

Governors' News

A Termly Newsletter for Liverpool Governors



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Issue 81
Autumn 2016

With thanks to Heygreen Primary School for the cover photo

Liverpool Learning Partnership

www.liverpoollearningpartnership.com

Liverpool is one of the first areas of the country to develop a Local Cultural Education Partnership (LCEP) in response to the Arts Council England's Cultural Education Challenge.

The Arts Council launched the Cultural Education Challenge in a bid to make sure that more children and young people can:

- create, compose, and perform
- visit, experience and participate in extraordinary work
- know more, understand more, and review the experiences they've had.

The Cultural Education Challenge asks art and cultural organisations, educational institutions and local authorities to join up and think differently about how to work together to give every child and young person these opportunities.

Liverpool is one of over 50 areas across the country that the Arts Council has identified as having the greatest need for this partnership. With the support of Curious Minds, the Arts Council's Bridge Organisation for the North West that helps connect children and young people to art and culture, the Liverpool Cultural Education Partnership is now up and running, with the Liverpool Learning

Partnership and other partners taking the lead.

Alice Demba, Liverpool Learning Partnership's Cultural Education Coordinator, will support cultural education by working closely with the following partners to develop the Liverpool Cultural Education Partnership:

- Curious Minds
- Liverpool Children's Services
- School Improvement Liverpool
- Culture Liverpool
- Liverpool Arts Regeneration Consortium
- Creative Organisations of Liverpool
- Liverpool Museums
- Resonate Music Hub

The Cultural Education Coordinator is building relationships with the seven members and two Associate members of the Liverpool Arts Regeneration Consortium (LARC) and the 35 Creative Organisations of Liverpool (COoL) with the aim of:

- Reviewing, or auditing where necessary, the resources and programmes that these organisations have already developed to support the curriculum; mapping these and

identifying gaps; and clearly communicating/signposting these resources to schools.

- Engaging schools in these organisations’ networks in Artsmark.
- Signposting schools who register for Artsmark to partnerships with these organisations, via brokerage, Headteacher Association meetings and specifically designed events. This will look to match resources to school needs, for example: specific art forms; other subjects/cross-curricular learning; health and wellbeing; attendance; or other needs. The CEC will also aim to source match funding, including from schools and National Portfolio Organisations funded by Arts Council England to work with children and young people.
- Shared communications (signposting schools to LARC/COoL web sites and newsletters, collaborating on web site development/links).

The LCEP will be underpinned by the following principles: access, reach and diversity; quality, impact and accountability; voice and influence of young people.

The LCEP is a cross-sector working party and has the support of Mayor Joe Anderson, who shares the LCEP aim to improve the cultural education of young people in the local area. The

Mayoral Commission on Education recommended that Liverpool builds a cultural entitlement into an enhanced curriculum for children as part of a ‘Pupil Promise’. This pledges to give every child and young person the right to all the opportunities to participate in art and culture that the Cultural Education Challenge has identified.



The Culture Liverpool Action Plan 2014-18 states:

‘Culture Liverpool will work with the cultural and educational sectors to help to ensure that engagement with art and culture will develop useful learning and skills and increase levels of employability and that accredited progression routes, from Youth Arts Award and Artsmark schemes to Higher Education degrees and post-graduate studies, are available.’

The Liverpool Vision Business Plan 2015-18, which is focused on creating jobs and attracting investment, has targets to work with the culture and education as well as business sectors. It recognises the significance of the creative and digital sectors in economic growth and the importance of developing students for this workforce.

Pupil Premium Strategy and Review

As well as publishing the amount of their allocation from the pupil premium grant, maintained schools are required to publish their pupil premium strategy online, detailing how they intend to spend their allocation to address barriers to learning and the rationale behind the school's decisions.

Schools will need to identify the desired outcomes, barriers to learning, chosen approaches, implementation requirements and success criteria needed to improve outcomes for the school's disadvantaged pupils.

There is more and more evidence that schools can and do achieve greater impact from the pupil premium. Effective schools recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers. For example, whilst the pupil premium has focused many schools' attention on raising the attainment of low performing pupils, more able disadvantaged pupils are at risk of underachievement too. Analysis by the Sutton Trust shows that many disadvantaged pupils who are high performing at key stage 2 fall badly behind their peers by key stage 4. This underachievement is also reflected in

the low proportions of disadvantaged pupils progressing to higher ranked universities after key stage 5. Ofsted has highlighted a lack of support for more able disadvantaged pupils, particularly during key stage 3, as an area that many schools need to address. Other groups of pupils that schools may not have focused on within their overall strategy include looked after children, children adopted from care or service children.

All these groups may have similar challenges, yet research shows that identifying each individual's barriers to learning is the key to success with the pupil premium.

By following the steps below for each area of focus, schools can take an evidence-based approach to selecting the most effective approaches to improve outcomes.

What is the current position at your school?

Where are the current gaps both within your school and compared to national levels?

What are the barriers to learning for disadvantaged pupils in your school?

Only when all of the barriers are known and understood can schools begin the process of defining outcomes, success criteria and the



approaches which will help to overcome them.

What are your desired outcomes for pupils?

Ultimately, the impact of the school's work should lead to improved attainment for disadvantaged pupils. However, important outcomes which will lead to this might include: increasing rates of progress; improving attendance; reducing exclusions; improving family engagement; developing skills and personal qualities; extending opportunities; reducing NEETs.

How will success be measured?

For each desired outcome, schools should decide how success will be measured and set ambitious targets as well as ensuring that school leaders

and governors buy in to the challenge of achieving them.

Which approaches will produce these outcomes?

Use evidence of what works: decide on what staff training is needed; monitor pupil progress regularly; get the balance right between short-term and long-term as well as between whole school and targeted strategies.

Which approaches are effective and which aren't?

Focus on the success criteria: schools may wish to make improvements, decide what else needs to be done, or what needs to be done differently. It is also important for schools to create an audit trail on their website to demonstrate their commitment, and its impact in improving outcomes.

What maintained schools must publish online

Every maintained school must publish specific information on its website to comply with The School Information (England) (Amendment) Regulations 2012. Requirements for Academies or Free Schools are determined by their funding agreement.

The school website must include:

School contact details

- the school's name, postal address and telephone number
- the name of the member of staff who deals with queries from parents and other members of the public.

Admission arrangements

A school must either:

- publish admission arrangements, explaining how it will consider applications for every age group, including:
 - arrangements for selecting the pupils who apply
 - how places will be offered if there are more applicants than places
 - what parents should do if they want to apply for their child to attend the school.

or

- publish details of how parents can find out about its admission arrangements through the local authority.

Ofsted reports

A school must either:

- publish a copy of its most recent Ofsted report
- or
- publish a link to the webpage where users can find the most recent Ofsted report.

Exam and assessment results

Key stage 2 results

The following details must be published from the most recent KS2 results:

- percentage of pupils who achieved level 4 or above in reading, writing and maths
- percentage of pupils who have improved by 2 or more levels in reading, writing and maths between key stage 1 (KS1) and KS2
- percentage of pupils who achieved level 5 or above in reading and writing
- percentage of pupils who achieved level 5 or above in maths.

Key stage 4 results

The following details must be published from the most recent KS4 results:

- percentage of pupils who achieved a grade C or above in GCSEs (or equivalent) in 5 or more subjects, including English and maths
- percentage of pupils who achieved



- the English Baccalaureate
- percentage of pupils who have achieved at least the minimum expected levels of progress in English and maths between KS2 and KS4.

Performance tables

A link to the school and college performance tables: www.compare-school-performance.service.gov.uk/

Curriculum

- the content of the curriculum in each academic year for every subject
- the names of any phonics or reading schemes used in KS1
- a list of the courses available to

- pupils at KS4, including GCSEs
- how parents or other members of the public can find out more about the school's curriculum.

Behaviour policy

Details of the behaviour policy, which must comply with section 89 of the Education and Inspections Act 2006.

Pupil premium

- how much pupil premium funding was received for this academic year
- details of how it will be spent, including reasons why and evidence
- details of how pupil premium funding received for the last academic year was spent, and

continued...

- how it made a difference to the attainment of disadvantaged pupils.

Although pupil premium funding is allocated each financial year, the information published online should refer to the academic year, as this is how parents and the general public understand the school year.

As schools won't know the funding levels for the latter part of the academic year (from April to July) they should therefore report on the funding up to the end of the financial year. This should then be updated later in the year when the full picture is known.

Year 7 literacy and numeracy catch-up premium

- how much year 7 catch-up premium was received for this academic year
- details of how it will be spent
- details of how year 7 catch-up premium for last academic year was spent, and
- how it made a difference to the attainment of the pupils who attract the funding

PE and sport premium for primary schools

- how much PE and sport premium funding was received for this academic year
- a full breakdown of how it was/will be spent this year
- the effect of the premium on pupils' PE and sport participation and attainment

- how school will make sure these improvements are sustainable

Special educational needs (SEN) report

The school's policy for pupils with SEN must be published and must include:

- school's admission arrangements for pupils with SEN or disabilities
- the steps taken to prevent pupils with SEN from being treated less favourably than other pupils
- details of access facilities for pupils with SEN
- school's accessibility plan

Information about governors

The structure of the governing board must be published, including the remit of any committees and the full name of the chair of each committee.

For each governor who has served at any point over the past 12 months:

- their full names, date of appointment, term of office, date they stepped down (where applicable), and who appointed them (in accordance with the governing body's instrument of government),
- relevant business and pecuniary interests (as recorded in the register of interests) including:
 - governance roles in other educational institutions;
 - any material interests arising from relationships between governors or relationships between governors and school

Attendance at Governing Board meetings 2015/16

Name	Scheduled meetings	Meetings attended	Apologies accepted	Absent
Mrs Alma Athens	9	9	0	0
Mr Ben Berlin	9	9	0	0
Cllr Carol Cairo	9	8	1	0
Mr Danny Dublin	9	8	1	0
Mrs Edie Edinburgh	12	12	0	0
Mr Freddie Freetown	9	7	0	2
Mrs Gill Gibraltar	9	8	0	1
Mr Henry Helsinki	9	9	0	0

How attendance at governing board meetings might be published on a school website

staff (including spouses, partners and close relatives);

- their attendance record at governing body and committee meetings over the last academic year.

Governing boards should also publish this information for associate members, making clear whether they have voting rights on any of the committees to which they have been appointed.

Information relating to governance should be in 'readily accessible form' (ie on a webpage without the need to download or open a separate document).

Charging and remissions policies

School's charging and remissions

policies must be published. The policies must include details of:

- the activities or cases for which your school will charge pupils' parents
- the circumstances where your school will make an exception on a payment you would normally expect to receive under your charging policy

Values and ethos

Your website should include a statement of your school's ethos and values.

Requests for copies

If a parent requests a paper copy of the information on your school's website, you must provide this free of charge.

The 'right to request' childcare

DfE has published guidance following the government's proposal that parents should have the 'right to request' that their child's school considers establishing wraparound and/or holiday childcare, and that childcare providers should have the 'right to request' the use of school facilities for such childcare at times when the school is not using them.

The overall aim of the proposal is to help parents to work, or work for longer if they choose to do so, by making more quality childcare available during the week and school holidays.

To help working parents access the childcare they need when they need it, the government wants schools to play a larger role in the childcare market. To this end the government expects schools to respond to parents' requests for establishing wraparound and/or holiday provision and to provider requests to use school facilities for wraparound and/or holiday provision at times when the school is not using them.

The guiding principles

Schools will take the lead in managing the 'rights to request' process and the final decision about what action to take. Governing boards will want to ensure that any provision is consistent

with the school's long-term strategic vision.

In handling the 'right to request' arrangements, schools must act reasonably in dealing with parental and childcare provider requests and should be transparent about the process they choose to follow. For example, schools should be clear about timescales, keep parents and providers informed at each stage, and give reasons for their approval or rejection of requests. As part of the process for managing the 'rights to request' from parents and providers, schools may want to ensure their governing board has strategic oversight of how the process is working.

The use of formal childcare is significantly lower among children with special educational needs (SEN) and parents can struggle to find suitable provision. It is important that any wraparound and holiday childcare being considered by schools is suitable for all children in the school, including those with disabilities or SEN. Schools should ensure that wraparound or holiday childcare providers consider the needs of children with disabilities or SEN when planning their activities to prevent discrimination, promote equality of opportunity and foster positive relations.

Many schools already offer a school day that includes additional activity, such as extra academic tuition or coaching in sports and/or the arts. Wraparound childcare should complement and not detract from these extra-curricular activities or additional academic support that schools offer as part of their school day.

Schools must also ensure that the wraparound or holiday childcare providers recognise their responsibility to have full safeguarding arrangements in place.

The parental ‘right to request’ in practice

In principle, the process should include the following stages where schools:

- Inform parents of their ‘right to request’ wraparound and holiday childcare and the process that will be followed;
- Inform parents how the requests will be collected;
- Establish a threshold for considering requests;
- Gauge wider demand across the school;
- Make a decision; and
- Inform parents of the decision.

Schools make a decision

On confirming parental demand, schools should consider how the provision requested might be

established. They should discuss with their local authority the existing childcare available. Schools should not refuse a request without a reasonable justification. Circumstances where it might be reasonable for a school to reject requests from parents include:

- No space available, e.g. because of plans to use the available space for academic or sports clubs;
- Unsuitable space that cannot reasonably be adapted, or ongoing building or maintenance work;
- Low level of demand so that the provision would not be viable – with no nearby schools interested in collaborating to reach a critical mass;
- No other local providers or schools with whom partnership arrangements could be made;
- Similar provision already operates locally and can be used seamlessly (and school already signposts this provision); and
- School is in special measures or has serious weaknesses and has no leadership capacity to manage the process.

Wraparound and holiday childcare: Parent and childcare provider ‘rights to request’ can be viewed or downloaded from www.gov.uk

Schools financial efficiency: Top 10 checks

The DfE has published its top 10 planning checks to help governors understand effective financial management and make sure their school is efficient in managing its resources.

1. Staff pay as percentage of total expenditure

Staff pay is the single most expensive item in the school budget, typically over 70% of expenditure.

Questions governors might want to ask include:

- how much of the budget is spent on staffing compared to other similar schools?
- how does the percentage for teaching staff, for curriculum support staff and for other support staff expenditure compare to other similar schools?
- how does your school's pupil outcomes, such as value added, compare to other similar schools relative to spend on staffing?
- what are staffing costs as a percentage of total income? Staffing costs over 80% of total income are considered high.
- if teaching costs are relatively high, is this due to the number of teachers or a relatively high proportion of high paid staff?

2. Average teacher cost

This measure is calculated by dividing the total teaching cost by the full time equivalent (FTE) number of teachers.

Questions governors might want to ask include:

- if the average teacher cost is high in comparison to other similar schools, is this due to the staffing grade profile, such as a high number of staff on the upper pay scale, or is it due to the responsibilities structure in the school, such as the Teaching and Learning Responsibility (TLR) scale, or another reason?
- how far does school differentiate pay by teachers' performance?

3. Pupil to teacher ratio (PTR)

This measure is calculated by dividing the number of FTE pupils on roll by the total number of FTE teachers. A relatively low PTR suggests small class sizes. In addition to benchmarking the PTR schools may want to review the average PTR and pupil to adult ratios in state funded schools by type by looking at the national school workforce statistics.

The ratio of pupils to all curriculum adults is also relevant, especially in primaries where the use of teaching assistants in place of teachers can

skew the PTR. The Education Endowment Fund has published advice on effective use of support staff. Their survey of current evidence found that teaching assistants are a 'high cost' intervention with a 'low impact' on pupil outcomes.

Questions governors might want to ask include:

- what is the PTR for different educational levels within school?
- how does the school's PTR compare with other similar schools? If it is significantly different, what is the rationale for this?
- how does the ratio of pupils to adults (teachers and support staff) compare to similar schools?

4. Class sizes

The smaller the class size the greater the cost of delivery per pupil. Class size plans should be affordable whilst supporting the best outcomes for pupils.

Questions governors might want to ask include:

- what are the average class sizes by key stage, and by options at key stages 4 and 5?
- what class sizes does your school aim to achieve – and what is the educational rationale for this?
- are there any small classes where the funding generated by the pupils

does not cover the cost of delivery? This can be especially important at key stage 4 and 5 where class sizes for some subjects can fall.

5. Teacher contact ratio

This measure is calculated by taking the total number of teaching periods timetabled for all teachers in the school and dividing that by the total possible number of teaching periods (the number of teaching periods in the timetable cycle multiplied by the FTE teachers). All teachers should have a guaranteed minimum of 10% timetabled planning, preparation and assessment (PPA) time. Therefore the teacher contact ratio will always be lower than 1.0.

The Association of School and College Leaders (ASCL) advocates 0.78 as an aspirational target for the ratio, on the basis that that represents approximately 10% of all teacher time in planning and preparation, 10% in management activity and allows a 2% margin.

Questions governors might want to ask include:

- how does the school's teacher contact ratio compare to other schools?

continued...

- how does the use of curriculum staff impact the overall budget efficiency? The higher the ratio the more efficient the curriculum planning is.
- how does your school compare against the ASCL aspirational target? What is the rationale for any difference?
- are teaching staff undertaking roles that could be deployed to support staff?

6. Proportion of budget spent on the leadership team

There are many different leadership and management structures and comparisons are not straightforward. The total number of teachers in a school's leadership group is collected in the Workforce Census annually and published in school workforce statistics.

Questions governors might want to ask include:

- how does this compare to similar schools taking into account any contact time the leadership staff have?
- if there is more than one school in your trust/federation are the leadership structures proportionally the same?
- how has your school made decisions on the proportion of its budget to be spent on the leadership team?
- if this is relatively high or low compared to similar schools, is this because of the size of the leadership team, or their pay?

7. Budget projections

Governors should see 3 to 5 year financial projections and the assumptions made to cost them. Assumptions you may want to review include projected pupil numbers, free school meal numbers, likely pupil premium income and projections of the staffing that will be necessary in these years. Schools should plan their staffing based on multi-year projections of curriculum needs.

Questions governors might want to ask include:

- how confident are you that pupil number projections are realistic? If there is uncertainty then Boards should be given three scenarios: cautious, likely, and optimistic. This applies to all key assumptions but especially pupil number projections and funding rate assumptions.
- if the optimistic scenario indicates financial difficulties is the school addressing a recovery plan now?
- if the cautious budget indicates potential financial difficulties do you know what contingency plans the school has to overcome them?
- are there any issues in the medium term that should be addressed now?

- how will current decisions impact medium term budgets?
- what do we need to put in place now to ensure we have the necessary funding in the future?

8. Spend per pupil for non-pay expenditure lines compared to similar schools

MAT trustees may want to compare their level of top slice to other MATs, what it is used for, and how it provides value for money (VFM) for member academies

Questions governors might want to ask include:

- what is the spend per pupil for catering, ICT, estates management, business administration, energy and curriculum supplies?
- if benchmarking indicates a relatively high spend on a particular expenditure line do you know why?
- are the reasons unavoidable or are further efficiencies possible?
- if the cost of energy seems high compared to similar schools, are there opportunities for investment in energy-saving devices to reduce the cost?
- if spend on learning resources seems high compared to similar schools, are there opportunities for collaborating with other local schools to bring costs down?

9. School development plan priorities and the relative cost of options

The budgetary process sits firmly within the strategic leadership framework and should link into the overall management and planning cycle rather than being seen as an additional activity that is the sole responsibility of the finance manager.

Questions governors might want to ask include:

- are school improvement initiatives prioritised and costed and linked to the budget?
- are all new initiatives fully costed before the school is committed to the proposal?

10. List of contracts with costs and renewal dates

Each year school will need to review its contracts across all of its services to determine which ones are due for renewal. It is important that contract renewal is planned for and aligned with school requirements.

Questions governors might want to ask include:

- are all contracts due for renewal re-tendered/reviewed for VFM before renewal?
- are there any regular payments for services that are an invoice only contract?
- are these included on the contracts list and reviewed for VFM too?

Ofsted Strategic Plan 2016

Ofsted published its strategic plan for 2016 onwards in May. The plan is structured around three new overarching strategic priorities:

1. Improved quality, efficiency, and effectiveness

Embed the new education inspection arrangements

Ensure that short inspections of good schools are consistent, efficient and effective. Use increasing proportions of good and outstanding serving practitioners in inspection teams. Continue to focus on outcomes, not methods. Consult on removing the teaching, learning and assessment judgement from the common inspection framework.

Review early years inspection

Introduce new contractual arrangements with early years inspectors with a focus on improving quality and flexibility.

Review social care inspection

Consider more proportionate inspection arrangements on completion of the current single inspection framework inspection cycle. Work with this sector to involve more serving leaders on inspections.

Transform administrative, professional and technical support for inspection and inspectors.

Make the most of data and intelligence

and provide high-quality, cost-effective support to inspectors in the field.

Develop and implement our workforce strategy

Attract, retain and develop a highly talented, experienced and diverse workforce who are motivated and able to do their best for children and learners.

2. Improved focus

Focus inspection on services that are less than good or whose performance has slipped

Prioritise inspections of providers that are not good or whose performance has slipped. Carry out thematic surveys on the key issues leading to underperformance.

Focus on the performance of the most disadvantaged and vulnerable

Ensure that this informs inspection judgements. Produce thematic surveys, including a focus on the issues relating to the most disadvantaged in the early years.

Identify and promote exceptional leadership in each of the inspection remits

Identify and celebrate those who help others in challenging circumstances to improve to recognise their work. Report on issues relating to leadership, including succession in secondary schools and the suitability of

governance arrangements. Ensure that inspection is not a barrier to encouraging the best leaders to work in the most challenging circumstances.

Ensure that inspection looks at safeguarding issues, including preventing radicalisation

Review inspection arrangements and regions to ensure that safeguarding is considered effectively. Carry out surveys relating to safeguarding. Work with the government on the inspection of unregistered schools and new arrangements for the inspection of supplementary schools.

Promote the improvement of technical, vocational and further education

Look at the way vocational education is promoted as part of education inspections. A greater focus to be given to the quality of careers advice and guidance, and the way schools engage with local employers. Produce thematic reports on key issues such as the quality of the 16-19 study programmes. Continue to monitor and report on the quality of apprenticeships.

3. Improved engagement

Work with parents and carers, learners and employers

Ensure that their views inform inspections and that they use and value inspection reports. Develop the parents panel to consult with on how we work and to understand their views

of the quality of services. Review the Parent View and Learner View systems to gain more insight into users' views of individual schools. Carry out regular surveys of parents to inform improvements to how Ofsted works.

Work with policy makers and influencers

Ensure that they understand how Ofsted works. Refresh the stakeholder and communications strategy. Carry out regular surveys to ensure that Ofsted is having the desired impact.

Work with those we inspect

Ensure that inspections and regulatory work are seen as fair and credible and help bring about improvement. Limit changes to the inspection arrangements to increase stability. Consult before making any changes to ensure that they are proportionate and do not introduce unforeseen burdens. Work closely with representative bodies to understand their views of inspection and be transparent. Publicise and update 'myth-busting' documents to clarify the approach to inspection. Act in accordance with better regulation requirements and report on impact on business. Make sure inspectors take account of the context within which those inspected are working.

The full strategic plan can be accessed at www.gov.uk

Music education

New guidance for governors on providing high quality music education in their schools has been published via a partnership of Arts Council England, the National Governors' Association and Music Mark.

The guidance takes the form of a Q&A discussion for governors and school leaders about music provision in their school, including:

What value does your school place on music?

Is music genuinely valued by the school? If so, is that value more than just a 'shop window' function at parents' evening? Is that value reflected in curriculum allocation, resources, funding and opportunity?

Does your school have a dedicated 'music policy'?

A music policy allows you to clearly establish the value that your school places on music and communicate this vision to the whole school community. An effective music policy will focus on ensuring that all pupils have access to a high-quality music education.

Are you aware of the National Plan for Music Education?

The NPME remains in force until 2020 and outlines the government's vision for music education.

Does music take place in your school?

Is music present both in and beyond the curriculum? Do teachers know how to make use of music in their lessons? Is there a member of staff who takes lead responsibility for the quality of music provision?

Are you aware of music's place in the National Curriculum?

Music is a mandatory part of the National Curriculum in Key Stage 1-3 and forms part of the arts entitlement area at KS4.

What extra-curricular music provision does your school provide?

Does your extra-curricular provision provide opportunities to participate in a range of different activities, for example playing different instruments as part of an ensemble and alone or using music technology? Excellent music provision will strike a balance between meeting pupils' interests and providing them with new experiences and challenges. Your music education hub will be able to help you broaden your range of extra-curricular music.

Does your school provide pupils with the opportunity to have additional instrumental and/or vocal lessons?

Do these lessons cover a range of instruments? Are multiple styles available for various instruments?



What opportunities do your pupils have to perform in front of an audience?

Are there opportunities for pupils of all abilities? Is music performed in assembly? Is music performed at school events (sports day, open evening, etc)?

How are funds allocated to support the development of music in your schools?

How are funds allocated from the school budget? What is your school's policy on charging for additional instrumental and vocal lessons?

Are pupils given the opportunity to engage with musical activities in lessons?

In order to achieve high-quality outcomes in music, pupils should have

the opportunity to engage in practical musical activities. Music lessons should be filled with singing and the playing of instruments.

Is assessment in music simple yet effective?

In 'Music in Schools: Promoting Good Practice', Ofsted stated that assessment in music is often over-complicated. Does your school's assessment policy take into account the needs of musical learning? Do teachers have sufficient training and experience to accurately assess music?

Music Education, a guide for Governors can be accessed via the Arts Council website: www.artscouncil.org.uk

Culture

Now that Alice Demba has been appointed as LLP's Cultural Education Coordinator, there is a question for all governing bodies to consider. **Should we have a link governor whose special remit is culture?**

With the increasing pressure and focus from central powers on what may be deemed academic subjects, there is a need to ensure that all young people in Liverpool from 2-25 have access to and are encouraged to be part of the wide range of strong culture that the city offers. This includes being creative, composing, performing; visiting and experiencing Liverpool's cultural venues and being able to review these experiences.

So can governors support this exciting way forward? Will you have someone on your GB who champions culture to make sure that the strategies are in place to enable this to happen?

We do appreciate that governing bodies have a lot of demands on them to provide link governors for maths, SEN, safeguarding etc but we feel it is vital that GBs have someone to whom Alice can send information. LGF will be talking to Alice on the best way to link governors in.

Crossing Patrols

There is a big decision to be made re crossing patrols. Should governing bodies support using school finances to pay for the crossing patrols or should this be paid for by Highways?

With increasing pressure on school budgets, this is an important question. It's not just your children who use these crossings so **shouldn't it be paid for by central funds and not individual schools?**

As far as we know, schools have not been given extra funding for this. It simply has to come out of already stretched budgets. But this is not a school responsibility. The crossings are not on school land. Some schools will be paying for 2-3 crossings near them – at a total cost of £5,500 per crossing.

Autumn meetings and conference

A schedule of LGF meetings for the autumn term is set out on the adjacent page. We welcome everyone to our meetings - to book a place please email David Blythe, LGF Hon. Sec. at admin@livgovforum.org.uk. Our conference is free to attend but places are limited so please book early.

Kathy Desmond, Chair



Autumn Term Meetings

Tuesday 20th September 2016, 10.00am,
Springwood Heath Primary School, Springwood Avenue, L19 4TX

Tuesday 18th October 2016, 10.00am
Holly Lodge Girls College, 140 Mill Lane, L12 7LE
Guest speaker: Sandra Tai, LCC Diversity Forum: Workforce Diversity

Tuesday 13th December 2016, 10.00am
Belle Vale Primary School, Besford Road, L25 2QF
Guest speaker: Suzie Davis, Young Peoples Advisory Service: Overview of YPAS

LGF Conference

Saturday 08 October

Partnership for Learning, South Road, L24 9PZ

9.30am-12.30pm

Registration/Tea/Coffee from 9.00am

Light Lunch from 12.30pm

Guest speakers

Julie McCann, School Improvement Liverpool

Topic: Philosophy for Children

Amanda Patmore, Chair, St Michael in the Hamlet Primary School

Topic: Headteacher Appraisals

LGF AGM

Tuesday 08 November

Everton FC, Goodison Road, L4 4EL

6.30pm-8.30pm

Registration/Tea/Coffee from 6.00pm

Guest speaker: Alice Demba, LLP Cultural Coordinator

Topic: Liverpool Learning Partnership Cultural Education Plans
and the development of the Liverpool Cultural Education Partnership

Courses for autumn term

Termly Meeting for Clerks

Tuesday 27 September 10.00am to 12noon

Ref: G16/42

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, Senior Assistant Governor Services

Cost: Free

Termly Meeting for Chairs

Wednesday 05 October 6.00pm to 8.00pm

Ref: G16/43

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

Ofsted Inspections

Tuesday 11 October 10.00am to 12noon
or

Ref: G16/44

Tuesday 11 October 6.00pm to 8.00pm

Ref: G16/45

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This course will cover:

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

Presenter: Dave Cadwallader, Governor Services Manager

The Role of the Clerk

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

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

Part 1: The Legal Framework

Thursday 13 October 9.30am to 12noon

Ref: G16/46

This course will cover:

- Categories of governor and their role
- Constitution legislation
- Procedural legislation
- Giving advice and guidance

Part 2: The Clerk at Work

Wednesday 19 October 9.30am to 12noon

Ref: G16/47

This course will cover:

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

Presenter: Terry Brown, Senior Assistant Governor Services

Representing Your Governing Board at a Hearing

Tuesday 01 November 10.00am to 12noon

Ref: G16/48

or

Tuesday 01 November 6.00pm to 8.00pm

Ref: G16/49

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This course 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

Safer Recruitment

Wednesday 16 November 9.00am to 4.00pm

Ref: G16/53

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 or £200 excl vat if no service agreement.

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:

Thursday 03 November 6.00pm to 8.00pm Ref: G16/50
and

Thursday 10 November 6.00pm to 8.00pm Ref: G16/52

OR

a one day session on: Friday 04 November 9.30am to 2.45pm Ref: G16/51

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

This 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; £100 plus vat per evening session if no service agreement; £200 excl vat for the one day session if no service agreement

Safeguarding

Tuesday 22 November 1.00pm to 3.00pm

Ref: G16/54

or

Tuesday 22 November 6.00pm to 8.00pm

Ref: G16/55

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This course will cover:

- 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

Managing School Finances

Wednesday 30 November 10.00am to 12noon

Ref: G16/56

or

Wednesday 30 November 6.00pm to 8.00pm

Ref: G16/57

Venue: Toxteth Annexe, Aigburth Road, L17 7BN

This course will cover:

- An overview of the (SFVS) Schools Financial Value Standard
- The governing board and school staff
- Setting the budget
- Value for money
- Protecting public money

Presenter: John Byrne, Schools Finance Manager

Booking information

To book a place on a course call Jean Worrall on 0151 233 3944 or email jean.worrall@si.liverpool.gov.uk. You will receive written confirmation of your booking by email or post.

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

Unless otherwise stated all sessions are FREE with Governor Training Service Agreement 1 or £100 excl vat per session if no Service Agreement. Longer sessions are priced individually. As a courtesy, please liaise with your school before booking onto a course if this will incur a fee. 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.



The 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: www.ednet.co



EDnet hosts a comprehensive range of information from governance information to curriculum, data, finance, health and safety, Service Level Agreements, vacancies, training courses, pastoral care and local and national developments. Governors can logon to EDnet from any PC with internet access using an individual username and password.



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Governors' News is published termly by SIL Governor Services

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