and young people's outcomes, and to assess the value for money of SEN provision in England.

In addition, in order better understand the financial incentives that influence how schools, colleges and councils support children and young people with special educational needs, the DfE will be gathering more evidence early in 2019. This will include looking at the first £6,000 schools pay for special educational provision before accessing additional funding from local high needs budgets.

DFE Settlement 2019/20

At the RBKC Schools' forum meeting on 8th November 2018, Members considered the schools block formula and agreed to allocate the funds via the National Funding Formula (NFF) factor values with area cost adjustments and the minimum funding guarantee (MFG) as the balancing item. All schools will be protected at a gain of at

least 1% per pupil compared to 2018/19. The formula distributes an additional £1.564m compared to 2018/19. Primary schools with falling rolls will need to consider how to set balanced budgets and the education finance team will support them.

SCHOOLS FORUM DATES

WCC: 25/03/19, 03/06/19 (all Mondays @ 4.45 p.m. – venues to be confirmed).

Contacts: Jackie.Saddington@rbkc.gov.uk and Julie.Farmer@rbkc.gov.uk

RBKC: 26/03/19, 12/06/19 (all @ 5.00 p.m. – venues via Governance Administrator).

Contact: Deborah.Robinson@rbkc.gov.uk

SCHOOLS FINANCIAL VALUE STANDARD (SFVS) 2018-2019

As governing boards have formal responsibility for the financial management of their schools, the standard is primarily aimed at them. Local Authority (LA) maintained schools are required to submit the SFVS annually to the LA. The deadline for submission to the LA is 31 March 2019. The following link provides the form for completion and guidance notes.

<https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs>

The SFVS will be revised for 2019 to 2020 to review the list of questions and add a data-based self-assessment tool. The new SFVS will be published ahead of the 2019 to 2020 financial year. The DfE is trialling the data-based tool in a version for academies and it can be found at: [School resource management self-assessment tool](#).

PE AND SPORTS PREMIUM

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. In cases where schools don't follow year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding.

In most cases, the number of pupils in a school attracts the funding using data from the January 2018 school census. For new schools or a school teaching eligible pupils for the first time in the academic year 2018 to 2019, funding will be based on data from the autumn 2018 school census.

Funding for 2018 to 2019

Schools with 16 or fewer eligible pupils receive £1,000 per pupil.

Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.

The [breakdown of funding for the academic year 2017 to 2018](#), including conditions of grant, is available via this link.

Ofsted inspections

Ofsted assesses how primary schools use the primary PE and sport premium.

They measure its impact on pupil outcomes, and how effectively governors hold school leaders to account for this.

You can find details of what inspectors look for in the 'effectiveness of leadership and management' section of the [Ofsted schools inspection handbook 2018](#).

Online reporting

Schools must publish details of how they spend the PE and sport premium funding **by the end of the summer term or by 31 July 2019 at the latest**. This is different to last year's reporting deadline. Online reporting must include:

- the amount of premium received
- a full breakdown of how it has been spent
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be sustainable in the future.

PUPIL PREMIUM

Schools must publish a strategy for the school's use of the [pupil premium](#) – see this link. For the current academic year, it must include:

- pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the pupil premium funds will be spent to overcome those barriers and the reasons for that approach
- how the school will measure the effect of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, schools must include:

- how the pupil premium allocation was spent
- the effect of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

As schools won't know the allocations for the end of the academic year (April to July), they should report on the funding up to the end of the financial year and update it when they have all the figures.

PERFORMANCE TABLES

Key Stage 2 performance tables for schools were available from mid-December onwards.

The 2018 secondary (revised) and 16-18 results (except retention measures) and related pupil population, workforce and finance data, plus KS4 MAT (multi-academy trust) results were published in January. These tables can be accessed via:

<https://www.compare-school-performance.service.gov.uk/>

The link below shows the percentage of pupils entering an EBacc language at key stage 4 in 2018.

It was updated as of 4pm on 24 January to reflect the rounding of the EBacc language entry percentages used in school performance tables methodology. It allows schools and parents to compare their school against other schools in England. The government's ambition is for:

- 75% of pupils to study EBacc subjects at GCSE by 2022
- 90% of pupils to study EBacc subjects at GCSE by 2025

<https://www.gov.uk/government/publications/list-of-schools-by-ebacc-language-entry>

SCHOOLS RESOURCE MANAGEMENT ADVISERT (SRMA)

The DfE has recently announced that it is boosting its Schools Resource Management Adviser (SRMA) scheme, where consultants are sent into schools to help identify savings, with £2.4M of funding. Nine firms, including one Academy Trust based in Gloucestershire, have been awarded the contracts to recruit and

manage at least 160 advisors, although it is thought that this could potentially grow to up to 250, over the next two to three years.

According to the ESFA, the advisors will be ‘sector experts’ and have ‘demonstrable experience’ of aiding schools and trusts in getting the most out of their revenue and capital resources. This includes the “techniques” of integrated curriculum and financial planning.

This follows academies minister, Lord Agnew, stating that following a pilot of the SRMA scheme, advisers had identified potential savings of “more than £35 million” from 72 completed school and trust visits, an average of nearly £500,000 savings per visit (advisers are paid £400 a day). His comments were further reiterated by the ESFA’s Chief Executive who stated that the advisers had been “pivotal in helping schools reduce cost pressures” by reviewing staff deployment and making savings on agency supply staff and procurement.

Lord Agnew has also expressed concerns that schools were not effectively utilising the Government’s cost-saving “national deals” tool. These deals are regularly updated, with three new energy and utility deals added at the end of November 2018. The nationally agreed deals available range from books and materials to facilities management and estates to printers, copiers and multi-functional devices. They can be accessed via the following link:

<https://www.gov.uk/government/publications/deals-for-schools/deals-for-schools>

Governors should ensure that management are aware of, and using, the National Deals Tool on the DfE website.

COMPLAINTS GUIDANCE FOR MAINTAINED NURSERIES AND SCHOOLS

The DfE has updated their guidance on dealing with complaints in schools. In accordance with [Section 29\(1\) of the Education Act 2002](#), all maintained schools and maintained nursery schools must have and publish procedures to deal with all complaints relating to their school and to any community facilities or services that the school provides, for which there are no separate (statutory) procedures.

Under section 29(2) of the Education Act 2002, governing bodies of maintained schools must ‘have regard to any guidance given from time to time (in relation to England) by the Secretary of State’ when establishing and publishing complaints procedures relating to their school and any facilities or services the school provides.

The phrase ‘must have regard’, when used in this context, does not mean that DfE’s guidance has to be followed in every detail. While DfE’s expectations are that schools will adopt their best practice recommendations, schools can apply alternative processes if they have good reason to. The following link provides a model policy and further information.

NQT HEADTEACHER CONSULTATIONS

The NQT team is currently undertaking two Headteacher consultations. The first one is in relation to their statutory duty to consult with schools (Headteachers) on the NQT induction process, and also to give NQTs the opportunity to share with them their experience of statutory NQT Induction in our schools. Two separate questionnaires have been sent for Heads and NQTs to complete and return to the team. The second consultation relates to the Primary NQT CPD Programme Review for 2019-20. Headteachers and NQT Induction Co-ordinators are being asked to be involved in shaping the NQT CPD programme for 2019 – 2020. This consultation involves a short telephone survey by UCL/loE.

Headteachers have been asked to let the team know if they would be willing to be involved.

2. Induction Quality Assurance (QA) survey and visits

The DfE requires that all Appropriate Bodies (AB) have overall responsibility for the quality assurance of induction arrangements. To help the team fulfil this duty, they propose to survey a sample of schools with currently registered NQTs **and** undertake a number of school visits as they have previously done.

The quality assurance visits to schools with NQTs are proposed to take place in the spring term. Convenient dates and times will be agreed well in advance and a visit schedule pre-agreed.

The purpose of the visits will be to review:

- Appropriateness of NQT's post and / or responsibilities
- School's programme of support (including use of 10% reduced timetable)
- The school's arrangements and confidence to make rigorous and fair judgements about the NQT's performance against the Teachers' Standards
- Evaluation of the Induction Tutor's skills, ability and knowledge to work effectively in their role
- Arrangements in place for supporting NQTs who may be at risk of not meeting the Teachers Standards for the successful completion of induction
- Appropriateness of AB support for tutor and NQT, and establish if extra support is required

Priority for visits will be determined by:

- Large number of NQTs in the school – particularly Primary

- New Induction Manager/ Tutor
- Induction related issues which arose in the previous year or concern expressed regarding a current NQT
- A school which has not received a QA monitoring visit in the previous 3 years.

Induction QA Survey

The proposed introduction of an induction QA survey we hope will be beneficial to schools as the survey and document sampling process will help provide evidence of good practice. It can demonstrate compliance with statutory induction requirements, which can in turn be reported to governors and/or Ofsted. It should assist schools to show their ability to provide a comprehensive and secure induction process for beginning teachers, showing a culture of appropriate monitoring and support in the school. Governors will also find this useful when discussing recruitment and retention issues in the school.

NQT Survey

This will be sent to those NQTs whose schools receive the induction QA survey, so that the AB gets the NQT perspective of the induction experience, in addition to that of the school. Broad themes will be shared with the school, specific responses only with the NQTs' consent. It should take NQTs no more than 5-10 minutes to complete.

The main purpose of the visits and the survey is to confirm that schools and the LA are providing an appropriate and consistent approach to the support and monitoring of progress of NQTs during the course of Induction. The visit also offers schools the opportunity to raise any concerns/ queries regarding the induction process. They propose to trial the Induction QA survey for the first time later this term and would welcome your views as to whether this combined (visit and survey) approach is appropriate and acceptable.

Any responses to this consultation should be made to either Julie at julie.shaw@rbkc.gov.uk or Linda at lcrichon@westminster.gov.uk by Friday, 15th February 2018.

GDPR REPORTING IN SCHOOLS

The number of data security incidents reported by the education sector increased by more than 43% after the introduction of GDPR at the end of May 2018. The Information Commissioner's Office (ICO) has reported a rise in reports of disclosure issues, where sensitive information is inadvertently shared, and cyber-attacks between July and September 2018.

Overall, the number of data security incidents reported in education rose from 355 in the second quarter of 2017/18 to 511 in the same period this year, with the

increase demonstrating that schools are now more aware of what data breaches are and are reporting these to demonstrate compliance with the law. GDPR regulations require schools to be clearer about the data they hold about their pupils and respond more quickly to requests for copies of personal data. They must also have a data protection officer in place.

The number of incidents involving the disclosure of data reported to the ICO rose to 353 in quarter two of this year, up from 239 during the same period last year and just 26 the year before. Common disclosure issues include the loss or theft of paperwork or data, information accidentally sent by email to the wrong recipient and inadvertent verbal disclosure.

However, consultants have expressed concern about the rise in cyber-attacks on schools. Reports of these attacks, which can include malware, phishing and ransomware, have risen by 69% in the past year alone. Between July and September 2017, there were 26 such reports. In the same period this year, there were 44. Consultants have warned that schools “don’t have the internal expertise” on cyber security and that institutions “haven’t got the skills to understand the risks or what to do when it happens”. Schools, furthermore, are seen as an “easy target”. Earlier in 2018, it was revealed that fraudsters impersonating headteachers managed to con schools across the country out of tens of thousands of pounds after their phone systems were hacked and calls diverted to pricey premium-rate numbers. 48 schools reported this scam, with 12 losing £145K between them, with one losing £19K alone.

ACADEMY UPDATES

Academies Financial Handbook 2018

Whilst the new Academies Financial Handbook for 2018 was considered in detail in the Autumn Term 2018 Newsletter, a common question has been asked with regards to the number of Board meetings a Trust should be holding.

The current model Articles of Association state in Article 109 that the Trustees shall hold at least three meetings in each school year, it is clear from Section 2.1.2 in the AFH 2018 that the ESFA’s expectation is more robust:

“The board and its committees must meet regularly enough to discharge their responsibilities and ensure robust governance and effective financial management arrangements ... If the board meets less than six times a year it must describe in its governance statement, accompanying its annual accounts, how it maintained effective oversight of funds with fewer meetings.”

Some confusion has arisen as to whether it is the full Trust Board that must meet at least six times a year or whether it is the combined Full Trust Board and Trust Board Committee meetings (NOT including any Local Governing board meetings, as accountability rests with the Trust Board and not the LGBs) that will be

considered. If the Trust Board meetings are supported by Trust Board committees, Trusts will need to demonstrate effective reporting between the Full Board and the Committees, including effective alignment between Board and Committee meetings, and ensuring that all Trustees are appraised of all key issues.

It is clear from briefings by the Regional School Commissioner's Office that the number of meetings will be considered during the RSC's annual review meetings with Trust Chairs and CEOs.

Financial Notices to Improve

There have been recurring themes in a number of recent ESFA reviews. Key issues raised include:

- A lack of transparency in reporting governance arrangements and business interests on both the Trust's website and GIAS;
- The Trust's audit committee not operating in line with the Academies Financial Handbook;
- Weak internal controls with regards to procurement;
- Non-disclosure of related party transactions in the audited financial statements;
- Not being able to demonstrate value for money;
- Severance payments not being supported by either a legal assessment or a business case, justifying the payments.

In light of the findings Trust Boards need to ensure:

- All details of current Trustees are accurately uploaded onto the Trust website and submitted to both the ESFA and Companies House on a timely basis and within the ESFA's set deadlines of fourteen days.
- Current Pecuniary and Business Interest forms are held for all Trustees and summarised accurately on the Trust's website and amended on a timely basis.
- All related party transactions are separately reported with a robust supporting evidence trail. Trustees need to fully understand the new Related Party Transaction regulations being implemented from the 1st April 2019, reported in the Academies Financial Handbook 2018.
- Ensure a timely and comprehensive flow of information, highlighting key issues and risks, between the full Trust Board and Trust committees, to enable effective accountability.
- Ensure meeting minutes are an accurate record of all key issues discussed.

Admissions Guidance from ESFA for Academies

The ESFA has updated its guidance on admissions into academies:

- Academies are their own admissions authority and must meet all the mandatory provisions of the School Admissions Code that came into force in December 2014, except where variations have been written into their funding agreement to support fair access.

- Admission Authorities must have determined their admissions arrangements for entry in September 2020 by the 28th February 2019. These must be published on the academy's website, and a copy sent to the Local Authority by the 15th March 2019.
- Any applicant refused a place at an academy has a right of appeal to an independent appeal panel established by the admission authority. Admission authorities must publish their appeals timetable on their website by 28th February 2019.

Academies must:

- allocate places on the basis of the published over-subscription criteria;
- inform local authorities of all applications and their outcome;
- inform parents of their right of appeal against the refusal of a place;
- comply with the School Admissions Code and
- participate fully in locally agreed fair access protocols.

The AFH 2018 can be accessed [here](#).

CONSULTATIONS

Funding the education sector for teacher pensions increases

This consultation seeks views on the Department for Education's proposal to support certain education institutions with the increase to the Teachers' Pension Scheme (TPS) in 2019-20.

The DfE's proposal is to fund:

- Schools that receive public funding
- Further Education Colleges
- other public-funded training organisations.

The Department wishes to understand the impact on these institutions, and on other affected institutions, and welcomes responses from: TPS employers; teachers and other staff; and sector bodies. See link below.

<https://consult.education.gov.uk/financial-strategy-unit/funding-the-education-sector-for-teacher-pensions/>

The consultation closes on 12 February 2019.

School Security Guidance

The DfE is proposing to publish new school security guidance that will provide schools with access to a range of information sources and tools that will help them

to develop sensible and proportionate policies and plans to meet their security
<https://consult.education.gov.uk/teacher-regulation-safer-recruitment/non-statutory-school-security-guidance/needs>. The following link refers.

<https://consult.education.gov.uk/teacher-regulation-safer-recruitment/non-statutory-school-security-guidance/>

The consultation closes on 18 February 2019.

Identifying schools for Improvement Support

The DfE is seeking views on proposals for a clearer, simpler approach to identifying schools that may benefit from an offer of support.

The proposal is that all schools judged as Requires Improvement by Ofsted will be eligible for support and that schools with two consecutive Requires Improvement judgements will be eligible for more intensive support.

<https://consult.education.gov.uk/inspection-and-accountability-division/identifying-schools-for-improvement-support/>

The consultation closes on 25 March 2019

Education Inspection Framework

Views are sought on the overall changes to the framework as well as on how they will work in practice. All responses received will help Ofsted to refine and improve the proposed approach before the final framework and inspection handbooks are published in summer 2019. See link below.

<https://www.gov.uk/government/news/ofsted-launches-a-consultation-on-proposals-for-changes-to-the-education-inspection-framework>

The consultation closes on 5 April 2019

WEBSITE COMPLIANCE GOVERNANCE ATTENDANCE

The DfE is clear that school websites must be compliant with legislation and guidance and the information on the websites for each governor must show their attendance record at governing board and committee meetings over the last academic year. There are still some schools where there is no data shown for governor attendance at meetings.

GOVERNOR TRAINING

The training programme for 2018-2019 is in place. This was re-sent to Chairs at the start of this term and the following training courses are available this term. If your Governing Board would like to commission bespoke whole Governing Board training or joint training with other Governing Board (s) please contact Jackie or Julie.

REMAINING GOVERNOR TRAINING COURSES FOR SPRING TERM 2019

Title & Booking (click on course title)	Date	Time	Venue*
<u>How to be an effective Governing Board</u>	13/02/2019	6.30pm-8.30pm	KTH
<u>Safeguarding for Governors</u>	05/03/2019	6.30pm-8.30pm	WCH
<u>Chairs Forum</u>	06/03/2019	6.30pm-8.30pm	WCH
<u>Strategic Financial Management</u>	12/03/2019	6.30pm-8.30pm	WCH
<u>NEW Dealing with Parental Complaints</u>	19/03/2019	6.30pm-8.30pm	KTH
<u>Governors Hearings – Getting it right</u>	27/03/2019	6.30pm-8.30pm	KTH
<u>Visiting Your School and What to Ask</u>	02/04/2019	6.00pm-8.00pm	LH

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<http://webfronter.com/westminster/governors/>