

Governors' News

A Termly Newsletter for Liverpool Governors



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Issue 79 Spring 2016

Liverpool Learning Partnership: Chair's AGM Report, November 2015



This is the second AGM since the formal development of the Liverpool Learning Partnership and I think it's important to reflect on the rationale behind the inception of the LLP, which was developed through a desire by Head Teachers to hold together the family of schools; to work collaboratively to enable the needs of all learners. In a national climate where the agenda is to fragment the education system, Liverpool has succeeded in developing an organisation where the culture and philosophy is to work in collaboration and partnership.

I am incredibly proud of the work of the LLP, which has gone from strength to strength during the past 12 months. Through the LLP, Liverpool remains in a unique position of strength and it is our duty to ensure that the organisation continues to thrive throughout the coming months and years. The spirit of collaboration has continued to grow during the past 12 months, as partnerships between the different sectors and with the LA remain stronger than ever.

Membership

LLP Membership has increased during 2014-2015 with some organisations joining that hadn't been members during the previous year. The membership is now as follows:

- 5 Maintained Nursery Schools
- 116 Primary Schools (which includes three schools who joined this year)
- 15 Maintained Secondary Schools
- 17 Academy Schools
- 14 Special Schools (including the two Pupil Referral Units)
- City of Liverpool College.

This makes a total of 168 learning organisations as full members of LLP or 97% of schools plus the City of Liverpool College.

Non-subscribers:

- Three primary schools,
- one Free School, and
- two Academies, have chosen not to subscribe.

Executive Board

There have been some notable changes to the Executive Board membership during 2014-2015:

Firstly, there have been changes to the CEO position, as Tony McKee and Phil Daniels' time of office as joint CEOs concluded at the end of the academic year. During their time as CEOs, Tony and Phil worked tirelessly to shape the LLP into the strong organisation that it is today. Their commitment to the philosophy of collaboration and partnership has enabled LLP to gain a position of strength in the city. On behalf of the Executive Board I would like to record my thanks to Tony and Phil for their commitment and hard work.

I would also like to formally welcome Elaine Rees as the new CEO of the LLP. I am confident that Elaine's appointment will build upon the current achievements to secure the continued and on-going success of the LLP.

There has also been a change in the role of Chair of the Executive Board, as Paul Dickinson's tenure as Chair ended in July. Paul had been the Chair of LLP since its inception and did a sterling job steering the Board through the early days and helping to shape it to where it is today. On behalf of the Board, I would like to offer my thanks to Paul for his time and commitment as Chair.

I am delighted to have been elected to the role of Chair, and assure you of my commitment to the role during my two-year tenure. I am delighted to report that Liz Russell (Head Teacher of Calderstones School) has been elected to the role of Vice-Chair and is Chair elect, scheduled to become Chair in two years' time.

The Mayor's Cabinet re-shuffle resulted in Cllr Jane Corbett leaving the Board to take up a new role. During her time on the Board, Jane was committed to the collaborative philosophy of the LLP and worked hard to shape the vision for the Partnership, giving a city wide perspective, as well as being a passionate advocate for vulnerable learners and their families. On behalf of the Board, I would like to offer my thanks to Cllr Corbett for her hard work and commitment to LLP.

I would like to welcome Cllr Nick Small to the Board. Cllr Small has replaced Cllr Corbett as the Cabinet Member for Education and we look forward to working in partnership with him in his new role. I would also like to welcome Cllr Lana Orr, who attends Board meetings as Mayoral Lead for Primary Schooling.

Finally, I would like to record my thanks to Bob Clark, former Interim Director of Children's Services, who attended Board meetings in an advisory capacity, helping to shape the vision for the LLP.

The constitution of the Executive Board is currently being reviewed in line with the requirements of the application to move to Charitable Status. Once this application progresses successfully and a new constitution has been approved by the Board, it will be shared at a future Extraordinary General Meeting.

LLP Activity during 2014-2015

Pupil Tracker

The Pupil Tracker continues to operate as an effective tracking tool, and remains a key LLP success during the past 12 months. The Tracker offers schools a unique opportunity to track the life journey for all pupils on role and is particularly effective in providing information about the most vulnerable pupils. Work is underway to cleanse the Tracker data and discussions with the Health Service are on-going to enable the Tracker to contain key information about the health of a pupil that may well impact upon their ability to achieve well in school. I would like to register my thanks to School Improvement Liverpool (SIL) for their support with the Tracker and to Linda Coady for her outstanding support in this area.

Liverpool: City of Readers

The City of Readers project continued to be a priority for the LLP during the past year. In summary:-

- 32 schools have received the Reading Revolutionary Roadshow with a further 16 schools scheduled for October - December 2015
- 571 pupils have been trained to become Reading Revolutionaries, with an average cohort of 18 pupils trained per school. The aim is to train an additional 160 pupils by December 2015 to bring about a total of 731 Reading Revolutionaries by the end of the calendar year

- A number of schools have now been accredited with the Reading Quality Mark; this programme is on-going.

The Board is mindful that careful consideration needs to be given towards the sustainability of the City of Readers project moving forward, as LLP cannot continue to fund it at the current level. This is to be considered in the LLP Strategic Plan in discussion with the City of Reader's Managing Director, Jane Davis.

School To School Support

LLP's work in providing School to School Support for vulnerable schools in the primary sector continued to be a significant piece of work for LLP during the past 12 months as the primary sector took the decision to once again de-delegate funding to the LA. Following agreement by the Director of Children's Services, Colette O'Brien, LLP has been able to work in partnership with SIL to use the funding to provide support for the most vulnerable primary schools in the city. In the past 12 months, 12 primary schools were successfully supported, with four of them receiving a small amount of funding. Impact reports are currently being completed by each of these schools and will be used to enable LLP to evaluate processes and systems to inform future School to School Support.

Liverpool Counts

Following the identification of maths as a priority for the LLP, a working group was developed to formulate a strategy for this area culminating in the appointment of Dr Graham Lawler as Managing Director for the Liverpool Counts Project. Liverpool Counts is now a significant area of work for LLP during the coming year.

To conclude, I would like to finish by thanking my fellow members of the Executive Board, past and present, for their hard work and on-going commitment. I would also like to thank the membership of the LLP for their on-going support, trust and commitment. It is our duty to ensure that that the LLP continues to thrive, and that we hold true to the shared vision of collaboration and partnership to provide high quality education for all of our learners in Liverpool.

*Ruth Town
Chair, Liverpool Learning Partnership*

School of Sanctuary Conference

SIL's Ethnic Minority and Traveller Achievement Service was delighted to host the first Liverpool School of Sanctuary Conference on 18 November, welcoming colleagues from within Liverpool and also from Belfast, Leeds and Bradford.

The conference was hard-hitting and addressed asylum, migration and wider perceptions and was described as 'powerful', 'amazing' and 'an emotional journey'.



Photos courtesy of Abercromby Nursery School



Councillor Nick Small, Assistant Mayor and Cabinet Member for Education, opened the conference and was joined by Richard Hale, Chief Executive of Refugee Action. Bashar Farahat, a medic from Syria, who had spent time in a refugee camp in the Lebanon, shared poetry and photography, a powerful and moving challenge to misconception

while 'My Friend Selma' provided an account of the conflict in Bosnia.

Eight schools were presented with their School of Sanctuary Award ... a big well done to St Nicholas Catholic Primary, Pleasant Street Primary, Roscoe Primary, Windsor Primary, St Ambrose Catholic Primary, St Anne's Catholic Primary, Abercromby Nursery School and the Federation of St Hugh's.

An information meeting will be held on Thursday 21 January at 2.00pm at Toxteth Annexe for schools interested in learning more about becoming a School of Sanctuary.

EMTAS Celebration Event

We hosted our annual Celebration Event on Monday 30 November. Musicians from The Blue Coat School welcomed our guests while Beat Life provided a warm and lively performance. Performance from the Liverpool Pagoda and the Arabic Choir provided wonderful interludes. We celebrated achievements across a range of areas including our Community Languages Programme (supporting GCSE and A level in a number of community languages), English Language for Families (supporting family learning) and celebrated the achievements of individual pupils and schools. Roscoe Primary School shared work produced during Black History Month. It was a fitting end to a busy and exciting term.

Developments in Education Inspection

Sean Harford, Ofsted's National Director of Schools, looks at the latest developments in the way Ofsted inspects education.

Short inspections

There have been questions about short inspections and the possibility of one hanging over a weekend if it was converted to a full two-day Section 5 inspection.

That's not ideal for the school and we can and will avoid this by making sure that, where possible, short inspections don't start on a Friday and that we provide sufficient numbers of inspectors immediately if the short inspection converts to a full inspection.

Simplified judgements

Apparently rumours are growing about the prospect of a change to just two Ofsted judgements for schools – effective or not effective.

We have no plans to move towards this. I understand there's some concern that the 'outstanding' status allows some schools to carry on for too long without external scrutiny. Rest assured, Ofsted risk assesses outstanding schools after 3 years, and remember that all schools may be inspected if either HMCI or the Secretary of State has concerns about their performance.

Feedback after inspection

It seems there is still some confusion on governors' involvement at the feedback stage of inspections. So allow me to clarify the position.

Our lead inspectors will welcome as many governors as possible to be present at the final feedback meeting. Following the inspection, any governors entitled to be at the final feedback meeting should be privy to the draft inspection report.

Understanding the quality of teaching and learning in schools

Some inspection reports have appeared to praise operational tasks that governors strayed into, which has brought uncertainty as to what Ofsted expects governors to do to ensure that they understand the quality of teaching and learning in their school.

I agree that it is unhelpful if our reports seem to be praising operational practice by governors such as

lesson observations. I accept that in small schools, governors tend to be more hands-on and inspectors will be sensitive to this when they consider the work of governors, but we wouldn't expect governors to be going into lessons to formally observe teaching.

Questions from inspectors

There's considerable debate about the type of evidence that inspectors gather to assess the effectiveness of governance in schools. In a typical inspection, governors may be asked what their vision for their school is and how this is shared. Other questions that come to mind are:

- Do they understand the issues the school faces?
- Is the overall culture of the school one of high expectations for teaching, learning, pupil behaviour and safety?
- How is good and excellent work recognised?
- Do governors challenge school leaders well by asking probing questions about pupil outcomes, assessment arrangements, safeguarding procedures, etc?
- What other different sources of information do governors use to find out the views of parents, staff and children?
- Are governors aware of how the school's finances are being managed or how staff are recruited?

You won't necessarily get all of these questions on every inspection and this is in no way an exhaustive list either, but hopefully this gives a flavour of what to expect.

Know the strengths and areas for development

So, my overall message to school leaders and individual governors is that good school leaders, whether headteachers or governors, should ask themselves the same questions that inspectors would ask:

What are the strengths of our school, how do we know, and what needs to improve?

Meanwhile, our inspectors should ask 'What have you done' rather than 'Why haven't you done...' and they'll be looking *at* the evidence you provide rather than looking *for* specific things.

21st century governance needed for 21st century schools

Sir Michael Wilshaw, Chief Inspector of Schools, looks at the role that governance plays in an increasingly autonomous education system:

The role that governance plays in ensuring that every child receives the best possible education has never been more important.

The huge changes to our increasingly autonomous education system over the past five years, including the rapid growth of academies and free schools, has placed more power into the hands of governing boards than ever before.

Governors have to be perceptive people who can challenge and support the headteacher in equal measure and know when and how to do this. They must never overstep the mark and try and run the school themselves. As the Chief Executive of the National Governors Association succinctly puts it, governors and trustees should be: "Eyes on, hands off!" They also have to understand the complexities of school organisation and be able to analyse the wealth of data that now exists on school performance.

We should not underestimate just how vital the role of governors and trustees has become in helping to raise standards. It is also why Ofsted now shines a brighter spotlight on the effectiveness of governing boards, and reports on their performance and their impact in greater detail. In every Ofsted report, inspectors are expected to write a discrete paragraph on the effectiveness of governance and whether it is influencing school performance.

In short, the role is so important that amateurish governance will no longer do. Good will and good intentions will only go so far. Governing boards made up of people who are not properly trained and who do not understand the importance of their role are not fit for purpose in the modern and complex educational landscape.

That is why, last year, I recommended to government that it should give serious consideration to mandatory training for all governors and trustees. I am disappointed that there has been such little progress on this recommendation. High-quality training for all governors, but particularly the chair

and vice-chair, is vital to the success of our schools. I have, therefore, asked Her Majesty's Inspectors, when they make a judgement on governance, to focus particularly on training and the arrangements schools are making to source expertise in this vital work.

We know what can happen when things go badly wrong with the governance of a school.

We have all heard about the governors in Birmingham who abused their position to try to alter the character of a number of schools in line with their own personal ideology – both 'eyes on and hands on'! We have also read the stories about governing boards nodding through wildly excessive remuneration packages for headteachers and lacking proper oversight of school finances.

These are, of course, mercifully rare cases, but they do serve to illustrate the influential role that governing boards play in modern schools.

There are thousands of people across the country who give up their time to serve on governing boards. We know that the majority take their duties very seriously and act responsibly and in the interests of the whole-school community.

Inspectors find that in many schools, governors and trustees are making an important contribution to raising standards and lifting aspiration. The best of these champion the school in the local community and take great pride in the success of their pupils.

Unfortunately, such strong, dynamic and cohesive governance is far from universal. Ofsted comes across too many schools where oversight is weak and the governing board is struggling to have the necessary impact.

In the last academic year alone, there were nearly 500 schools where inspectors were so concerned about the performance of the governing board that they called for experts to be drafted in to carry out an urgent external review of governance.

In a speech I made nearly three years ago, I argued that we needed a more professional approach to school governance, especially in our most challenging schools serving the most deprived communities.

I also said that the first sign that a school was in decline or in difficulty should trigger intervention by the local authority, academy sponsor or the Department for Education, with additional professional appointees being parachuted onto the board.

Finally, I expressed my belief that we should not rule out payment to governors with the necessary expertise to challenge and support schools with a long legacy of underachievement.

Aside from a relatively small number of interim executive boards that have been put in place in some of the worst cases, nothing I have seen or learned in the intervening period has altered my view on these matters. Indeed, if anything, the need for decisive action in this area has become even more pressing, especially when it comes to underperforming secondary schools in certain parts of the country.

I therefore pose the question once again: has the time not come to consider paying chairs and vice-chairs in order to recruit the most able people to schools in the most difficult circumstances?

When leadership and management of a school are judged to be ineffective, entrenched weak governance is invariably one of the underlying reasons. Time and again in these cases, inspectors come across the same type of issues:

- governors who lack the professional knowledge or educational background to sufficiently challenge senior leaders
- governors who have not received the regular, relevant, high-quality training to enable them to do their job effectively
- governors who lack curiosity and are too willing to accept what they are being told about pupils' progress and the quality of teaching. As a consequence, they often hold an overly optimistic view of how the school is performing
- governors who may know what the school's pupil premium funding is being spent on but have little idea whether it's actually having any impact on improving outcomes for disadvantaged children
- governors who devote too much time and attention to the marginal issues (like the school

uniform, dinner menu or the peeling paintwork in the main hall) instead of focusing on the core issues that really matter – the quality of teaching, the progress and achievement of pupils and the underlying school culture

It would be unrealistic to expect every member of the governing board to have a deep knowledge of educational issues. However, for the 2 or 3 people who hold the most senior roles on the board, and who could be responsible for 'cascading' training to other members, I believe this is essential.

In addition, these senior governors need to be able to ask the probing questions and hold the difficult conversations when necessary. That can be harder if governors lack confidence in their own knowledge of school organisation and performance. Indeed, lack of confidence can easily lead to a 'cosy' relationship with the headteacher and far too great a reliance on the latter's viewpoint.

I believe we also need to look seriously at how some governing boards are constituted and in particular at the role played by what are known as representative governors, in particular parent governors. As the latest Department for Education guidance rightly makes clear, good governance is predicated on having the right range of skills and experience needed to do the job effectively. It should not be about how many people represent particular interest groups but about the level of knowledge and expertise that can be brought to the table.

That is not to say that simply having the right people with the right professional qualifications guarantees an effective governing board. The role demands commitment. There can be no place for those who have signed up to become a governor because they think it will boost the credentials on their CV and are content to sit passively through meetings where important aspects of the school's performance are being put under scrutiny.

The issue of governance is fundamental to the success of our education system in England and to whether we can sustain and build on the improvements in school standards of recent years.

Taken from HMCI's monthly commentary, November 2015, www.gov.uk

LGF Conference on Headteacher Well-being



On Saturday 17 October, LGF held its first half day conference at the Partnership for Learning, Speke. With 48 attendees there was ample opportunity for meaningful discussions with everyone being able to contribute.

The topic was in response to a growing interest in the subject and specifically to a request from the Liverpool Primary Headteachers' Association. The stressful nature of headship is reflected in the growing number of vacancies around the country and a decline in the number of applications.

health and welfare. After exploring the areas where governance could make a difference to this, a discussion and feedback session ensued.

Julie Walshe, Senior Counsellor at the University of Liverpool and Consultant Psychotherapist, spoke about the value of counselling for head teachers. She said that Heads may find it difficult to admit they need help. However, accepting help should not be seen as a sign of failure or an inability to cope. It should be seen as an opportunity to have an outlet. Head teachers of schools in the Dingle, Granby and



Elaine Rees, the new CEO of Liverpool Learning Partnership, who has been a head teacher for eleven years, spoke first. It was an opportunity to talk about both her roles. She enthused about becoming the new lead for LLP and was delighted that 98% of schools in the city have signed up to it. LLP has a mandate from all Heads, and learning is at the heart of everything it does.

She described her passion for headship and for the opportunity it presents for making a difference to children. She also talked about the pressures and demands of headship. A big challenge to Heads is the way in which each day is unknown. A Head can approach a day with a clear plan but events and interruptions render the plan useless.

Next was Dave Cadwallader, Governor Services Manager, School Improvement Liverpool. He began by listing sources of support for head teachers: head teacher colleagues, the LA, family and the governing board. The governing board, however, can also be a source of stress. Governors have a statutory duty to ensure a Head's work/life balance, having regard to

Toxteth network have accessed the service with positive results and governors of other schools could encourage their Head to use the service to see if it works for them.

In the second discussion period, there was much debate on the size of governing bodies and ensuring there are enough governors to cover all the tasks of a GB. The question of challenge was also raised – how can it be achieved effectively but pleasantly? Did governors know what their Head's working week looks like? Training was regarded as important, but it was acknowledged that there are difficulties in persuading some governors to participate. This was followed by another feedback session.

Feedback from the conference will be used to inform LGF discussions with the three managerial associations, LPHA, ALSSH and LASH to produce an information document that will be circulated to all governing bodies.

Kathy Desmond
Chair, LGF

LGF Annual General Meeting



26 governors attended the LGF AGM held at Goodison Park on 12 November. LGF Chair Kathy Desmond welcomed everyone to the meeting and introduced the first guest speaker, Dr Graham Lawler, Project Director of Liverpool Counts, who had been recently appointed by the Liverpool Learning Partnership.

Dr Lawler provided an overview of the challenges and aims of the Liverpool Counts project. He explained that he would be working two days per week on this important project and was anxious to drive a cultural change away from the current negative attitude of 'I can't do maths'. The key outcomes of the project will be to: increase the maths pass rate at GCSE and at NVQ Level 2, increase Liverpool's GDP and make it a centre of excellence. In the short time he had been in post, there was already a positive response from schools, commerce and industry to become engaged, support and drive this important project forward.

The second speaker, Paul Ainsworth, Director of Ariel Trust, spoke about Cyber bullying. Paul explained that Ariel Trust is a charity founded in 1981 to open up the world of broadcasting specifically for Liverpool's young people to improve their quality of education through a range of innovative programmes. They receive funding from the Police, Local Authority, the Big Lottery and various charitable foundations.

Paul went on to explain how the Trust addresses the key issues which affect the lives of young people including: Domestic violence, Homophobic bullying, Racially-motivated bullying, Anti-social behaviour, Alcohol misuse, Road safety and Deliberate fire-setting and arson.

Both presentations were most interesting, informative and without doubt were well received by members.

Chair's report

Kathy Desmond reported on how LGF continues to promote the important work of governors to various organisations. Along with Dave Cadwallader, School Improvement Liverpool, Kathy had presented at a meeting run by Curious Minds for cultural organisations of Liverpool and the north west to

encourage people from the arts to become school governors with the intention of linking the arts and schools from within.

LGF's monthly committee meetings are open to all governors—please let me know if you wish to attend (email below). Dates and locations are detailed on the LGF website www.livgovforum.org.uk from which you will note they are hosted at different schools around the city to make them more accessible. LGF is most grateful to the schools for allowing us to use their premises.

Kathy thanked Dave Cadwallader for his time and expertise in arranging and presenting our first LGF conference on Headteacher Wellbeing. From the positive feedback we have received, this was undoubtedly a very successful conference.

Finally, Kathy expressed her thanks to Avril O'Brien for bringing LGF into the digital age with the introduction of the LGF Twitter account @LpoolGovForum, Angela Fulton for her sterling work in overseeing our finances, to Joe Hartley for maintaining accurate minutes of our committee meetings and making sure that the minutes are posted on the website and to David Blythe for writing the Annual Review to provide stakeholders with an overview of LGF activities and how monies are spent.

Election of Officers

Officers were elected as follows:

Chair: Kathy Desmond

Vice-Chair: Frank McFarlane

Treasurer: Angela Fulton

Hon. Secretary: David Blythe.

Following approval to minor changes to LGF's constitution, eleven other members were voted onto the committee, namely: Sharon Cody, Cynthia Carmichael, Avril O'Brien, Pauline Warrington, Andy Chadwick, Mary Donohue, Henry Mooney, Dave Cadwallader, John Rafferty, Mark Rea and Cliff Barton.

David Blythe

Hon Secretary, LGF

admin@livgovforum.org.uk

Under the Spotlight

Schools and their governance are under the spotlight more than ever, with increased scrutiny from Ofsted and greater expectations from Government. Consequently effective governance is central for the organisational health and success of the school to prevent it failing. To ensure failure does not happen, governance needs to strengthen leadership and contribute to improved outcomes.

Since 2012, changes, both in the structure of the school system and in raised levels of school autonomy, require a greater need for high standards, effective practices and accountability.

How then, is *effectiveness* to be measured? In quantity? In quality? In urgency? In value? In Early Years Foundation Stage? In the Key Stages? In subject departments? The criteria for assessing performance is the determining factor on the way leadership and governing bodies can operate as well as what is meant by *effectiveness* at the end of the day.

Both our Liverpool Governors' Forum and the National Governors' Association offer explicit frameworks of expectations for effective working relationships between the School and Governors; the former after consultation with its teaching associations who have considered the issue and built on examples of good practice found in Liverpool schools; the latter's set of expectations are the outcome, with partner associations, in a form tailored to suit the national context. Both models, local and national, aim to improve the quality of education provided in our schools and may prioritise and connect activities. For schools to meet either set of expectations to attain the Ofsted grade descriptors of Outstanding or Good does require an agreed framework based on good practice and terms of reference so all know what improvements they are working towards.

What is the role of the Local Authority Governor?

LA governors are like all other governors charged with a statutory responsibility to *"conduct the school with a view to promoting high standards of educational achievement."*

There are three core strands to all governors' role:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the school and making sure its money is well spent.

Like other governors and senior leaders, LA governors must carry out their role in accordance with the seven principles of public office as set out by Lord Nolan: to act selflessly, with integrity, objectively and be accountable, open and honest and demonstrate leadership skills.

Induction provides an invaluable insight into the role and responsibilities of all governors, emphasising that above all else *governors share collective responsibility* and no governor or category of governor is any different from any other.

Acting as a 'critical friend' can be a difficult aspect of the governor's role: additional sensitivity and diplomacy may be needed when dealing with an issue and you need to put personal interests aside and participate in governor meetings in the interests of the children and young people in the school.

As a governor in my first year of office I found it helpful to know as much as possible about my role and useful sources of information were:

- School self-evaluation
- Headteacher and other staff reports
- RAISEonline
- Ofsted Data Dashboard: dashboard.ofsted.gov.uk/
- School Improvement Partner's Report
- Ofsted Inspection Report
- Observation and discussion whilst visiting the school
- School Improvement Liverpool courses.

Howard Harris

LA Governor, Belle Vale Primary School

Courses for spring term

Termly Meeting for Chairs

Thursday 14 January 6.00pm to 8.00pm

Ref: G16/01

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This meeting is open to Chairs, or representatives, of all Governing Bodies.

Councillor Nick Small, Assistant Mayor of Liverpool & Cabinet Member - Education, Employment & Skills, Councillor Lana Orr, Mayoral Lead for Primary Schooling and Colette O'Brien, Director of Children's Services will be present at the meeting.

There will be a presentation of the Director's Items for the term followed by opportunities for discussion and questions.

Cost: Free

Safer Recruitment

Wednesday 20 January 9.00am to 4.00pm

Ref: G16/02

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The School Staffing Regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. 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

Presenter: Phil Cooper, Senior School Improvement Officer, Safeguarding and SEN

Cost: Free with Governor Training Service Agreement 1; £200 if no service agreement.

Ofsted Inspections

Monday 25 January 10.00am to 12noon

Ref: G16/03

or

Thursday 28 January 6.00pm to 8.00pm

Ref: G16/04

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- The framework for inspections
- The inspection process
- How is Governance inspected?
- What will the Inspector ask me?

Presenter: Dave Cadwallader, Governor Services Officer

Termly Meeting for Clerks

Thursday 28 January 10.00am to 12noon

Ref: G16/05

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

Our termly meeting for clerks to governing boards 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, Governor Services

Cost: Free

Understanding Pupil Data

Monday 01 February 10.00am to 12noon

Ref: G16/06

or

Tuesday 02 February 6.00pm to 8.00pm

Ref: G16/07

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The sessions will cover:

- School performance – sources of information
- RAISEonline demystified
- Benchmark comparisons
- Identifying trends and patterns
- Questions for governors to ask
- What might Ofsted ask me?

Presenter: Maggi Huyton, School Improvement Partner

Representing Your Governing Board at a Hearing

Wednesday 03 February 10.00am to 12noon

Ref: G16/08

or

Thursday 04 February 6.00pm to 8.00pm

Ref: G16/09

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- What happens before a hearing
- What to expect at a hearing
- Roles and responsibilities of all parties
- What happens after a hearing

Presenter: Liz Dodd, Senior HR Adviser, School Employment Advisory Team

Safeguarding and Governance

Tuesday 09 February 9.00am to 4.00pm

Ref: G16/10

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This course will:

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

Presenter: Phil Cooper, Senior School Improvement Officer, Safeguarding and SEN

Cost: Free with Governor Training Service Agreement 1; £200 if no service agreement.

SEN

Thursday 11 February 10.00am to 12noon

Ref: G16/11

or

Thursday 11 February 6.00pm to 8.00pm

Ref: G16/12

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The session will cover:

- Statutory responsibilities of governing boards within the SEN Code of Practice
- School practices and procedures
- The role and responsibilities of the governing board in supporting the teaching and learning of children and young people with SEN

Presenter: Yvonne Sutton, School Improvement Officer, Inclusive Learning

WRAP - Workshop to Raise Awareness of Prevent

Tuesday 23 February 6.00pm to 8.30pm

Ref: G16/13

or

Friday 26 February 9.30am to 12noon

Ref: G16/14

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

In light of high profile investigations into extremism in schools, the WRAP sessions are offered to raise awareness of the government's Prevent strategy and will include:

- Safeguarding pupils from individuals, groups or others who promote extremism
- Governing board responsibilities
- CHANNEL - A partnership approach to protecting vulnerable people from being drawn into terrorism

Presenter: Clive Finch, Prevent Co-ordinator

Pupil Exclusions

Tuesday 01 March 10.00am to 12noon
or

Ref: G16/15

Tuesday 01 March 6.00pm to 8.00pm

Ref: G16/16

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The course will cover:

- Regulations and statutory procedures
- The role of the Governing Body
- Governing Body panel hearings
- The role of Independent Review Panel

Presenter: Terry Brown, School Governor Services

The Role of the School Governor— an induction course for new 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 board'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:

Monday 07 March 6.00pm to 8.00pm
and

Ref: G16/17

Monday 14 March 6.00pm to 8.00pm

Ref: G16/19

OR

a one day session on: Friday 11 March 9.30am to 2.45pm

Ref: G16/18

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

The course will cover:

- The different categories of school governor
- The core functions of governing bodies
- How governing bodies 'challenge' school leaders
- Monitoring and evaluating progress
- Accountability
- Complaints against the school
- The legal framework for meetings

Presenter: Dave Cadwallader, Governor Services Manager

Cost: Free with Governor Training Service Agreement 1; £90 per evening session if no service agreement; £200 for the one day session if no service agreement

Financial Benchmarking for Governors

Wednesday 16 March 10.00am to 12noon

Ref: G16/20

or

Wednesday 16 March 6.00pm to 8.00pm

Ref: G16/21

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- Identifying historic trends and relationships over time
- Focusing on areas that are out of line with average
- Known changes and links to the current budget plan
- Identifying possible future areas for improvement
- Questions for governors to ask

Presenter: Dave Collins, Principal Finance Officer

Parent Governors

Wednesday 23 March 10.00am to 12noon

Ref: G16/22

or

Wednesday 23 March 6.00pm to 8.00pm

Ref: G16/23

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

The briefing will cover:

- This informal course aims to clarify the role of the parent governor and will include:
- What does being a parent representative mean?
- What if I'm approached by another parent?
- Separating being a parent from being a parent governor
- The importance of confidentiality

Presenter: Dave Cadwallader, Governor Services Manager

Booking information

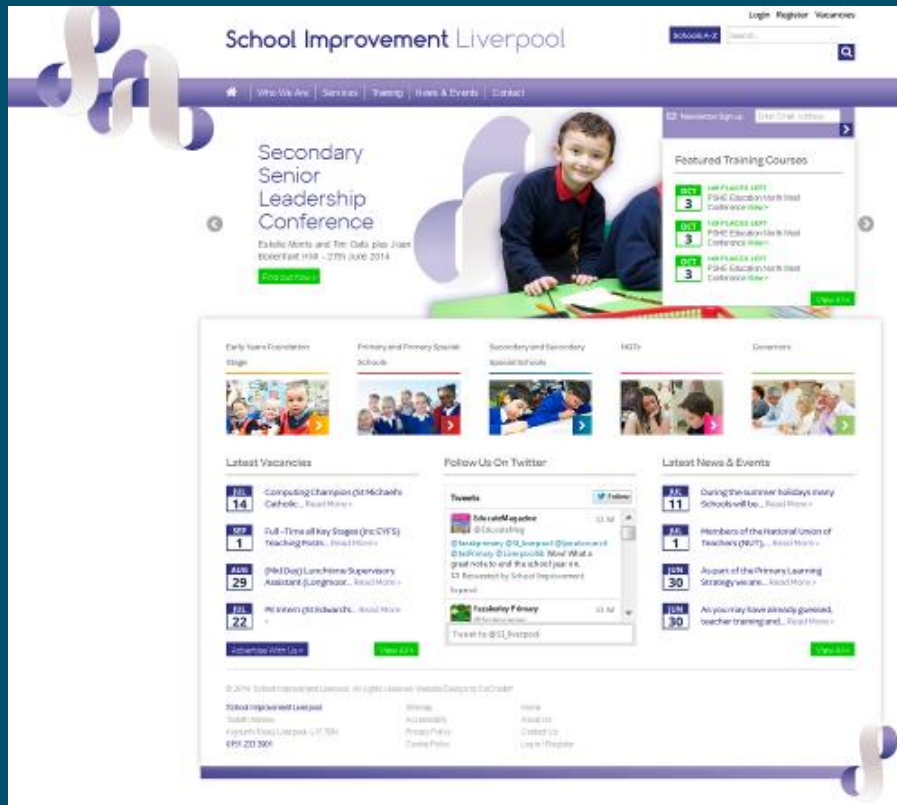
You can book directly online on EDnet: www.ednet.co or by contacting Jean Worrall on 0151 233 3944 or jean.worrall@si.liverpool.gov.uk. You will receive written confirmation of your booking by email or post.

These courses are available to all schools, whatever their status (maintained, academy, free, independent, UTC) and from any local authority (LA).

Unless otherwise stated all sessions are FREE with Governor Training Service Agreement 1 or £90.00 per two hour session per person if no Service Agreement. Longer sessions are priced individually. As a courtesy, please liaise with your school before booking onto a course. If you are unable to attend a course for which you have booked please tell us as soon as possible otherwise a fee, if applicable, will be charged.

Toxteth Annexe Conference Centre

Our primary venue for training sessions is Toxteth Annexe Conference Centre, Aigburth Road, Liverpool, L17 7BN (please note that Aigburth Road is a dual carriageway). Free car parking is available within the grounds of the building. Bus routes 82 and 60 run regular services along Aigburth Road whilst St Michael's train station is located 600 metres away on Southbrook Road, L17 7BQ.



EDnet simplifies and streamlines communications between the local authority and school based staff and governors. In addition to pages dedicated to school governors, the site includes information on curriculum, data, finance, health and safety, Service Level Agreements, vacancies, training courses, pastoral care, local and national developments (including consultations) and much more. Governors can logon to EDnet from any PC with internet access using an individual username and password.



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