



governor space

Governor Information Pack

Summer Term 2018

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*The items in this pack represent the latest information for governors at the time of going to publication. It is not intended that governing boards will discuss **all** the content in detail in Summer Term meetings but choose to discuss the items that are most relevant for them in their individual circumstances. These should be highlighted in the meeting agendas. While we do everything to check that the information we present is accurate, please be warned that some may be superseded, for instance through changes to the latest DfE guidance in 2018.*

1. Introduction

Welcome to the Summer 2018 Governor Information Pack.

Reminder of the Governor Information Pack Changes

In line with the Governance Handbook January 2017, the following information included in this booklet will be provided in line with the headings from the Governance Handbook. Be aware there is talk of an updated version for 2018 – watch this space!

The 2017 updated handbook makes reference to the six “Features of Effective Governance” which were developed alongside the Competency Framework for Governance 2017.

The features all focus on Effective Governance, which includes;

- *Strategic Leadership* – that sets and champions vision, ethos and strategy.
- *Accountability* – drives up educational standards and financial performance.
- *People* – with the right skills, experience, qualities and capacity.
- *Structures* – reinforcing clearly defined roles and responsibilities.
- *Compliance* – statutory and contractual requirements.
- *Evaluation* – to monitor and improve the quality and impact of governance.

Please see reference 1.1, page 20, for the full Governance Handbook.

2. Governing Board Matters

i) Membership

Governors are reminded that any changes to the governing board should be notified to the appropriate people.

Please report any changes including resignations and disqualifications and draw attention to any governor’s term of office which will expire prior to the next meeting. If you have a vacancy, please determine steps are taken to fill it and remember to take account of any vacancies created due to non-attendance.

It is good practice to have arrangements in place for welcoming and introducing new governors and for identifying somebody to support them in their role; as it is essential that new governors are properly inducted.

Further information about disqualification, criteria can be found in the School Governance (Constitution) (England) Regulations 2012, Schedule 4.

ii) Business and Pecuniary Interests

This information must be published on the **school website**, it needs to be updated each Autumn term and as with all governors details this information should be in a **readily accessible format** usually under a section labelled governors. This is best recorded as a whole GB list with a nil return against those who do not have any to declare.

iii) Code of Conduct

An effective code of conduct is an essential document that outlines the expectations placed upon members of a governing board whilst carrying out their roles and responsibilities including expectations on the level of commitment and standards of behaviour of governors. It is an expectation that all boards have a code of conduct.

If you use the National Governance Association (NGA) Code of Conduct; please be aware that this has been 'refreshed'.

Please see reference 2.1, page 20, for the link to Get Information About Schools website.

Please see reference 2.2, page 20, for the link to the NGA Code of Conduct.

3. Chairs and Vice Chairs Actions

Chairs and Vice Chairs are reminded that they should report on actions taken on behalf of the GB if they have not already done so. It is to be noted that this is where urgent action on behalf of the GB needs to be undertaken.

4. Strategic Leadership (Section 2 of the Governance Handbook)

i) Reflecting on Being Strategic

(Section 2.1 of the Governance Handbook – Setting Direction & Section 2.2 – Culture, Values and Ethos)

Being Strategic: A new guide for Governing Boards

Ensuring clarity of vision and strategic direction is one of the three core functions of Governing Boards. To assist governors and trustees in their strategic role, NGA and Wellcome have published 'Being Strategic: a guide for Governing Boards', three years after the popular original guide 'a Framework for Governance' was released.

'Being Strategic' offers a robust annual cycle for creating, monitoring and reviewing strategy. It provides advice, poses questions for governing boards on each stage of the cycle, and supports school leaders in taking a broad and long-term perspective.

Emma Knights, OBE, Chief Executive said;

"NGA is encouraging governing boards and their senior leaders to listen more carefully to staff, pupils, parents, the community and employers, to have the courage of their convictions and use imagination to set a path that truly provides the best education possible. The message to governing boards is to not be limited by national performance measures but create ones relevant to their own school or trust. We need leaders who are not only visionary but have a strategy to realise that vision."

Please see reference 4.1, page 20, for the link to the NGA Being Strategic Guide.

ii) Governance – the future

Message from Damian Hinds – Secretary of State for Education

Damian Hinds replaced Justine Greening as Secretary of State for Education in early January 2018. Since then he has made a number of statements about education, which might point the way for further development over the next few months.

He has previously chaired the All-Party Parliamentary Group on Social Mobility, which continues to have a high-profile focus for all parties. In an editorial for The Times newspaper in January 2018, he talked about the need for an ambitious culture in all schools for all children to ensure that pupils

are not limited because they come from disadvantaged backgrounds. He announced additional funding to support disadvantaged pupils in underperforming parts of the country, including Stoke-on-Trent, though not elsewhere in the Midlands. He also talked about the need to crack the 'paramount' issue of teacher workload. Early Years and high-quality apprenticeships were also picked out as areas for focus.

In a subsequent speech he restated the government's focus on the core curriculum; English, Mathematics, Science, Humanities and Languages in driving up standards. He also commented on the importance of developing 'soft skills' e.g. resilience and developing a new computing curriculum.

Please see reference 4.2, page 20, for the link to the TES article on social mobility.

High Quality and Effective Governance

David Carter, National Schools Commissioner, writing in NGA's Governance Matters magazine in January 2018, stated the importance of 'high quality and effective governance' in ensuring that every child has a good or outstanding school place.

He commented that children flourish in education where 'good governance arrangements support confident, strategic leadership alongside robust accountability and oversight for educational performance.' This needs a rigorous focus on the progress of disadvantaged pupils, including regularly monitoring the impact of the published pupil premium strategy.

He encouraged governors to delve more deeply into wider statistics around disadvantaged pupils, than just performance in reading, writing and mathematics e.g. including attendance, exclusions, behaviour and participation in enrichment activities and engagement with parents and carers.

Questions for governors:

- Are governors given statistics about disadvantaged pupils, other than attainment and progress in reading, writing and mathematics?
- What do these statistics tell you could be the barriers to disadvantaged pupils making progress?

5. Accountability (Section 3 of the Governance Handbook)

Creating Accountability for Educational Performance (Section 3.2 of the Governance Handbook)

i) Data for 2018

National school data for 2017 has been available since the Autumn Term 2017. This information enables governors to carry out their second core function of holding the school to account for the educational performance of its students/pupils. A variety of data sets are now available.

a) Analyse School Performance (ASP) (Section 3.3 of the Governance Handbook – Rigorous analysis of data)

All governors should by now have had the opportunity to see the new 'Analyse School Performance' service, a 'sister service', to the DfE performance tables.

The service allows governors and trustees to view and analyse details on key headline measures and compare performance at school and pupil level against national averages. The system allows for both overview and in-depth reports (e.g. breakdown by pupil groups) on headline measures. This new system features scatter graphs for users to identify trends over time, this useful feature will help governors to see if their School Development Plan and identified priorities are being translated into better results in key areas.

ASP looks at one year's worth of data, this information is best viewed online as the printed version has missing information.

Please see reference 5.1, page 20, for the link to the DfE Analyse School Performance Video.

b) Inspection Data Summary Report (IDSR)

All governors should now have seen and scrutinised the new style data report called the IDSR.

Please see reference 5.2, page 20, for the link to Using Ofsted's Inspection Dashboard: Early Years Foundation Stage Profile to Key Stage 4.

Please see reference 5.3, page 20, for the link to Using Ofsted's Inspection Dashboard: 16-19.

c) Compare Schools Data Base

Please see reference 5.4, page 20, for the link to the DfE Performance Tables Service.

Questions for governors:

- What data have you seen as governors?
- Have you been provided with a password to access data?
- What support do you need in understanding the data?
- What does the data tell you about your school?
- Does the latest data support you in identifying your school's strengths and weaknesses?
- How does this data compare with the data provided for discussion in GB meetings?

d) Ofqual publishes factsheet on new GCSE grading

The office for qualifications and examinations regulation (Ofqual) has released an updated factsheet to help parents, employers, post 16 education providers and universities understand the new GCSE grading system.

Although not specifically aimed at those governing, it is a useful introduction to how the new 9 to 1 system will align with the old system and gives a breakdown of when each GCSE subject will be reformed.

Please see reference 5.5, page 20, for the link to the new grading factsheet.

ii) Education Endowment Foundation (EEF) Latest News

The Education Endowment Foundation is an independent charity established to improve educational attainment of the poorest pupils in our school. Over the last few months the EEF has published a number of reports which schools and governors might find helpful.

a) Attainment Gap Report

In January EEF published their 'Attainment Gap' report, which is a self-review of their work over the past six years and identifying some key lessons to support schools in understanding how they could start thinking about addressing it. The report makes it very clear that although some progress has been made in reducing the gap between disadvantaged and non-disadvantaged pupils, it remains significant. There is a gap when pupils start in Early Years and this grows continuously throughout the progress of young people through their education. Some schools have been very successful in closing the gap – but there are big differences nationally between schools with pupils from a similar context. The attainment gap is consistent regardless of the Ofsted grading of schools – 11 points difference in Attainment 8 GCSE scores for outstanding schools as well as those which are requiring improvement or inadequate.

Please see reference 5.6, page 20, for the link to the Attainment GAP report.

b) Putting Evidence to Work: A School's Guide to Implementation

This report notes that the guidance may be useful for governors looking to support and challenge schools. It reinforces the point that schools need to think through carefully the actions which need to be put in place to bring about successful change and to ensure that the right climate is in place before implementing change starts.

The first key point it makes is that schools must see implementation as a process and not just a one-off event. Effective implementation needs time, especially in planning.

The second key point is to consider the climate for change.

If your school is struggling to bring about successful change and continuously improving standards, this report may well be worth looking at more closely.

Please see reference 5.7, page 20, for the link to the EEF Schools Guide to Implementation Report and Checklist Questions.

c) 10 Reasons to improve your school's use of Teaching Assistants (EEF Report February 2018)

1. The evidence is clear. Poor TA deployment has a negative impact on attainment; effective TA deployment can have positive impacts.
2. The people are already in post.
3. Schools overcome barriers by investing time, attention and effort into making improvements – not by spending money.
4. Effective training for TAs raises their professional profile and status, making them feel more valued.
5. Effective TAs support teachers through reducing workload, stress and improving pupil behaviour.
6. Teachers and TAs respond to pupils needs best when support is focussed and immediate.
7. Improving existing TAs is a better use of Pupil Premium than employing additional ones.
8. Information about evidenced based interventions and resources are readily available.
9. Making best use of TAs is consistent with the SEND code of practice.
10. Ofsted inspection reports are increasingly recognising the added value of effective TA deployment.

Questions for governors:

- What is your Pupil Premium Strategy? Is it published on the school website?
- How effective have the chosen interventions been in closing the attainment gap? In other words, are these evidence based?
- How effectively are teaching assistants employed? How do you know?

Please see reference 5.8, page 20, for the link to the EEF Teaching and Learning Toolkit.

iii) Finance Accountability

(Section 3.4 of the Governance Handbook – Creating accountability for Financial Performance)

The third core function of governance is 'overseeing the financial performance of the organisation and making sure its money is well spent.' The Governance Handbook (January 2017) makes it clear that governing boards should have at least one individual with specific relevant financial skills and experience. However, it also states that everyone on the board should have a basic understanding of the financial cycle and the legal requirements of the school on accountability and spend.

a) Approved School Budget – Maintained Schools

Governors are required to approve a balanced school budget for 2018-19. This action can be delegated to the finance committee if required as per the scheme of delegation, but the majority of schools require that the full governing board approve the budget. Once approved, this should be signed by the Chair of Governors (not the Chair of finance) and the headteacher and a copy kept in school. This should be submitted to the Local Authority on the governor approved budget journal by 31st May 2018, then once this is submitted virements can be made.

b) Schools Financial Value Standard

Governors are reminded that maintained schools should have signed off the financial value standard (SFVS) by the end of March 2018. This action needs to be recorded in the minutes. The SFVS is a self-assessment of each school's financial management. The DfE requires that this is completed by Governors on an annual basis and submitted to the Local Authority any time throughout the year, with a deadline of 31st March 2018.

In the future governors should arrange that the SFVS self-assessment is completed in either the Autumn or Spring term meetings to ensure that online submission deadline is achieved. The Chair of Governors (not Chair of finance) has to sign a paper copy of this document and a copy should be kept in school.

c) Charging and Remissions Policy

Governors should approve a Charging and Remissions Policy annually (the date needs to be included, making it clear when the policy commences). This can be done at any time, but many schools choose to review this in the Summer term so that fees and charges can be set from September each year. This needs to be available on the school website. Governors should also ensure they have a debt recovery policy in place to ensure that arrears in payment for non-voluntary parental contributions (e.g., school meals) are dealt with appropriately.

d) Carry Forward/Out-turn Statement

The governing board are advised to note the final out-turn position as at 31st March 2018. Any carry forward needs to be minuted and a summary plan put in place indicating future spend. This could be an action for the Autumn term meeting.

Review the effects of any over or under spend compared to that originally budgeted and any impact that will have on the 2018-19 budget.

Ensure this information is recorded in the Autumn term meeting if an out-turn statement is not available for Summer term meeting.

e) School Fund

School Financial Regulations state: you must keep a constitution showing the purpose and nature of all voluntary funds held by your staff in the course of their duties. A financial record of transactions must be kept and accounts for such funds must be prepared and audited annually by a competent, independent person. These audited accounts must be submitted with an annual report to the governing board within six months of the accounting year end. The Director of Finance and Resources is entitled to check the voluntary funding reporting arrangements and that reports and accounts are produced as they feel are appropriate.

The governing board is asked to accept and approve the audited accounts for 2017-2018.

f) Academies Financial Handbook

The latest version of the academies Financial Handbook was published in July 2017. All those who are responsible for overseeing finance in academies should be aware of the changes, but the key ones are as follows;

- Information about the roles of members and trustees, particularly with regard to the need for separation of duties between them, has been updated.
- It has been reinforced that any 'Dear Accounting Officer' letters must be discussed by Trust Boards. At the time of going to press the last one was issued on 17th November 2017.
- It has also been emphasised the importance of boards considering addressing any skills gaps at key times, e.g. when the trust is expanding.
- Trust boards are also reminded that decisions regarding levels of executive pay must follow a robust evidenced-based process.

Please see reference 5.9, page 20, for the link to the whole Academies Financial Handbook.

6. People (Section 4 of the Governance Handbook)

i) NJC (Green Book) Pay Award 2018/19 and National Living Wage 2018

You will already be aware that a 2 year 'final offer' has been made by the NJC Employers side to the trade Unions side in respect of the NJC Green Book pay award for 2018 and 2019.

We understand that the trade unions have balloted members with the recommendation that the offer be rejected and it is anticipated we will know more about this outcome during March.

In the event that pay negotiations are not concluded by April 2018, spinal column point 6 will require an increase to £15,106 per annum (pro-rata for part time workers), in line with the increase of the National Living Wage. Therefore, all employees on Grade 1, SCP 6 will automatically receive this pay uplift from 1st April 2018 regardless of their age.

This information has been shared with school's payroll and HR providers.

ii) GovernorSpace – DfE Funded Training Available Now

Entrust are pleased to launch GovernorSpace. GovernorSpace is a brand new online space for governors and Clerks to manage and achieve a step change in the quality of governance. It gives governors and Clerks access to DfE funded development, peer-to-peer and mentor support, self-evaluation tools, useful resources and much more.

The professional development aspect, funded by the DfE, aims to build the capacity of governing boards across the country through a focus on supporting Chairs to drive change in their boards and professionalising the quality of clerking support.

Why sign up to GovernorSpace?

- It's funded by the DfE – it is completely free to schools.
- Can be completed anytime and anywhere as long as there is an internet connection.
- Features a high quality and easy to use self-evaluation tool which can be used to track progress and evidence development.
- Provides a tailored service. This allows you to follow your own development route.
- You'll receive one-to-one support from trusted experts – many of whom are national or local leaders of education.
- Provides real time and valuable evidence for Ofsted linked to governor and Clerking Competency Frameworks.

Register as soon as possible as funding is limited and it is a first come first served basis.

GovernorSpace

governorspace@entrust-ed.co.uk 0333 300 1900

Please see reference 6.1, page 20, for the link to GovernorSpace.

7. Structures (Section 5 of the Governance Handbook)

i) Instrument of Governance (IoG)/Articles of Association

Your IoG, in maintained schools and Articles of Association in Academies determine the structure of your Board. These can be reviewed and changed if necessary to ensure your Board works as an effective team.

Questions for governors:

- When was the last time you reviewed the structure and make up of your board?
- Is the structure of your board fit for purpose?

8. Compliance (Section 6 of the Governance Handbook)

i) Governance Procedures

(Everything in this section is included under Section 6.1 of the Governance Handbook – Governance Procedures)

a) Managing Contractors and Construction Work

During holiday periods many schools/academies arrange for construction projects, maintenance and servicing work to be carried out on their premises.

A contractor may introduce health and safety hazards into the school that could put staff and pupils at risk. They, in turn, need to be aware of any hazards in school which might impact their staff or their work.

Both schools and the contractors have duties under Health and Safety law to protect each other, pupils, staff and visitors on site. Contractors must be competent and risks managed and monitored during any work on the premises.

When any work is being carried out by a contractor on school site, as a minimum, schools should share health and safety information with contractors such as information about asbestos and relevant school risk assessments. This can be done using a Contractors Hazard Exchange Form – on the SLN.

The contractor should advise the school of any hazards or relevant information about their work which may affect the school's health and safety. The hazard exchange process should include an agreement of safe working arrangements to be followed by the contractor.

Who appoints the Contractor?

Contractors may be engaged directly by the school or by another party, e.g. Diocese/Entrust on their behalf.

Key points when appointing Contractors?

Key points when **appointing directly** by the school;

- When selecting contractors, always check they are competent to carry out the work planned.
- Ensure contractors have risk assessments and method statements in place and a plan of what they will be doing on the school premises.

- Schools should ensure they have good co-operation and communication between themselves and the contractor – this should start with the hazard exchange.
- Communication with all stakeholders, staff, parents and students should take place to ensure they are aware of the work being done, safety arrangements or changes to the school routine.
- A school representative should meet with the contractor regularly to discuss work progress and any health and safety issues.
- How contractors are managed on your school site should be included in the school's Health and Safety Policy Arrangements.

Construction Projects

When planning construction projects, schools should always seek approval from the landlord. Where the school/academy is planning or managing a construction project independently of any other party (LA, Entrust or Diocese) then the school may be acting as Client under the Construction Design and Management Regulations 2015 and as such must ensure they have taken steps to manage the project in compliance with the Regulations and appointed the key duty holders.

The Construction (Design & Management) Regulations (CDM) apply to all building and construction work and include new build, demolition, refurbishment, extensions, conversions, repair and maintenance.

One important element within CDM is for everyone involved in construction to be aware of roles and responsibilities they have in the project – these roles are known as duty holders.

The Client

A client will decide which designer and contractor will carry out the work and how much money, time and resources are available.

What do clients need to do?

1. Appoint a principal designer and principal contractor (or designer and contractor) who are competent.
2. Ensure there are arrangements in place for managing and organising the project.
3. Allow adequate time and resources.
4. Provide information to the designer and contractor about the site/hazards.
5. Communicate with all parties.
6. Ensure adequate welfare facilities are on site.
7. Ensure a construction phase plan is in place.
8. Keep the health and safety file.
9. Protect members of the public, including employees.
10. Ensure workplaces are designed correctly.

Other CDM duty holders are designers, principal designers, contractors and principal contractors. Their appointment will depend upon details of the project being completed. It is important that schools/academies have adequate management arrangements in place when they undertake any construction type projects (however small) and in particular when they are the client.

Please see reference 8.1, page 20, for the Construction Industry advice and guidance link.

b) Asbestos Management Assurance User Guide released

The Education and Skills Funding Agency (ESFA) has published the Asbestos Management Assurance Process (AMAP).

Before completing the assurance process, Local Authorities, estate managers, school leaders and governing boards of maintained schools and academy trusts should read the department's guidance 'Asbestos Management in School' and review their asbestos management arrangements.

Please see reference 8.2, page 21, for the link to the Asbestos Guide.

c) Searching, screening and confiscation advice for headteachers, school staff and governing board's – January 2018

Summary;

This advice is intended to explain schools' powers of screening and searching pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It includes statutory guidance which schools must have regard to.

*Please see reference 8.3, page 21, for the link to the searching and screening publications.
Please see Appendix 1, page 25 for additional information on searching and screening.*

ii) Education

(Everything in this section is included under Section 6.4 of the Governance Handbook – Education)

a) Multiplication tables check trials to begin in schools – the government follows up phonics success

A number of schools across the country will start trialling the multiplication tables check from March 2018 the School Standards Minister, Nick Gibb, announced on 14th February 2018.

He also said

“Academic standards are rising in our schools thanks to our reforms and the hard work of teachers, with 1.9 million more pupils in schools rated good or outstanding than in 2010.

Just as the phonics screening check helps children who are learning to read, the multiplication tables check will help teachers identify those pupils who require extra support. This will ensure that all pupils leave primary school knowing their times tables by heart.

The new on-screen check will last no longer than five minutes and is similar to the checks many schools use already. It will enable teachers to monitor a child's progress in a consistent and reliable way – it has also been carefully designed to avoid causing additional stress for children and teachers.

It will be sat by 8 and 9 year olds in Year 4, after teachers and schools told the government this was the best point for it to be introduced. Results from the check will not be published at school-level and will not be used by Ofsted and others to force changes in schools.”

The trials follow a recent commitment from the Education Secretary to continue to improve academic standards in order to deliver a truly world-class education that not only inspires young people to make the most of their lives but also gives them the opportunity to fulfil their ambitions, no matter where they live.

Multiplication tables trials will make a positive contribution to the government's commitment through the Industrial Strategy to drive up the study of maths, ensuring that more students leave education at age 18 with a basic level of numeracy, improving the take up of maths qualifications and tackling STEM skills shortages in the economy.

Please see reference 8.4, page 21, for the link to government tables check trials.

b) DfE announces Advance Maths Premium for schools

The DfE revealed details of a new fund, the Advanced Maths Premium, devoted to helping schools increase the amount of pupils taking up mathematics beyond GCSEs. From Autumn 2018, schools and colleges will receive an additional £600 premium for each additional pupil taking one-year AS

maths or the Core Maths qualification'; this potentially brings a total amount of £1,200 for each pupil studying the subject for 2 years.

Elizabeth Trust, Chief Secretary to the Treasury, said:

“for individual students, choosing maths could add around 10% to their future earnings...It is even more beneficial for women and I specifically want to encourage more girls to take maths and open up their future.”

Please see reference 8.5, page 21, for the link to the government advance maths premium information.

c) Finance

(Everything in this section is included under Section 6.6 of the Governance Handbook – Finance)

i) Approved School Budget

Please record any actions you will be taking towards achieving a balanced school budget – see also Section 5 Finance Accountability.

ii) Academy General Annual Grant (GAG) allocation guide: 2018 – 2019 academic year, a guide for mainstream academies and free schools open before 1st April 2018

This operational guide helps you understand how the Education and Skills Funding Agency (ESFA) has calculated your 2018 – 2019 academic year funding. This guide has been written in consultation with a sample of academies to make sure it meets your needs.

The guide supports the GAG statement. It sets out the funding you will receive, how it has been calculated, the factors that have been applied and the source of the data used. There are some changes to some of the tables, but these have been kept to a minimum to allow headline year on year comparisons.

2018 – 2019 is a significant year for the schools funding system. For the first time there is a national funding formula (NFF) for schools and for high needs, which has been used to allocate budgets to Local Authorities.

It is important to note that the NFF school level allocations that were published in September 2017 were notional allocations only.

In 2018 – 2019, Local Authorities have continued to set a local formula which has determined individual school and academy budgets in their authority. As in previous years, Local Authorities have submitted this local formula so that academies allocation statements can be issued.

Please go to reference 8.6, page 21, for the link to the general annual grant allocation information.

Letter from Lord Theodore Agnew, letter to Chairs of Academy Trusts about their budgets

Lord Agnew, Parliamentary Under Secretary of State for the School System, has written to Chairs of Academy Trusts. He thanks them and draws attention to the important role they play in ensuring a strong school system especially with regard to managing finance. Chairs were also urged to ensure the budgets are managed to deliver value for money – especially when setting the pay of lead executives.

“I believe that not all Boards are being rigorous enough on this issue. CEO and senior pay should reflect the improvements they make to schools’ performance and how effectively they run their

trusts. I would not expect the pay of a CEO or other non-teaching staff to increase faster than the pay award for teachers.”

Please see reference 8.7, page 21, for the link to the letter.

d) Safeguarding Updates

(Everything in this section is included under Section 6.7 of the Governance Handbook on Compliance – Safeguarding and Pupil Welfare)

Safeguarding has an even greater profile with Ofsted under the new inspection model. It is apparent that governing boards are becoming more conversant with checking for compliance. Ofsted have cleared up a few issues with regards to safeguarding as follows.

i) Working Together to Safeguard Children and New Regulations – February 2018 Changes to Statutory Guidance new Safeguarding arrangements consultation outcomes

In the Autumn 2017, the government consulted on its proposed revisions to its statutory guidance – Working Together to Safeguard Children.

The government has now published the outcome and its response to the consultation. Some key points are outlined below;

- Safeguarding partners – further detail will be included in the guidance about who each partners’ representatives should be.
- Relevant agencies – clarification.
- Independent scrutiny – the government will seek to provide further details about the independent scrutiny of safeguarding arrangements.
- Funding – the government will seek to include a statement in the guidance which accounts for flexibility across local areas. For schools, however, it remains unclear whether a contribution to support new arrangements will also be reflective of school size. Further, multi-academy trusts are not accounted for despite the fact that they determine the level of funding for each of their academies.
- Threshold document – the guidance will be revised to include a recommendation for safeguarding partners to develop and publish threshold documents, as part of their key responsibilities.

In terms of next steps, following the relevant provisions of the Children and Social Work Act 2017 coming into force, the updated guidance will be published. There will be a 12 month lead in time for local areas to develop their safeguarding arrangements accordingly, and an additional three months for full implementation of those arrangements.

Please see reference 8.8, page 21, for the link to the Working Together to Safeguard Children revisions.

ii) Designated Teacher for Looked After Children – update February 2018

This is statutory guidance from the DfE, issued under sections 20(4) and 20A(4) of the Children and Young Persons Act 2008. This means that GBs of maintained schools, academy proprietors and the designated staff member at maintained schools and academies must have regard to it when promoting the educational attainment of looked after and previously looked after children. This guidance replaces previous guidance under the name, ‘The role and responsibilities of the designated teacher for looked after children, issued 2009’.

What does this mean for governors?

The GB of a maintained school and the proprietor of an academy must ensure that an appropriately qualified and experienced member of staff (hereafter referred to in this guidance as the ‘designated

teacher’) undertakes the responsibilities within the school to promote the educational achievement of looked after and previously looked after children on the school’s roll. They must also ensure that the designated teacher undertakes training that is appropriate to carrying out this duty.

If your school has looked after children the school, either the headteacher or the designated teacher for looked after children, has to apply for funding through the online ePEP system. It may take a while for the funding to reach your budgets.

Please go to reference 8.9, page 21, for the link to the Designated Teacher for Looked After Children.

**e) Pupil Wellbeing
(Everything in this section is included under Section 6.8 of the Governance Handbook – Pupil Wellbeing)**

DfE – Eligibility for Free School Meals

Following consultation regarding future eligibility for Free School Meals in the roll out of Universal Credit, the government has announced its response.

They note that “Introducing a net earnings threshold remains the fairest and most practical way to ensure that children from the lowest income families receive free school meals, and benefit from the early years pupil premium. We will introduce an annual net earnings threshold of £7,4004, which will typically equate to an overall household income of between £18,000 and £24,000 once benefits income is taken into account, depending on individual circumstances.”

As a result of these proposals, they estimate that by 2022 around 50,000 more children will benefit from a free school meal compared to the previous benefits system.

These protections will be in place until the end of the Universal Credit rollout, and then until the end of each protected pupil’s phase of education if they are still in school when the rollout of Universal Credit is complete.

Please see reference 8.10, page 21, for the link to the Universal Credit information.

**f) Information Sharing
(Section 6.14 of the Governance Handbook – Information Sharing)**

Data Protection: privacy notice model documents are available from the DfE. This is to support with part of: Data collection and statistical returns and running a school or college which were last updated: January 2018.

Please see reference 8.11, page 21, for the link to Data Protection: Privacy Notice Model documents.

g) Data Protection in the Digital World – is your school preparing for the General Data Protection Regulation (GDPR) changes

From 25th May 2018, the Data Protection Act (DPA) will be replaced by the General Data Protection Regulations (GDPR) – meaning that the way you manage all data and information within your school will change. When the GDPR comes into effect you’ll have an increased responsibility to ensure this information, regardless of what form it is kept in, is managed in the right way in compliance with this new regulation.

How will GDPR affect schools?

Whilst there are some similarities between GDPR and the DPA, there will be significant differences that will have an impact on data handling and the way you manage information in your school.

- Awareness – ensure that decision makers and key people are aware.

- Information you hold – organise an information audit and document what personal staff and student data you hold, where it came from and who you share it with.
- Communicating privacy information – review your current privacy guidance and put a plan in place for making any necessary changes.
- Individuals' right – check your current procedures to ensure they cover all the rights individuals have, including how you would delete personal data or provide data electronically.
- Subject access requests – update your procedures and plan how you'll handle requests within the new time scales and provide any additional information.
- Legal basis for processing personal data – look at the various types of data processing you carry out, identify your legal basis for carrying it out and document it.
- Consent – review how you're seeking, obtaining and recording consent and whether you need to make any changes.
- Students – start thinking what systems you're going to put in place to verify individuals ages and to gather parental or guardian consent for the data processing activity.
- Data breaches – make sure you've got the right procedures in place to detect, report and investigate a personal data breach.
- Data protection by design and data protection impact assessments.
- Data protection officers – designate someone to take responsibility for data protection compliance.

Questions for governors regarding information the school keeps:

- Do we need this information?
- Is it duplicated?
- What access controls are there to ensure it is accessible only to the people who need it?
- Can you log who has accessed and edited it?
- Can you easily retrieve, edit, delete it on a per-person basis, if you receive a data request?
- How long will you retain it?
- In the event of a breach would you class the information as 'low risk' or 'high risk', in terms of damage to the individuals involved?
- Is it consent for holding the data required? If so, has it been obtained?

Please see reference 8.12, page 21, for the link to Preparing for General Data Protection Regulation and ICO websites.

h) New guidance for Schools following the governments Careers Strategy has placed a new requirement on governors

The 'musts' from the guidance (Governor Specific Requirements):

- Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
- Every school must ensure that there are opportunities for a range of education/training providers to access all pupils in year 8 – 13, to inform the pupils about qualifications or apprenticeships. Schools do not have to accept every request but must demonstrate, through their policy statement on provider access, that a number of opportunities are available to pupils.
- The school must make provider visits available in the relevant year group. The school should not do anything which might limit the ability of pupils attending. Unacceptable behaviour would be including restricting invitations to selected pupils or holding events outside normal school hours.
- The school must prepare a policy statement setting out the circumstances in which education/training providers will be given access to pupils and ensure this is followed. The policy statement must be published and include;
 - Any procedural requirement in relation to requests for access;
 - Grounds for granting and refusing requests for access;
 - Details of premises or facilities to be provided to a person who is given access.

- Governors are legally responsible for ensuring the school has arrangements for education/training providers to access pupils from year 8 – 13.
- The Governing Board must ensure that the independent careers guidance provided:
 - Is presented in an impartial manner, showing no bias towards particular education/work option or business;
 - Includes information on a range of education/training options, including apprenticeships and technical education routes;
 - Is guidance the person giving it considers will promote the best interests of the pupils.
- Schools must continue to provide relevant information about all pupils to Local Authority support.
- Schools must notify Local Authorities whenever a 16 or 17 year old leaves an education or training programme before completion.
- Where pupils have EHC plans, their annual review must, from year 9 at the latest, include a focus on adulthood (including employment). These reviews must be informed by good careers guidance.
- Schools must ensure young people are clear about the requirement to stay in education until 18 and what it means for them. In particular, they must be clear that young people are not required to stay in school. They can choose how to participate which might be through:
 - Full time study in a school, college or training provider;
 - An apprenticeship, traineeship or supported internship;
 - Full time work or volunteering (20 hours or more) combined with part time accredited study.

Please see reference 8.13, page 21, for the link to the Careers Guidance.

i) Elective Home Education – Important Notice

Here is a reminder of the procedures following receipt of de-registration letter with intent to electively home educate.

Parents have a duty to ensure their child of compulsory school age receives suitable full-time education but this does not have to be at a school (taken from DfE advice on school attendance document 2013) home educated children de-registration from mainstream and academy.

On receipt of written notification to home educate, schools must inform the pupil's LA that the pupil is to be deleted from the admission register. Schools must not seek to persuade parents to educate their children at home as a way of avoiding excluding the pupil or because the pupil has poor attendance.

However, schools and the LA can't prevent parents from educating their children outside the school system. Please be advised that before a child's name can be removed from the register the school must have received written confirmation from the parent. Please check that the parent has parental responsibility. The letter must be signed and state the date they wish their child to be removed and their intent to EHE (regulation 8(1) (d) of the Pupil Registration and Regulations Guidance 2006).

Once you have received this you must immediately notify the LA, using the school exit form, which you are required to complete on notification that a child is being de registered to be electively home educated. The LA will inform the school when the child's name can be removed from the school register. You are also required to send a copy of the de-registration letter received from parents with parental responsibility.

9. Evaluation (Section 7 of the Governance Handbook)

Strong Self-Improving School System

In February 2018, in a speech for the Church of England foundation for Educational Leadership, HMCI – Amanda Spielman talked about her perspective that system diversity should enable schools to learn from each other's successes and that a fully rounded self-improving school system could only be achieved through a combination of innovation, experimentation and collaboration. Furthermore, she noted that long lasting improvement is the result of team work rather than a 'hero head' model.

She also talked about the importance of ethos and improving outcomes to be strongly linked together in driving up standards. In talking about values, the importance of British Values and 'mutual respect for and tolerance of those with different faiths and beliefs and for those without faith' are highlighted and the need to challenge anyone who tries to limit young people's experience and learning in school.

Questions for governors:

- How does your school learn from others to support continuing school improvement?
- What has the impact of your collaboration activities been?
- How does your school actively promote British Values?

Please see reference 9.1, page 21, for the link to the speech.

10. Other Information

i) Ofsted Update

Ofsted published to its consultation on changes to short inspections

Changes from January 2018

This report summarises the responses to Ofsted's consultation. 'Short inspections of good schools', which ran from 21st September – 8th November 2017. They consulted on the following proposals for changes to short inspections of good schools, to be introduced from January 2018:

- Converting short inspections, normally within 48 hours, if there are serious concerns about safeguarding, behaviour or the quality of education.
- If Inspectors are not fully confident that the school would receive its current grade if a full section 5 inspection were carried out, the short inspection will not convert; they will send a letter that sets out the school's strengths and priorities for improvement and will carry out a section 5 inspection at a later date (typically within 1-2 years but no later than 5 years).
- If Inspectors identify strong practice that could indicate that the school is improving towards outstanding, they will send a letter setting out the strengths and priorities for further improvement and will carry out a section 5 inspection (typically within less than 2 years)

Intended Impact of the Changes

Ofsted's National Director of Education, Sean Harford, has said that Ofsted believes the changes will ensure short inspections:

Are 'responsibilities interventions that minimise the burden on schools'.
Give schools 'constructive support' and a greater amount of time to improve.

Please see reference 10.1, page 21, for the link to the Schools Inspection Handbook.

Please see reference 10.2, page 21, for the link to the Handbook for Short Monitoring and Unannounced Behaviour School Inspections.

Please see reference 10.3, page 21, for the link to the Education Inspection Blog by Sean Harford.

Please see reference 10.4, page 22, for the link to the Short Inspection link February 2018.

ii) Ofsted Pupil and Staff Questionnaires

There is an expectation on governors to ensure that a school has mechanisms for finding out the views of its stakeholders.

Ofsted has recently issued an updated list of questions which they use with pupils and staff in their inspections. We have put these into questionnaires, which you might like to consider using. There are, of course, other ways than using questionnaires to find out the views of stakeholders.

Teacher retention and workload continues to be a real challenge for schools. Governors need to be assured that their schools are taking measures to consider this, as part of their duty of care to all school staff and the promotion of wellbeing.

Questions for governors:

- How do we know what the views of our parents, pupils and staff are?
- Is seeking the views of stakeholders part of our annual cycle of activities?
- Who finds out the views of the stakeholders and are we confident that we have a full and balanced picture of their opinions?

Please see Appendix 2 and 3, pages 28 and 30, for copies of the questionnaires.

iii) Bold Beginnings: The reception curriculum in a sample of good and outstanding primary school – Ofsted Report, November 2017

Following the announcement last year that Ofsted would be looking closely at Early Years provision, they produced a report in November. They have signalled that this report will form the basis for changes to the inspection framework from September 2019 but may also point the way for changes in emphasis in inspections before then.

Included in the recommendations are that;

All primary schools should:

- Make sure the teaching of reading, including systematic synthetic phonics, is the core purpose of the reception year.
- Attach greater importance to the teaching of numbers.
- Ensure that, in writing, resources available are suitable for pupils, they are taught correct pencil grip and how to sit correctly at a table.
- The EYFSP as a guide to the end of reception expectations rather than define what should be taught.

Ofsted should:

- Review and update guidance for inspectors.
- Sharpen the focus placed on the teaching of reading and numbers.
- Use report findings to shape inspection framework from 2019.
- Report regularly on reading in primary schools.

At face value, the report suggests that schools might be expected to return to more formal education provision for Early Years children than has been considered best practice over the last few years. This has been widely criticised by numerous professionals.

Please see reference 10.5, page 22, for the link to the Early Years curriculum report.

Questions for governors:

- What is our approach to the teaching and learning in Early Years?
- Is the provision for teaching and learning of number sufficiently challenging?
- Do pupils make good progress during the Early Years from their starting points?

- How is transition planned for pupils moving from reception to Year 1?

iv) Ofsted Requirement (Pupils currently on Part Time/Reduced Timetables)

Under the Local Area Review inspection framework, it is the Local Authority's responsibility to have oversight of the pupils accessing part time/reduced education. This is defined as any pupil who is on your school roll but not receiving full education offer as provided to all pupils. Recent school Ofsted inspections have highlighted this as an area of focus therefore their inspectors are looking for each school to have this information and evidence of activity within the school.

Please note that this return only applies to pupils who are of statutory school age.

Questions for governors:

- Does the school have any pupils of statutory school age on part time/reduced timetables?
- If yes, has the school completed the excel spreadsheet and returned this to the LA.

v) Important Alert regarding Fraud

Chief Executive Officer (CEO) Fraud – Schools Targeted.

The National Fraud Intelligence Bureau (NFIB) has seen an increase in recent weeks in the volume of CEO Fraud reports whereby schools are the targeted victim. This has resulted in substantial financial losses for several schools that have fallen victim to this type of fraud.

Alert Content

A school is targeted by a fraudster who purports to be the headteacher. The fraudster contacts a member of staff with responsibility for authorising financial transfers and requests for a one off, often urgent, bank transfer to be made. The amounts requested have been between £8,000 and £10,000. Contact is made by email and from a spoofed / **similar** email address to the one the headteacher would use.

Reference List

1. Introduction

1.1 Governance Handbook

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

2. Governing Board Matters

2.1 Get Information About Schools website.

<https://get-information-schools.service.gov.uk/>

2.2 NGA 2017/18 code of conduct

<https://www.nga.org.uk/codeofconduct2017>

4. Strategic Leadership (Section 2 of Governance Handbook)

4.1 Being Strategic.

<https://www.nga.org.uk/BeingStrategic>

4.2 Link to the TES article on social mobility

<https://www.tes.com/news/school-news/breaking-news/social-mobility-top-priority-damian-hinds-dfe>

5. Accountability (Section 3 of Governance Handbook)

5.1 DfE Analyse School Performance Video.

<https://www.youtube.com/watch?v=hZxymO3Rs8>

5.2 Using Ofsted's Inspection Dashboard: Early Years Foundation Stage Profile to Key Stage 4.

<https://www.gov.uk/government/publications/using-ofsted-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>

5.3 Using Ofsted's Inspection Dashboard: 16-19.

<https://www.gov.uk/government/publications/using-ofsted-inspection-dashboard-16-to-19>

5.4 DfE Performance Tables Service.

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

5.5 New grading factsheet.

<https://www.gov.uk/government/publications/gcse-new-grading-scale-factsheets>

5.6 Attainment Gap report – please copy and paste into your web browser to access.

https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf

5.7 EEF Schools Guide to Implementation Report

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>

5.8 EEF Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

5.9 Academies Financial Handbook.

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

6. People (Section 4 of Governance Handbook)

6.1 GovernorSpace

https://www.governorspace.co.uk/?dm_t=0,0,0,0,

8. Compliance (Section 6 of Governance Handbook)

8.1 Construction Industry Training Board advice and guidance

<https://www.citb.co.uk/health-safety-and-other-topics/health-safety/construction-design-and-management-regulations/cdm-guidance-documents/>

8.2 Asbestos guide

<https://www.gov.uk/government/publications/asbestos-management-assurance-process-amap-user-guide>
<https://www.gov.uk/government/publications/asbestos-management-in-schools--2>

8.3 Searching and screening publications

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

8.4 Government tables check trials.

<https://www.gov.uk/government/news/multiplication-tables-check-trials-to-begin-in-schools>

8.5 Government advance maths premium information.

<https://www.gov.uk/government/news/new-advanced-maths-premium-can-open-more-doors-for-young-people>

8.6 page 31 General annual grant allocation information.

<https://www.gov.uk/guidance/academies-general-annual-grant-allocation-guides-2018-to-2019>
<https://www.gov.uk/guidance/academies-general-annual-grant-allocation-guides-2018-to-2019>

8.7 link to the letter from T Agnew – please copy and paste into your web browser to access.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683075/Lord Theodore Agnew letter to chairs of academy trusts.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683075/Lord_Theodore_Agnew_letter_to_chairs_of_academy_trusts.pdf)

8.8 Working Together to Safeguard Children revisions.

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8.9 Designated teacher for looked after children

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8.10 Universal Credit information – please copy and paste into your web browser to access.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/681210/Government_response_FS M and EY entitlements under Universal Credit.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/681210/Government_response_FS_M_and_EY_entitlements_under_Universal_Credit.pdf)

8.11 Data Protection: Privacy Notice Model Documents

<https://www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice>

8.12 Preparing for the GDPR.

<https://ico.org.uk/for-organisations/education/>
<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/>
<https://ico.org.uk/for-organisations/guide-to-data-protection/online-and-apps/>

8.13 Careers guidance – please copy and paste into your web browser to access.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/ Careers guidance and access for education and training providers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)

9. Evaluation (Section 7 of Governance Handbook)

9.1 Amanda Spielman's speech.

<https://www.gov.uk/government/speeches/amanda-spielman-s-speech-at-the-church-of-england-foundation-for-education-leadership>

10. Other Information

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10.2 Handbook for Short Monitoring and Unannounced Behaviour School Inspections.

<https://www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections>

10.3 Education Inspection Blog – Sean Harford.

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Appendix

Appendix 1

Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Summary About this departmental advice

This advice is intended to explain schools' powers of screening and searching pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It includes statutory guidance which schools must have regard to.

Who is this advice for? This advice is for:

School leaders and school staff in all schools in England.

For the purposes of this advice references to "maintained school" means a community, foundation or voluntary school, community or foundation special school. It also means Pupil Referral Units and non-maintained special schools. For the purpose of this advice references to "Academy" means Academy schools (including mainstream free schools) and Alternative Provision (AP) Academies (including AP free schools).

Where particular provisions do not apply to a particular type of school we make this clear.

Key points Searching

School staff can search a pupil for any item if the pupil agrees.

The ability to give consent may be influenced by the child's age or other factors

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means

that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

Screening What the law allows:

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

Schools' statutory power to make rules on pupil behaviour² and their duty as an employer to manage the safety of staff, pupils and visitors³ enables them to impose a requirement that pupils undergo screening.

Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent

**Appendix 2
Ofsted Pupil Survey Questions**

Which year group are you in?				
I enjoy school				
All of the time	Most of the time	Some of the time	Almost never	Never
I enjoy learning at this school				
All of the time	Most of the time	Some of the time	Almost never	Never
I feel safe when I am at school				
All of the time	Most of the time	Some of the time	Almost never	Never
If you don't feel safe in school – what makes you feel unsafe?				
Teachers help me to do my best				
In every lesson	In most lessons	In some lessons	In very few lessons	In none of my lessons
My teachers give me work that challenges me				
In every lesson	In most lessons	In some lessons	In very few lessons	In none of my lessons
Teachers listen to what I have to say in lessons				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
There is an adult at school I can talk to if something is worrying me				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The behaviour of other pupils in my lessons is good				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

The behaviour of other pupils around school is good				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My school encourages me to look after my physical health (for example healthy eating and fitness)				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My school encourages me to look after my emotional and mental health				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My school encourages me to be independent and to take on responsibilities				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My school encourages me to respect people from other backgrounds and to treat everyone equally				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Is bullying a problem at your school?				
It doesn't happen	It happens and teachers are really good at resolving it	It happens and teachers are good at resolving it	It happens and teachers are not good at resolving it	It happens and teachers do nothing about it
My school provides me with information about my next steps (For example: moving year group or school, choosing qualifications for the future, going to university or other education and training options like apprenticeships, or finding a job)				
Yes, but it was too much information and was not helpful	Yes, I received the right amount of information that was helpful	Yes, but there wasn't enough information that was helpful	No, I haven't received any information	
If you are not happy with the information you have received, what information would you like?				
I would recommend this school to a friend moving to the area				
	Yes	No	Maybe	
Is there anything else you would like to say which you think will help the school to improve?				

**Appendix 3
Ofsted Staff Survey Questions**

Management level/role (Leave blank if you are worried this would identify you)				
Senior Leader	Middle Leader	Teacher	Support staff - teaching	Support staff – non-teaching
Were you working at this school when it was last inspected?				
	Yes	No		
Do you think this school has improved since it was last inspected?				
Yes – a lot better	Yes – a little better	Neither better nor worse	No – a little worse	No – a lot worse
I am proud to be a member of staff at this school				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Pupils are safe at this school				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
If you do not think pupils are safe, please say why and what needs to improve:				
Staff consistently manage the behaviour of pupils well				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The pupils' behaviour is at least good at this school				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Leaders support staff well in managing behaviour				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
If you do not agree, please say why and what needs to improve:				
The school deals with any cases of bullying of pupils effectively (bullying includes persistent name-calling, online or prejudice-based bullying)				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Leaders use professional development to encourage, challenge and support teachers' improvement				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Leaders do all they can to ensure the school has a motivated, respected and effective teaching staff				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Leaders have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the pupils				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
This school has a culture that encourages calm and orderly conduct and is aspirational for all pupils				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The school challenges all pupils to make at least good progress				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
This school is well led and managed				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
If you do not agree, please say why and what needs to improve:				
Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff.				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel well supported working in this school				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
All staff are treated fairly and with respect at this school				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Leaders and managers are considerate of my well-being				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I enjoy working at this school				
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Is there anything else you would like to say which you think will help the school to improve?				