

CHAIRS OF GOVERNORS

SUMMER TERM BRIEFING

Wednesday 21 April 2021

6.45 – 8.15pm

Via Microsoft Teams





Gina Andrews

Lead Officer for Safeguarding in Education

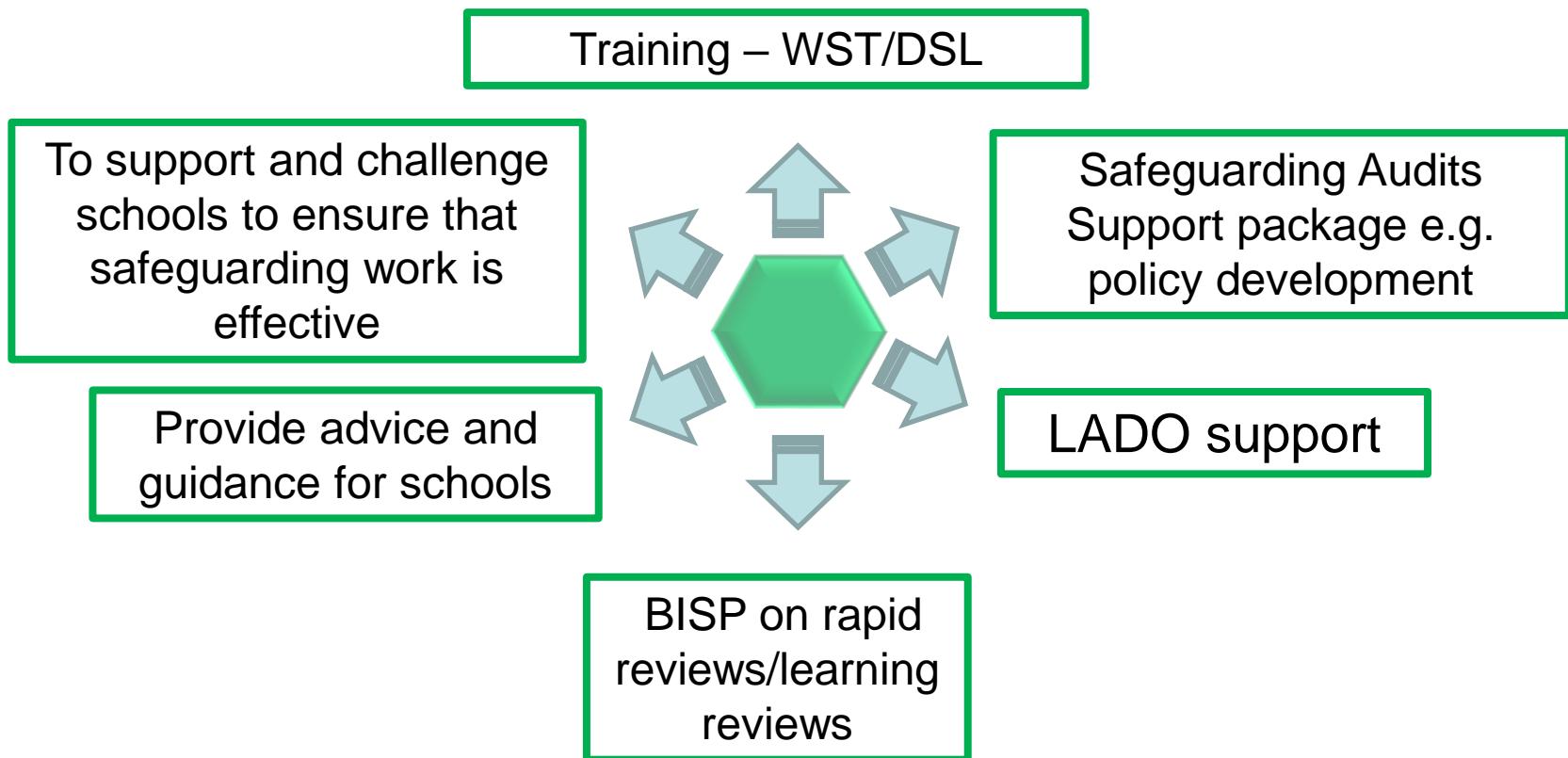
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Lead Officer for Safeguarding in Education



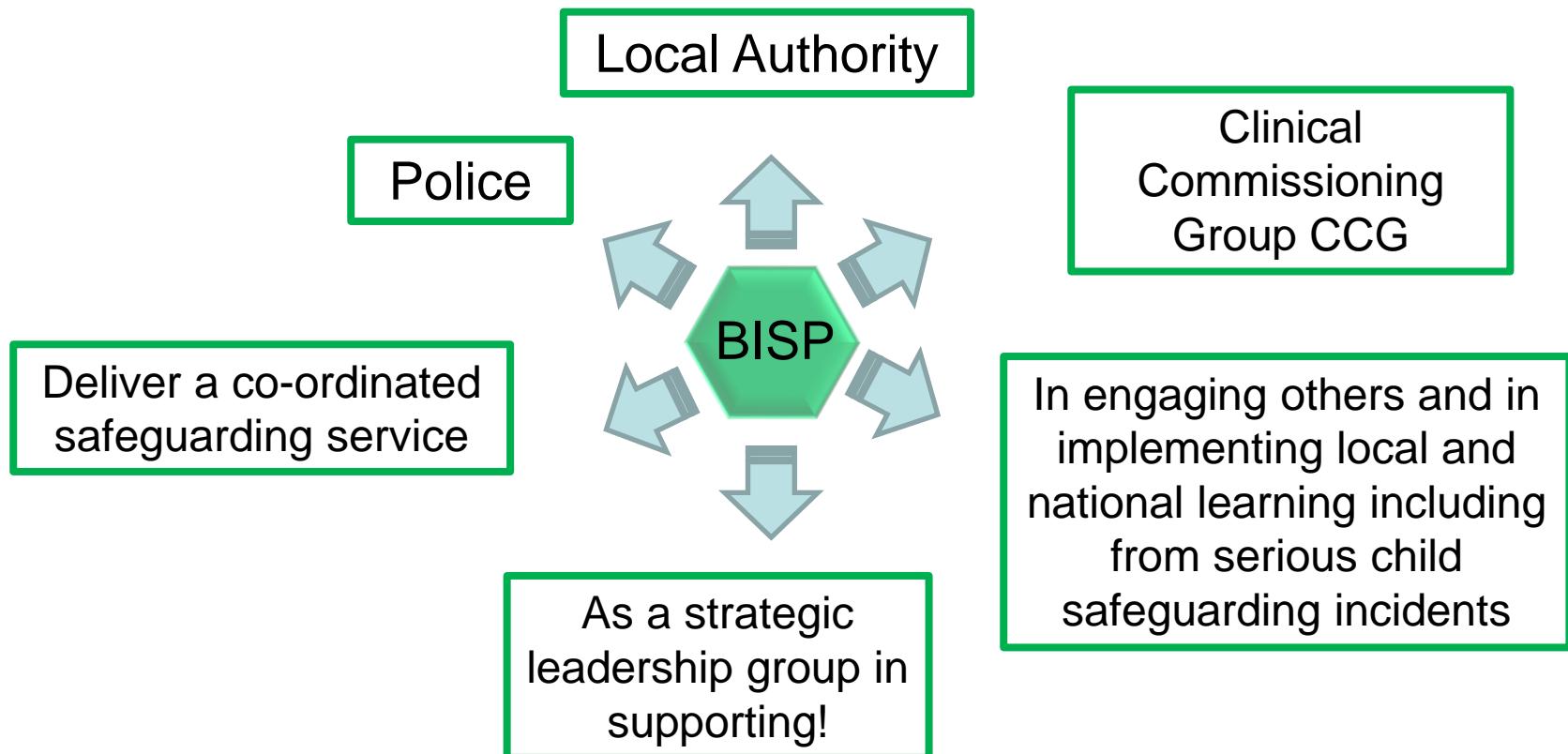
Safeguarding and Child Protection Training

- **Tuesday 29th June 2021 – 10:00 – 1:00pm**
- **Tuesday 6th July 2021 – 5:00pm – 8:00pm**



The role of BISP

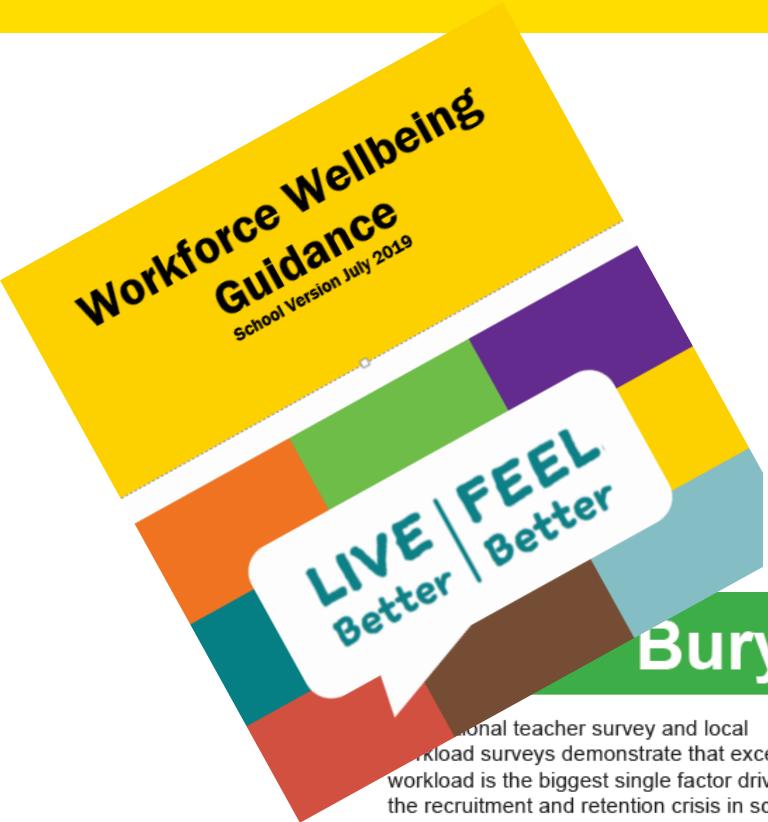
Bury Integrated Safeguarding Partnership(BISP) is the key statutory body overseeing multi-agency safeguarding arrangements across Bury



PROMOTING STAFF WELLBEING: GUIDE FOR GOVERNORS and TRUSTEES

- Produced by a group of skilled and experienced governors through a series of wellbeing workshops in autumn 2020
- Developed through consultation with professional associations, guide seen as part of a suite of resources. Joint Consultative Committee to sign off later this month
- Four parts:
 - Role of the wellbeing governor in schools
 - Guidance on headteacher wellbeing, including dedicated headship time
 - Self-evaluation
 - Research, case studies, good practice
- Launched with head teachers at **Wellbeing: Staff & Pupils** conference on 24 March

A SUITE OF RESOURCES



Promoting Staff Wellbeing in Bury Schools: A Guide for Governors and Trustees



Bury COUNCIL
WORKLOAD CHARTER
SCHOOLS BASED STAFF



Bury Fair Workload Charter

National teacher survey and local workload surveys demonstrate that excessive workload is the biggest single factor driving the recruitment and retention crisis in schools across the country.

Bury Council believes that in order to deliver the best education for our children, we need to build a healthy working environment for teachers and support staff and that means reducing workload for our staff.

The national working parties established by the government have reported on the national picture.

ON MARKING, THE WORKING PARTY SAID:

"We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is little evidence that this improves pupil outcomes in the long term. One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop. Policies should be judged on actual hours spent on marking, and adjustments to requirements made where necessary."

ON PLANNING, THE WORKING PARTY SAID:

"Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development. Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made."



ON PUPIL PERFORMANCE DATA, THE WORKING PARTY SAID:

"Do not routinely collect formative assessment data" "Summative data should not normally be collected more than three times a year per pupil."

ARE YOU A FAIR Workload School?

LAUNCHING WITH GOVERNORS/ TRUSTEES

- Special edition newsletter
- Workshops to explore the guide, share ideas and current practice
- Wellbeing governor report on summer term and subsequent agendas
- Your thoughts?



Does your school have a named staff wellbeing governor?

**“LEADERSHIP IS NOT ABOUT BEING
IN CHARGE. LEADERSHIP IS ABOUT
TAKING CARE OF THOSE IN
YOUR CHARGE.”**

SIMON SINEK

SUMMER SCHOOLS (1)

- DfE funding for secondary schools to run summer schools
- Blend of academic and enrichment activities
- Expected focus is transition into Year 7
- Funded based on current Year 7 numbers equating to £597 for a two week programme
- Schools can offer one or two week programmes

SUMMER SCHOOLS (2)

- Liaison with feeder primary schools to target pupils who would benefit the most
- Volunteer school staff will be paid at their current salary rate, except heads!
- Some schools already run summer schools
- Some concern about wellbeing of staff in asking for volunteers

TRANSITION (1)

- Cross-phase working group produced a minimum entitlement for 2020
- Group to review and promote resources for 2021
- LA collated Year 6 teacher assessment predictions in 2020, providing a transfer file to each high school – 69% of primary schools provided the data, thank you

TRANSITION (2)

- In 2021, we aim to collect teacher assessment to support transition
- Next heads' conference on 10 May will focus on transition
- Secondary heads agreed that Moving Up days be moved back to late June/ early July

Transition is a key theme be it entry into school for our youngest pupils, moving year groups within a school, moving to high school or moving from high school to post-16

A PHASED RETURN TO INSPECTION (1)

A full programme of routine inspections will not restart until later in 2021

From 4 May*, on-site, lighter-touch inspections

- focus on schools that are less than good, or have gone a long time without being inspected
- Graded inspections will take place where there are significant issues (such as safeguarding) or where a school is potentially ready to come out of a category of concern

* Note: Other than where significant concerns are raised, Ofsted **will not inspect secondary schools during the first half of the summer term**, to allow them to focus on teacher-assessed grades.

A PHASED RETURN TO INSPECTION (2)

Ofsted will select schools for monitoring inspections in the normal way:

- schools judged as requires improvement at their last two (or more) consecutive section 5 inspections
- schools judged as inadequate, including those subject to a live directive academy order
- Ofsted may also carry out some monitoring inspections of other schools judged as requires improvement at regional directors' discretion and based on our risk assessment
- 'Good' schools not inspected in the last five years will be selected for a section 8 inspection

A PHASED RETURN TO INSPECTION (3)

- **Monitoring inspections of 'inadequate' schools** will continue. They will now convert to a full, graded section 5 inspection if the school is showing significant improvement.
- **Monitoring inspections of some schools judged 'requires improvement'** will also continue but will convert to a full graded inspection if there are serious concerns (for example, about safeguarding) or if the school shows significant improvement.
- **Section 8 inspection of some 'good' schools.** As usual, they will convert if Ofsted has serious concerns.
- **'No formal designation' (NFD) inspections** will continue to be carried out if Ofsted has significant concerns (for example, about safeguarding).
- **Inspection on request.** Outstanding schools will be able to request a graded inspection.

USE OF SECTION 5 and 8 HANDBOOKS (as amended)

Process of inspection

- Ofsted will discuss the impact of COVID-19 on the school community in the notification call. They may make some changes to the process, for example, allowing some aspects of the inspection to take place remotely.

Quality of education

- Ofsted will continue to use **transitional provisions** related to curriculum 'intent', updating the wording to add a COVID-19 context.

Behaviour and attitudes

- Ofsted will take account of the COVID-19 context in **attendance** and **extra curricular activity** in personal development.

Leadership and management

- Ofsted will make amendments to clarify that schools should have maintained an **ambitious vision** during the pandemic.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

ANY QUESTIONS?

