

# Governors' News

A Termly Newsletter for Liverpool Governors



Liverpool  
City Council

- School inspection arrangements
- Attendance
- Schools' Forum
- Twenty key questions for a governing body to ask itself
- Changes to school information regulations
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## School inspection arrangements from September 2012

Following consultation earlier this year, Ofsted has published its new framework for school inspection effective from September 2012.

Inspectors will focus sharply on those aspects of schools' work that have the greatest impact on raising achievement. Inspections will engage headteachers, school staff and governors. The views of parents, pupils and staff provide important evidence for the inspection.

**Inspectors are required to report on the quality of education provided in the school and must, in particular, cover four key areas:**

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of leadership and management

**When reporting, inspectors must also consider:**

- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs
- where relevant, the overall effectiveness of the sixth form.

**Under this framework:**

- schools cannot be judged as 'outstanding' for overall effectiveness unless they have 'outstanding' teaching
- an 'acceptable' standard of education is defined as a 'good' standard of education
- a school that is not yet 'good', but that is not judged 'inadequate', is a school that 'requires improvement'
- a school that is 'inadequate' overall and that requires significant improvement, but

where leadership and management are not 'inadequate', is a school with serious weaknesses

- a school that is 'inadequate' overall, and where leadership and management are also 'inadequate', is a school requiring special measures
- schools that are judged as 'requires improvement' will normally be monitored and re-inspected within a period of two years; the timing of the re-inspection will reflect the individual school's circumstances and will be informed by what inspectors find at the monitoring visits
- if a school is judged as 'requires improvement' at two consecutive inspections and is still not 'good' at a third inspection, it is likely to be deemed 'inadequate' and to require special measures
- inspectors will normally contact the school by telephone during the afternoon of the working day prior to the start of a section 5 inspection
- inspectors will evaluate the robustness of performance management arrangements, and consider whether there is an appropriate correlation between the quality of teaching in a school and the salary progression of the school's teachers.



## Improving attendance at school

**A DfE report, Improving attendance at school, by Charlie Taylor, the Government's Expert Adviser on Behaviour was published last term.**

Having spoken to headteachers, teachers, local authority (LA) officers, education welfare officers and magistrates in more than 20 areas across England, the author acknowledges that attendance has improved in the last few years – but there were still 57 million days of school missed in 2009/10. There is a clear link between poor attendance and low academic achievement, and a small number of children are persistently absent - recently re-defined as missing more than 15% of school, from 20%.

The report draws a distinction between 'truancy' (mostly by older children) and non-attendance consented to by parents; the latter tends to start in the early years, and is often an underlying cause of 'truancy' later. The report thus argues for the focus on attendance to start in the early years.

### Trends in attendance

The number of children who are persistently absent grows as they move up through the school system, most significantly in the final years of secondary school. The majority of children whose parents are taken to court for bad attendance are in years 10 and 11 – by which time it can be too late to resolve attendance problems. The review finds that patterns of attendance of this group are established much earlier in their school career with evidence showing that children who miss significant amounts of their education in primary school are more likely to truant later on.

There is no national data on attendance in nursery and reception classes, and many schools take no action to improve attendance until children reach statutory school age. Children with low attendance in early years are more likely to come from the poorest backgrounds and are likely to start school already behind their peers – particularly in language acquisition and social development.

### Government reporting on attendance

Schools' attendance data is published each term, but the second half of the summer term is not reported on. The report suggests that an unintended consequence of pressure to reduce unauthorised absence was an increase in authorised absence.

If children are absent for a two week holiday every year and have an average number of days off for sickness and appointments, then by the time they leave at sixteen they will have missed a year of school. DfE data for 2010/11 shows that absence due to agreed holidays and religious observance is 12.1% in primary schools and 4.6% in secondary schools.

Poor attendance is often a sign of more serious issues in a child's home, but many schools report difficulty in getting social workers to take this seriously enough; if such issues are addressed early, more serious and costly interventions may be avoided. *Cont...*



## Parental sanctions

Parents have a legal responsibility to ensure that their children attend school from age 5 to 16 (where they are registered) and most schools support parents to help improve attendance. Fining parents and taking them to court is a last resort but, when needed, the system should be efficient and effective.

Schools or LAs may impose a fixed penalty notice (FPN) on parents whose child is not attending regularly. The parent has 28 days to pay the £60 penalty; if they fail, then it is doubled. If it is not paid after 42 days, the parent is prosecuted under section 444 of the Education Act 1996. Currently 50-60% of FPNs are paid. The review recommends that penalties not paid within 28 days should be recovered directly through child benefit or (where parents do not receive child benefit) through the county court.

Only a LA can prosecute a parent under section 444 and cases can take months to reach court. When parents are found guilty, the punishments imposed by courts can vary: in 2010, of 9,147 parents found guilty 6,591 received a fine or more serious sanction; the average fine being £165.

## Effective school practice

The report outlines some measures taken by schools to support parents in getting their children to school, from nursery onwards (eg walking buses, home visits and even staff collecting children from home). In addition, when parents do not co-operate, they use education welfare officers, social services, the police and the courts. Parents are 'taught to understand the difference between minor ailments and the sort of illness that warrants a day off', and headteachers refuse requests for holidays unless there are exceptional circumstances. Headteachers see attendance as one of their most important responsibilities and are prepared to spend time and money to improve it.

## Recommendations (summarised)

- 1 That the language of Government focuses more on improving attendance and there is less use of the word 'truancy'.
- 2 That Ministers focus on improving the attendance of vulnerable pupils in primary schools.
- 3 That the Government changes the focus away from unauthorised and authorised absence, towards making overall absence and persistent absence the headline figures.
- 4 That apart from for Year 11, statistics on attendance are produced for the whole year.
- 5 That consideration is given to whether there need to be changes in what data is collected and how study leave is recorded in Year 11 and to the implications of raising the participation age.
- 6 That changes are made to the pupil registration regulations to strengthen the rules on term time holidays.
- 7 That data on attendance in reception is published and considered when Ofsted inspects.
- 8 That Ofsted sets specific, timed targets for improving low attendance in schools.
- 9 That all primary schools analyse their data on attendance and quickly pick up on children who are developing a pattern of absence.
- 10 That primary schools focus on supporting parents in nursery and reception who are failing to get their children to school.

- 11 That the system of fines is changed to make it simpler for schools and local authorities to use and for parents to understand. Parents who allow their child to miss too much school should receive a fine of £60. If they fail to pay within 28 days then the fine should double and be recovered directly through their child benefit or, where parents who do not receive child benefit, through the county court. In addition, the local authority should continue to have the right to take persistent offenders to court, but

magistrates will be aware that a fine will have been paid for previous offences and therefore their response needs to be firm.

- 12 Persistent failure to send children to school is a clear sign of neglect and children's social care services should work with schools to address underlying difficulties.
- 13 That Academy chains, sponsors and individual schools are allowed to prosecute their pupils' parents for poor attendance.

Improving attendance at school can be viewed or downloaded from the DfE website: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00036-2012>



# Liverpool Schools' Forum

This is an alert for all schools and governing bodies and of real significance – please read and use! Many governors will be aware that in September 2011 membership of the Liverpool Schools' Forum was altered to accommodate an increase in governor representation on the Forum. The new members reflect all the school categories in the city and together with existing governors they are:

## Secondary

**Ian Andain** (West Derby)  
westderby-forum@hotmail.co.uk

**Christine Williams** (Calderstones)  
chris@stratosphereresearch.co.uk

**Sandy Tittershill** (Parklands)  
sandy.tittershill@live.co.uk

## Primary

**Veronica Shaw** (Broadgreen)  
vsgov@talktalk.net

**Cliff Barton** (Sudley Infants)  
ceebee2012@hotmail.co.uk

**Andy Chadwick** (Heygreen)  
andy.chadwick@hotmail.com

**Jeanette Murphy** (New Park)  
j.murphy@newpark.liverpool.sch.uk

## Special

**Jacqueline Davies** (Millstead)  
lynn.irwin@millsteadschool.co.uk

As a group we are keen to connect with governors of all schools in the city in a variety of ways – through Governors' News, through meetings with Chairs of Governors and the LA and through the Governors' Forum. Moreover should any governor wish to contact any one of us directly, to raise issues of concern or to answer questions, our email addresses are included. We intend to meet on a regular basis to determine, insofar as it's possible, a joint approach to the various issues which will occupy the Forum over the coming months and years.

The first of these issues is a reform of the funding system to Local Authorities which is the subject of a current consultation with schools and some changes to the powers of the School Forum. As far as the latter is concerned the main changes involve the removal of the requirement that any Forum must have a minimum of at least 15 members and that voting on changes to the funding formula for schools is restricted to the schools block in the Forum (ie, governors, headteachers and PVI members). Local authorities will be required to publish all Forum papers (Liverpool already does) and ensure Forum meetings are open to the public.

As governors will now be aware, the reform to the funding system will be implemented from the financial year 2013-2014. For anyone interested in researching this themselves, the relevant section on the DfE website can be accessed via the following link:

<http://www.education.gov.uk/inthenews/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/a00205567/school-funding-reform-and-arrangements-for-2013-14>

In essence the major changes are as follows:

- The Dedicated Schools Grant (DSG) is to be split into 3 blocks:
  - 1 Schools
  - 2 High Cost Pupils
  - 3 Early Years
- The individual blocks are not ringfenced.
- The schools block will be driven by pupil numbers, but based on the October count rather than the January count preceding the financial year which will permit individual budgets to be confirmed at an earlier date.
- The high cost pupils will include funding for pupils with SEN aged 16-25.

From a school's point of view the DfE have simplified the local funding formula to the following factors:

- Pupil element (APWU)
- Disadvantage
- SEN
- Non Domestic Rates – actual cost
- Lump sum allowance
- EAL – for a maximum of 3 years
- Split sites
- PFI funding

The Minimum Funding Guarantee (MFG) remains in place as the main protection mechanism against significant loss of funding due to falling pupil numbers.

Governing Bodies are currently discussing Liverpool's proposals regarding the above factors and we are available to discuss any of the proposals or to take particular issues to the Forum. Cliff Barton has been elected the Chair of the Formula Funding Working Group and is keen to help any governor or governing body in the city with queries relating to the consultation proposals

In addition to this element of the work of the Forum, governor representatives have also been involved in discussing the Audit Commission Report into the Liverpool PFI Scheme and Andy Chadwick, who sits on the PFI Working Group, is available to discuss primary concerns and queries about this. We have also contributed to the discussion about the proposed Liverpool Learning Partnership and expressed our concerns about the current lack of Forum or governor participation on the shadow executive board

We intend that there will be a contribution to each edition of Governors' News and that we will also be available throughout the year to support your work. We are also in discussion with the Local Authority about the possibility of using Ednet as a means of communication.

Finally we would welcome any comments you have about additional means of communication and about the work of the Forum.

**Ian Andain**  
Chair, Liverpool Schools' Forum



# Effective governance for good schools

## Twenty key questions for a governing body to ask itself

The All-Party Parliamentary Group on Education Governance & Leadership, working with the National Governors' Association and Ten, has published a list of questions providing a simple exercise to encourage governors to reflect on their practice

The questions should enable every governing body to challenge its own practice and, if the answers derive from a genuine discussion based on the evidence available, decide when and how improvements can be made.

The questions do not attempt to:

- cover every aspect of effective governance,
- give the answers – these can only be obtained from reflecting honestly and fully on current practice in comparison with others,
- replace the good guidance for governing bodies provided by a range of organisations

## Twenty key questions for a school governing body to ask itself

**Right skills:** Do we have the right skills on the governing body?

- 1 Have we completed a skills audit of our governing body?
- 2 Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?

**Effectiveness:** Are we as effective as we could be?

- 3 Do we understand our roles and responsibilities?
- 4 Do we have a professional clerk and run meetings efficiently?

- 5 What is our training and development budget and does every governor receive the support they need to carry out their role effectively?
- 6 Do we know about good practice from across the country?
- 7 Is the size, composition and committee structure of our governing body conducive to effective working?
- 8 Does every member of the governing body make a regular contribution and do we carry out an annual review of the governing body's performance?

**Strategy:** Does the school have a clear vision?

- 9 Have we developed long-term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?
- 10 Does our strategic planning cycle drive the governing body's activities and agenda setting?

**Accountability of the executive:** Do we hold the school leaders to account?

- 11 Do we understand the school's performance data well enough to properly hold school leaders to account?

- 12 How effective is our performance management of the headteacher?
- 13 Are our financial management systems robust and do we ensure best value for money?

**Engagement:** Are we properly engaged with our school community, the wider school sector and the outside world?

- 14 How do we listen to and understand our pupils, parents and staff?
- 15 How do we report to our parents and local community regularly?
- 16 What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?

**Role of chair:** Does our chair show strong and effective leadership?

- 17 Do we carry out a regular 360° review of the chair's performance?
- 18 Do we engage in good succession planning?
- 19 Are the chair and committee chairs re-elected each year?

**Impact:** Are we having an impact on outcomes for pupils?

- 20 How much has the school improved over the last three years, and what has the governing body's contribution been to this?



# Parent Governor Representatives

Parent governor representatives (PGRs) are parent governors elected by other parent governors to represent the views of all parents, in an apolitical way, on local authority (LA) overview and scrutiny committees dealing with education. PGRs have speaking rights on any issue under discussion by the committee but may only vote on issues relating to education.

Liverpool City Council is seeking to elect one PGR for each of the primary, secondary and special school sectors, providing a total of three PGRs on the Education and Children's Services Select Committee. The term of office for each post is four years.

The Education and Children's Services Select Committee has responsibility for reviewing performance, scrutinising and making recommendations on:

- developing first rate education and training from early years by supporting children centres and schools to improve educational achievement and life chances
- commissioning arrangements for health and social care and the management and delivery of care services for children
- decisions of the Cabinet and partner agencies relating to the delivery of care services for children
- safeguarding services including the work programme and activities of the Local Safeguarding Children Board and the Children's Trust Board as and when appropriate
- considering service options and implications prior to budget recommendations being made to the Cabinet, and to consider the outcomes of service reviews
- upholding the role and contribution of children and young people in determining the policy direction and the design of service provision
- the review and scrutiny of any matter relating to the planning, provision and

operation of services for the purposes of the Children Act 2004

- monitoring the implementation of the children and young people's plan
- the school facing 16-19 agenda
- receive OFSTED inspection reports on regulated services through the Corporate Parenting sub-group
- monitoring and reviewing the work of the adoption panel, arrangements for foster care and support for looked after children through the Corporate Parenting sub-group
- the role and contribution of children and young people in determining the policy direction and the design of service provision



- the City's Schools' Capital Programme; and scrutiny of decisions made by Cabinet and the Cabinet Member for Education and Children's Services and
- where appropriate pre-scrutiny of strategic policy proposals within the purview of the Select Committee.

Nominations are invited from all parent governors wishing to serve as a PGR. A nomination form and guidance on the role of PGRs are available to view on EDnet <https://ednet.liverpool.gov.uk> or by request from Michael Jones, Deputy Head of Democratic Services, tel: 225 2553 or email: Michael.Jones2@liverpool.gov.uk. Nomination forms must be returned no later than Friday 28 September. Should an election be required (ie if more than one eligible nomination is received) a postal ballot will be held during October.

## Eligibility to stand

Any parent governor who is also a parent of a child who is currently on the roll of a school maintained by the council, or otherwise provided with education by the council

Please note that employees of the council, employees of schools maintained by the council, elected members of the council and serving PGRs of another local authority are ineligible to stand.



# Liverpool Governors' Forum

**During the last academic year, the committee of Liverpool Governors' Forum has been revitalised by the election of a number of new members, bringing the total to twelve. This has brought new ideas and challenges to the committee and we look forward to further developments in the coming academic year.**

We do our best to be an inclusive organisation and our main purpose is to represent Liverpool Governors. Occasionally I hear the criticism that we are not truly representative because our membership is not large enough. My answer is a simple one. We are the only organisation representing Liverpool Governors. Our annual subscription is a mere twenty pounds and could be even less if we had more members.

We are frequently invited to represent governors, and wish to do that job well. If you think there should be an association for Liverpool governors and your school is not already a member, join us.

If, on the other hand, you think we are an ineffective organisation, join us and change us. Attend the AGM in force and vote in new officers. It would be quite easy. I should be quite happy to be one of those swept aside if the result were a stronger LGF.

In June, the keynote speaker at the National Governors' Association Policy Conference was Sir Michael Wilshaw, Head of Ofsted, who made clear the importance of good governance. There follows a summary of his speech.

**Joe Hartley**  
Chairman, Liverpool Governors' Forum  
[www.livgovforum.org.uk](http://www.livgovforum.org.uk)

*"At the last count there were more than 300,000 school governors in England forming one of the largest volunteer groups in the country. Over the past 25 years or so, since the introduction of local management of schools, governors have had more autonomy and more responsibilities.*

*Governors, alongside the school's leadership team, will be assessed against four key judgements in the new framework: achievement, the quality of teaching, behaviour and safety, and leadership and management. Evaluation will focus on how governors ensure the school has a clear strategic direction.*

*It will examine how governors support and challenge school leaders and hold them to account for the quality of teaching and pupils' achievement, behaviour and safety. It will also cover the management of finances, including the use of the pupil premium to overcome barriers to learning.*

*Previous Ofsted inspections have given rise to the following questions:*

*How do we enable more governing bodies to focus on strategic issues? The new Ofsted evaluation criteria should help, but Chairs of Governors, working with their heads, need to provide the governing body with the right information to focus on what matters.*



*Are governing bodies too unwieldy? From September the regulations allow smaller governing bodies than before and encourage the appointment of people with the right skills. Is there a danger that stakeholder representation leads to a lack of focus, where governing bodies become more of a talking shop than a decision-making board? Is there a danger also that the wrong representation can hold the school back?*

*How do we establish a more professional approach to governance, particularly in the schools that need it most? A careful balance has to be struck between holding the head to account and getting too closely involved in the school's day-to-day management. Too much interference can be as bad as too little intervention.*

*Should there be a stronger push to set up governing bodies which are responsible for a group of schools? Well focused, high calibre governance in some academy chains has brought about radical improvement. The same principle could apply to groups of small primary schools where governance can be fragile.*

*Leadership focused on improving teaching and learning is what matters most. More is needed from headteachers, governors, academy sponsors and local authorities. Ofsted will support leaders and governors who are focusing on this key issue but will also be pretty intolerant of those that focus on peripheral issues.*

*Underperformance mostly resides in the poorest communities and reflects failures in leadership and governance. The best governors are therefore needed in these schools. Relying upon traditional recruitment methods is not enough. We need to try something radically different – even if this means paying governors.*

*Finally, if the leadership of teaching is the key, then we should make absolutely sure that governing bodies can focus clearly and cleanly on it and strip out other complications and ensure governors are not burdened with unnecessary bureaucracy."*



# Changes to school information regulations

The School Information (England) (Amendment) Regulations 2012 regulations take effect from September 2012 and remove the requirement for schools to produce a prospectus. Instead schools must publish specified information online. This includes:

- details of the school's pupil premium allocation and plans to spend it in the current year; and, for the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated;
- details of the school's curriculum, content and approach, by academic year and by subject (including details of GCSE options and other qualifications offered at Key Stage 4 (for secondary schools), and approach to phonic and reading schemes (for primary schools);
- where applicable, details or links to the school's admission arrangements, including its selection and oversubscription criteria, published admission number and the school's process for applications through the local authority;
- details of the school's policies on behaviour, charging and SEN and disability provision;

- links to the school's Ofsted reports and DfE School Performance Tables and details of the school's latest Key Stage 2 and/or Key Stage 4 attainment and progress measures as presented in the School Performance Tables;
- a statement of the school's ethos and values

Maintained schools will no longer have to produce a 2012 prospectus unless they wish to.

Funding Agreements will also ensure new Academies publish the same information as maintained schools, including their Pupil Premium allocation, spend and impact on attainment. The amendments to the School Information Regulations will not change existing requirements for local authorities to produce a composite prospectus every year.

Schools that do not currently publish information online will need to make arrangements to do so. The Department for Education asserts that the costs of creating and printing the school prospectus every year against the cost of creating and maintaining a website will be neutral in the short term. In the medium to long term, savings for schools will grow as they would not need to re-create websites or pay production and printing costs for prospectuses in subsequent years (though some may choose to do so).



# Courses for Autumn Term

## Private Fostering Workshop

Wednesday 12 September, 10.00am - 12noon

Ref: G12/36 or

Tuesday 04 December, 10.00am - 12noon

Ref: G12/58

**Venue:** Toxteth Annexe, Aigburth Road, L17 7BN.

**This briefing will cover:**

- Looking after Somebody Else's Child: The Legal Options
- Professionals' Responsibilities for Safeguarding
- Privately Fostered Children in Liverpool
- Questions that governors should ask their school

**Presenter:** Elizabeth Redfearn, Social Worker (Private Fostering)

**Cost:** Free

## Termly Meeting for Clerks

Wednesday 19 September, 10.00am - 12noon

Ref: G12/37

**Venue:** Toxteth Annexe, Aigburth Road, L17 7BN.

Our termly meeting for clerks to governing bodies and/or committees includes briefings and discussion on current issues as well as an opportunity to share good practice and raise queries.

**Presenter:** Terry Brown, School Governor Services

**Cost:** Free

## Termly Meeting for Chairs

Wednesday 19 September, 6.30pm - 8.30pm

Ref: G12/38

**Venue:** Toxteth Annexe, Aigburth Road, L17 7BN.

This meeting is open to all Chairs, or representatives, of Governing Bodies. Councillor Jane Corbett, Cabinet Member for Education and Children's Services, and Colette O'Brien, Interim Director, Children Families and Adults will be present at the meeting. There will be a presentation of the Director's Items for the term followed by discussion and question time.

**Cost:** Free

## The New Ofsted Inspection Framework from September 2012

Monday 24 September 10.00am - 12noon

Ref: G12/39 or

Monday 24 September 6.30pm to 8.30pm

Ref: G12/40

**Venue:** Toxteth Annexe, Aigburth Road, L17 7BN

**The session will cover:**

- The new arrangements from September 2012
- The inspection process
- How is Governance judged?
- What will the Inspectors ask me?

**Presenter:** Dave Cadwallader, School Governor Services.

*Arranged in partnership with Sefton Governor Services:*

## The Role of the Clerk

**Venue:** Bootle Town Hall, Oriol Road, Bootle, L20 7AE. (A map will be sent to all participants)

This course is aimed at those who are new to the role of clerk to a governing body or a committee, or those who may benefit from a refresher course.

### Part 1: The Legal Framework

Wednesday, 03 October 9.30am - 12noon

Ref: G12/41

**This session will cover:**

- Clerk's Job Description/Person Specification
- Categories of governor and their role
- Procedural legislation
- Giving advice and guidance

### Part 2: The Clerk at Work

Wednesday, 10 October 9.30am - 12noon

Ref: G12/42

**This session will cover:**

- Structuring the agenda
- Taking notes
- Formatting minutes
- Recording governing body 'challenge'

**Presenter:** Dave Cadwallader, School Governor Services Officer.



## Teacher and Headteacher Appraisal

Monday 08 October 10.00am - 12noon

Ref: G11/43 or

Monday 08 October 6.30pm - 8.30pm

Ref: G11/44

**Venue:** Toxteth Annexe, Aigburth Road, L17 7BN

*The course will cover:*

- Implications of the School Staffing (England) (Amendment) Regulations 2012
- New arrangements for teacher appraisal and capability from September 2012
- Performance Management of the Headteacher
- Governing body responsibilities

**Presenters:**

Gary Senior, Senior School Improvement Officer

## Safeguarding

Thursday 18 October 1.00pm - 3.00pm

Ref: G12/45 or

Thursday 18 October 6.30pm - 8.30pm

Ref: G12/46

**Venue:** Toxteth Annexe, Aigburth Road, L17 7BN.

*The session will cover:*

- The governing body's responsibilities for safeguarding
- School self-assessment
- Ofsted inspection of safeguarding
- Key questions for governors to ask

All attendees will receive a copy of the Learn Together Partnership booklet *Making Sense of Safeguarding*.

**Presenter:** Phil Cooper, Senior School Improvement Officer, Safeguarding & SEN

## Understanding Pupil Data

Thursday 01 November 10.00am - 12noon

Ref: G12/47 or

Thursday 01 November 6.30pm - 8.30pm

Ref: G12/48

**Venue:** Toxteth Annexe, Aigburth Road, L17 7BN.

*The session will cover:*

- School performance – sources of information
- RAISEonline - new developments for 2011/12
- Benchmark comparisons
- Value Added analysis
- Target setting
- School self-evaluation

**Presenter:**

Alison Green, Principal Officer, School Improvement & Intervention

## The School Financial Value Standard (SFVS)

Tuesday 06 November 10.00am - 12noon

Ref: G12/49 or

Tuesday 06 November 6.30pm - 8.30pm

Ref: G12/50

**Venue:** Toxteth Annexe, Aigburth Road, L17 7BN.

*The briefing will cover:*

- A (brief) overview of school funding
- The Scheme of Delegation to Schools
- The Governors' role in planning and monitoring the school's budget
- Delegating spending limits
- An overview of the School Financial Value Standard

**Presenters:** John Byrne, LA Schools Finance Manager and Claire Fletcher, LA Principal Finance Officer

## The Role of the School Governor

An induction course for new governors (or a refresher course for experienced governors!) This course is an important element of a governor's induction and it is recommended that all new governors attend. It covers the essential aspects of a governing body's responsibilities and provides an opportunity for participants to discuss how best to approach their role as a governor.

The course is informal, non-threatening (you won't be put on the spot!) and provides a forum for you to ask questions about your new role.

*The course is offered as two evening sessions on:*

Tuesday 13 November, 6.30pm - 8.30pm

Ref: G12/51 and

Tuesday 20 November, 6.30pm - 8.30pm

Ref: G12/54 or

a one day session on: Wednesday, 14 November 9.30am - 2.45pm

Ref: G12/52

**Venue for all sessions:** Toxteth Annexe, Aigburth Road, L17 7BN.

*The course will cover:*

- Governing body constitution
- Effective School Development Plans
- Monitoring and evaluating progress
- The legal framework for meetings
- Accountability
- Dealing with complaints against the school

**Presenter:** Dave Cadwallader, School Governor Services Officer

**Cost:** Free with Governor Training Service Agreement 1; £85 per evening session if no service agreement; £150 for the one day session if no service agreement

## Safer Recruitment

Friday 16 November 9.00am - 4.00pm

Ref: G12/53

**Venue:** Toxteth Annexe, Aigburth Road, L17 7BN

The School Staffing Regulations (2009) makes Safer Recruitment training a mandatory requirement for governing bodies in that no school can recruit staff unless a member of the recruitment panel has successfully completed Safer Recruitment Training. An appointment made by a panel that does not meet this mandatory requirement would be unlawful. Participants on this course will be awarded a Certificate of Accreditation upon successful completion of a short assessment paper on the day.

*This course will:*

- Provide an understanding and awareness of offender behaviour
- Identify key features of staff recruitment that help deter or prevent the appointment of unsuitable people
- Consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting
- Help participants begin to review recruitment policies and practices with a view to making them safer

**Cost:** Free with Governor Training Service Agreement 1; £150 if no service agreement

*Arranged in partnership with Sefton Governor Services*

## The Monitoring Role of the Governing Body

Monday 26 November, 6.30pm - 8.30pm

Ref: G12/55

**Venue:** Bootle Town Hall, Oriel Road, Bootle, L20 7AE. (A map will be sent to all participants) or

Tuesday 27 November, 10.00am - 12noon

Ref: G12/56

**Venue:** Toxteth Annexe, Aigburth Road, L17 7BN. or Tuesday 27 November, 1.30pm to 3.30pm Ref: G12/57

**Venue:** Professional Development Centre, 225 Park Road, Formby, L37 6EW (A map will be sent to all participants)

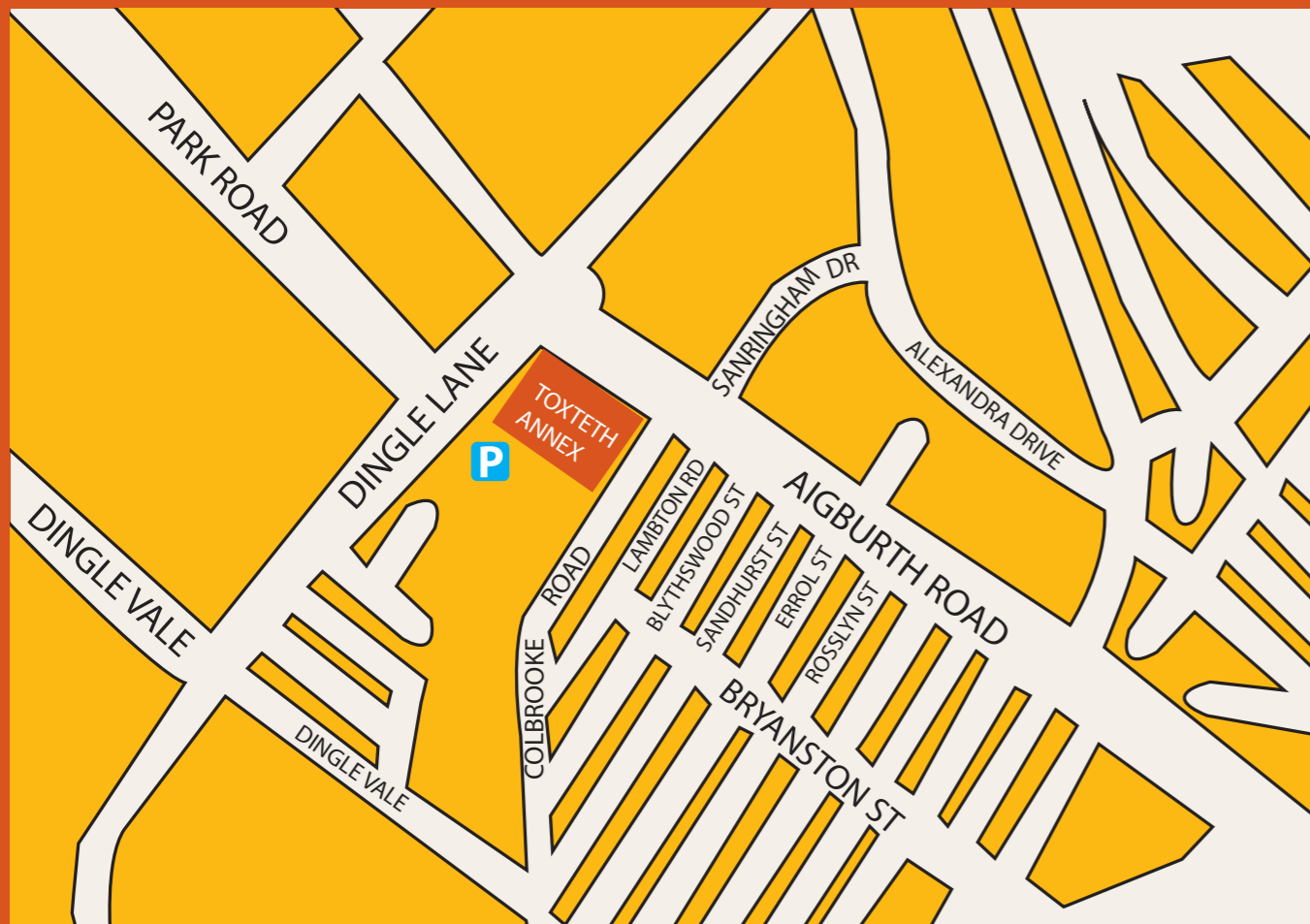
*The course will cover:*

- What should be monitored?
- Effective challenge
- Visiting the school
- Ofsted expectations

**Presenters:** Fran Stoddart, Sefton Governor Support and Training Officer, and Dave Cadwallader, School Governor Services Officer.

**Cost:** Unless otherwise stated all sessions are FREE with Governor Training Service Agreement 1 or £85.00 per person if no Service Agreement. Longer sessions are priced individually.





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## Booking onto a course

Bookings should be made in writing by post, fax, or email - the application form on the next page provides more details on where to send your booking. Telephone bookings can also be accepted on 0151 233 3944.

Confirmation of your booking will be sent to you and, if appropriate, your school will be invoiced.

If you are unable to attend a course for which you have booked please cancel as soon as possible otherwise a fee, if applicable, will be charged in line with our charging policy.

Enquiries regarding course bookings should be made to Jean Worrall: tel/fax: 0151 233 3944.

Enquiries regarding course content should be made to Dave Cadwallader: tel/fax: 0151 233 3911.

In addition to governors, bookings from teaching and support staff are welcomed.

## Charges

Most schools buy into our Governor Training Service Agreement Level 1 which means that all courses advertised in this newsletter are free to governors and school staff.

For those schools that do not buy into the Level 1 Service Agreement, the charge is £85 per person per two-hour session (unless otherwise stated). Longer sessions are priced individually.

Governors don't pay for training themselves – school budgets include an element for training and development which includes governors. Schools are usually more than happy to support governors in developing their role but, as a courtesy, please liaise with your school before booking onto a course.

## Governors with a disability

Any governor with a disability wishing to access governor training and support should contact School Governor Services to discuss particular needs. Wherever possible we will do our best to assist.

## Autumn 2012 Booking Form

Please return to: Jean Worrall, School Governor Services, Toxteth Annexe, Aigburth Road, Liverpool, L17 7BN. Telephone/fax: 0151 233 3942 email: jean.worrall@liverpool.gov.uk

Name:  Tel:

Address:

Post code:  email:

School:

### Please indicate the courses you would like to attend:

		Ref no.	X
Private Fostering Workshop	Wednesday 12 September 10.00am to 12noon	G12/36	<input type="checkbox"/>
Private Fostering Workshop	Tuesday 04 December 10.00am to 12noon	G12/58	<input type="checkbox"/>
Termly Meeting for Clerks	Wednesday 19 September 10.00am to 12noon	G12/37	<input type="checkbox"/>
Termly Meeting for Chairs	Wednesday 19 September 6.30pm to 8.30pm	G12/38	<input type="checkbox"/>
New Ofsted Inspection Framework	Monday 24 September 10.00am to 12noon	G12/39	<input type="checkbox"/>
New Ofsted Inspection Framework	Monday 24 September 6.30pm to 8.30pm	G12/40	<input type="checkbox"/>
Role of the Clerk - 1	Wednesday 03 October 09.30am to 12noon	G12/41	<input type="checkbox"/>
Role of the Clerk - 2	Wednesday 10 October 09.30am to 12noon	G12/42	<input type="checkbox"/>
Teacher and Headteacher Appraisal	Monday 08 October 10.00am to 12noon	G12/43	<input type="checkbox"/>
Teacher and Headteacher Appraisal	Monday 08 October 6.30pm to 8.30pm	G12/44	<input type="checkbox"/>
Safeguarding	Thursday 18 October 1.00pm to 3.00pm	G12/45	<input type="checkbox"/>
Safeguarding	Thursday 18 October 6.30pm to 8.30pm	G12/46	<input type="checkbox"/>
Understanding Pupil Data	Thursday 01 November 10.00am to 12noon	G12/47	<input type="checkbox"/>
Understanding Pupil Data	Thursday 01 November 6.30pm to 8.30pm	G12/48	<input type="checkbox"/>
Financial Management (incl SFVS)	Tuesday 06 November 10.00am to 12noon	G12/49	<input type="checkbox"/>
Financial Management (incl SFVS)	Tuesday 06 November 6.30pm to 8.30pm	G12/50	<input type="checkbox"/>
Role of the School Governor - pt 1	Tuesday 13 November 6.30pm to 8.30pm	G12/51	<input type="checkbox"/>
Role of the School Governor - pt 2	Tuesday 20 November 6.30pm to 8.30pm	G12/54	<input type="checkbox"/>
Role of the School Governor (one day)	Wednesday 14 November 9.30am to 2.45pm	G12/52	<input type="checkbox"/>
Safer Recruitment	Friday 16 November 9.00am to 4.00pm	G12/53	<input type="checkbox"/>
Monitoring Role of the Governing Body	Monday 26 November 6.30pm to 8.30pm	G12/55	<input type="checkbox"/>
Monitoring Role of the Governing Body	Tuesday 27 November 10.00am to 12noon	G12/56	<input type="checkbox"/>
Monitoring Role of the Governing Body	Tuesday 27 November 1.30pm to 3.30pm	G12/57	<input type="checkbox"/>

# Governors' News

Governors' News is published termly by  
School Governor Services

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## EDnet:

<https://ednet.liverpool.gov.uk>

**If you prefer, we can email you  
a pdf version of Governors' News -  
Please email Jean Worrall above.**

