



Newham School Governor Update Summer Term 2018

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<p>Governing boards' standard agenda items for maintained schools in the summer term 2018 This is the framework document that NPW Governor Services will use to prepare governing board agendas this term. A draft will be sent to the chair and headteacher in advance of the meeting and any governor who wishes to add an item should contact their chair.</p> <p>For more information contact – Irfan Mustafa on 020 8249 6932 or irfan.mustafa@npw.uk.com</p>	27

Are you ready for GDPR?

The General Data Protection Regulation is a new data protection regulation designed to strengthen and unify the safety and security of all data held within an organisation (including schools, academies and other educational settings). It became law in 2016 and will be enforceable on 25th May 2018.

Its predecessor, The Data Protection Act (DPA) 1998 has become outdated. Although the DPA has served well for 20 years, the world has changed beyond all recognition in terms of how data is recorded and used. Furthermore there was a lack of consistency across Europe in the way that individual countries had implemented data protection laws.

The GDPR replaces the DPA and affects all UK (and EU) companies who collect or process personal information. It is focused on protecting the rights and privacy of the individual, and based upon the premise that individuals should have knowledge of the data that is held about them and how it is used.

Schools must already comply with the DPA. However, there are a number of areas that all schools must address to be GDPR compliant:

- **Awareness:** All staff must be aware that the DPA is changing and how it will affect them.
- **Information:** The information that is held must be documented.
- **Privacy:** Review your current privacy agreement and establish a plan for any changes necessary.
- **Rights:** Check current privacy policies to ensure procedures cover all the rights of individuals.
- **Consent:** Review how you are seeking, obtaining and recording consent for data processing.
- **Breaches:** Ensure the correct procedures are in place to investigate and report a personal data breach.
- **Officers:** Designate a Data Protection Officer (DPO) to take responsibility for data protection compliance. All school settings must have a designated DPO.
- **Processor:** Ensure your data processors are compliant.
- **Policies and procedures:** Ensure there are GDPR compliant policies and procedures in place
- **Suppliers:** Check your suppliers are GDPR compliant

How do we know our school is on track to be compliant?

Questions that governing boards can ask:

- Is there a project plan?
- Are there policies and procedures in place e.g. retention, data breach reporting?
- Are we using an up to date retention policy?
- Is there a data asset register?
- Has data mapping been carried out?
- Can we respond to subject access requests within one month?
- Have we appointed a Data Protection Officer?
- Can we conduct Data Protection Impact Assessments?
- Are all staff aware of GDPR?
- What steps have we taken to foster a culture of compliance?
- Do we have GDPR compliant privacy notices?
- Have we confirmed GDPR compliance of suppliers and processors?

NPW are here to help

- We have trained hundreds of staff during the last six months to prepare them for the changes.
- We have been delighted to launch a compliance service offering Data Protection Officers to schools.
- We are supporting schools with a helpdesk and are providing a "Health Check"
- We are providing ongoing assistance, including supporting schools with guidance and a toolkit,
- We are already supporting schools with subject access requests and can help with breach reporting

Attainment in Newham schools by ethnicity and gender in 2017

Introduction

This report covers attainment for the Early Years Foundation Stage (EYFS), key stage 2 (end of primary school) and key stage 4 (GCSEs and equivalent subjects) for Newham in 2017.

The attainment and progress of principal ethnic groups in Newham is compared with national averages; Key stage 4 results are further broken down by gender and school.

Where the numbers of pupils in an ethnic group or at a school are very small the figures have been suppressed (as small cohorts have highly volatile outcomes).

In each chart the number of pupils in a pupil group is shown in brackets after the group name.

The performance of White British pupils is highlighted, as these pupils have been identified as having low attainment and progression at key stage 4.

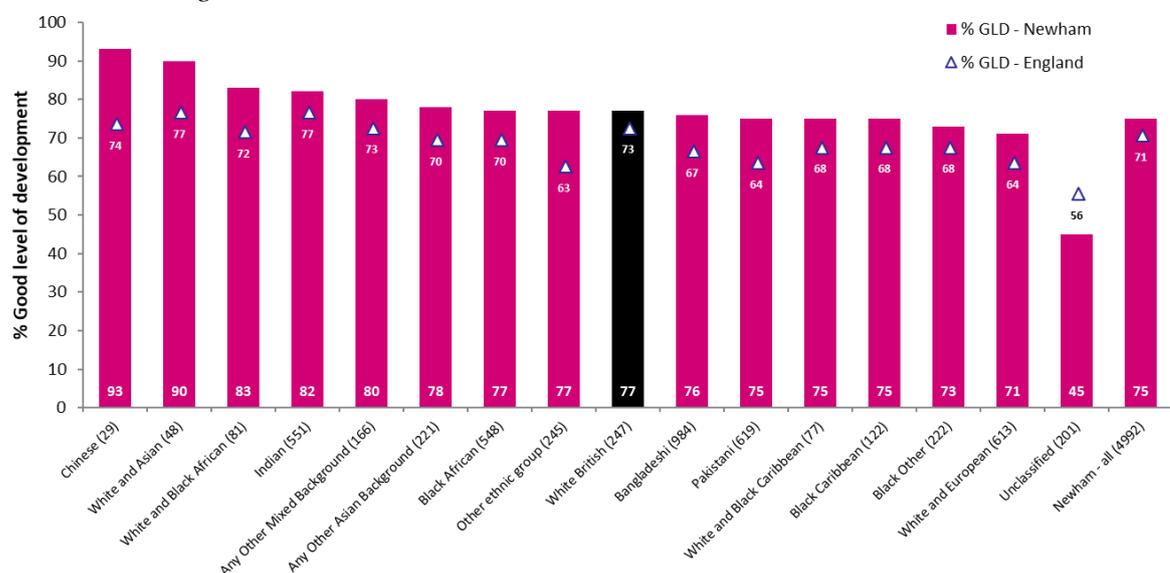
Executive summary

- In the Early Years Foundation Stage and at key stage 2, the attainment of all ethnic groups in Newham was higher than the equivalent national averages, reflecting the higher performance of Newham pupils overall. In particular the performance of White British pupils was not a specific concern at either key stage
- At key stage 4 the attainment of most ethnic groups in Newham was also higher than or close to the equivalent national averages
- White British pupils had the lowest attainment and progress of all Newham's ethnic groups at key stage 4
- This lower attainment and progress applied to White British boys and girls – their attainment and progress was the lowest of all ethnic groups when split by gender
- The attainment and progress of White British pupils at key stage 4 varied greatly between schools
- The majority of White British pupils at key stage 4 attended Cumberland and Royal Docks schools, and their attainment and progress at these schools was the lowest of all Newham secondary schools.

Early years foundation stage (end of reception year; age 5)

Figure 1 below shows the proportion of pupils in each ethnic group attaining a good level of development (GLD) in the Early Years Foundation Stage in 2017. The bar shows the attainment of pupils in Newham schools (the number just inside the base of each bar shows the actual percentage) and the triangle the attainment of the same pupil group nationally. The number in brackets at the end of each ethnic group name is the number of children in that group, and the bars are ordered left to right in terms of high to low attainment.

Figure 1: attainment by ethnicity in the early years foundation stage
Newham and England, 2017



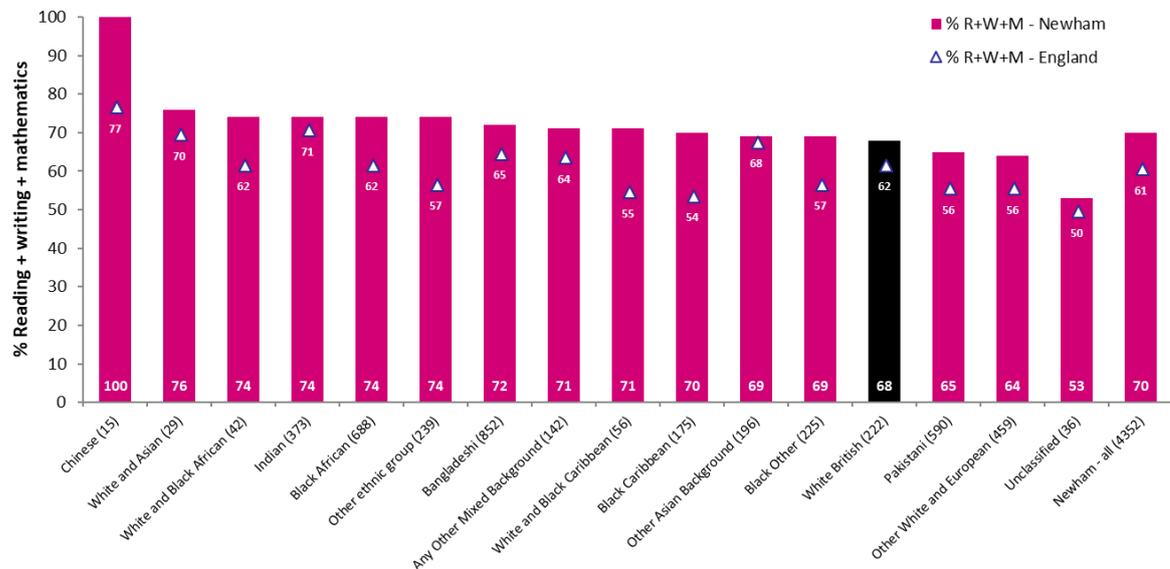
Commentary

- The attainment of all defined ethnic groups in Newham is above the equivalent national averages, and overall 75% of Newham pupils achieved a good level of development compared to the national average of 71%
- The only exception is for pupils with an 'unclassified' ethnic group, 45% of whom achieved a GLD compared to 56% nationally. Almost all these pupils in Newham have recently arrived from overseas, and who are at an early stage of fluency in English
- White British pupils (shown by a solid black bar in the chart) achieved a GLD of 77% – slightly above the borough average of 75%. Their attainment is mid-range across pupil groups in Newham, and a little above the national average for WB pupils of 73%.

Key stage 2 (end of primary school, year 6, age 11)

Figure 2 shows the percentage of pupils in each ethnic group achieving the expected standard in all of reading, writing and mathematics in 2017.

Figure 2: attainment by ethnicity at key stage 2
Newham and England, 2017



Commentary

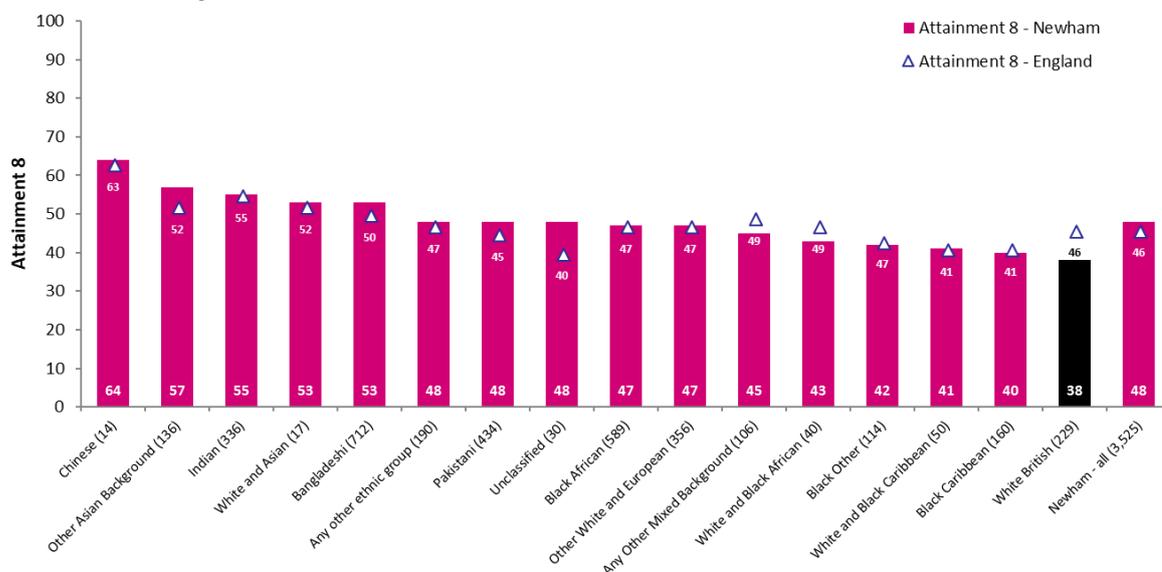
- The attainment of all ethnic groups in Newham is above the equivalent national averages, and overall 70% of Newham pupils achieved the expected standard in all three subjects compared to the national average of 61%
- 68% of White British pupils achieved the expected standard in all of reading, writing and mathematics at key stage 2 – slightly below the borough average of 70%
- Their attainment is towards the lower end of pupil group attainment, but there are other ethnic groups with a larger number of pupils which had lower performance
- The performance of Newham's White British pupils (68%) is above the national average for White British pupils of 62%.

Key stage 4 (GCSEs and equivalent subjects)

Attainment in Newham and England

Figure 3 shows the attainment 8 (A8) scores of ethnic groups in Newham compared with their national equivalent figures.

Figure 3: attainment by ethnicity at key stage 4
Newham and England, 2017



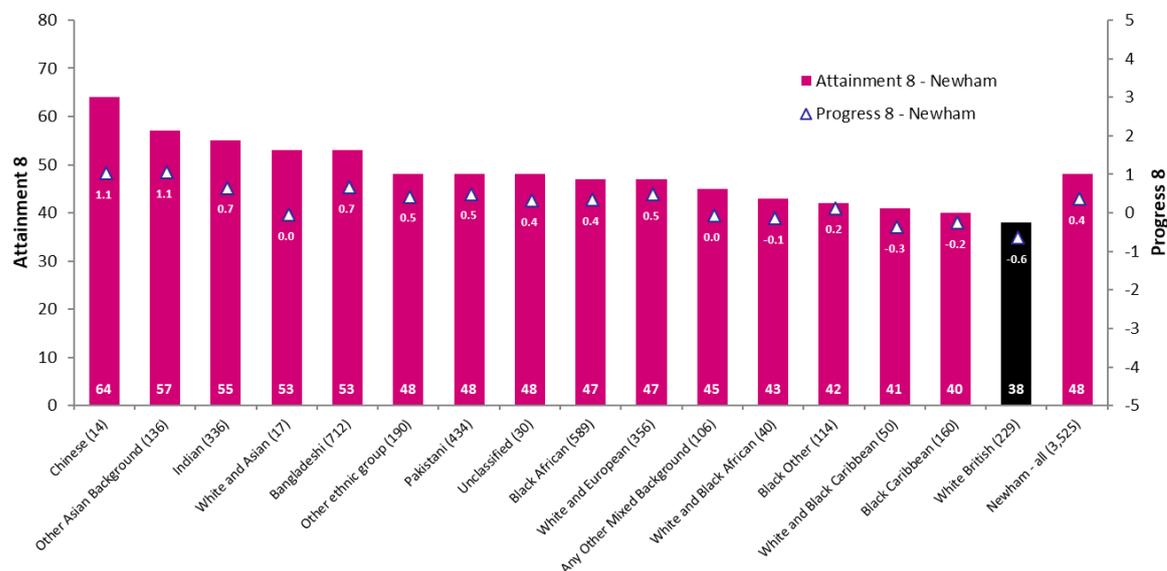
Commentary

- The attainment of all defined ethnic groups in Newham is either close to or slightly above the equivalent national averages, and overall the A8 score for Newham pupils of 48 is ahead of the national average of 46
- However, White British pupils had the lowest attainment 8 scores of all Newham's ethnic groups – 38 compared to an all Newham average of 48
- Nationally, White British pupils had an A8 score of 46, so Newham's White British pupils also perform poorly when compared to White British pupils nationally.

Attainment and progress of pupil groups in Newham at key stage 4

Figure 4 shows the Attainment 8 (A8) and Progress 8 (P8) scores of ethnic groups in Newham.

Figure 4: attainment by ethnicity at key stage 4
Newham, 2017



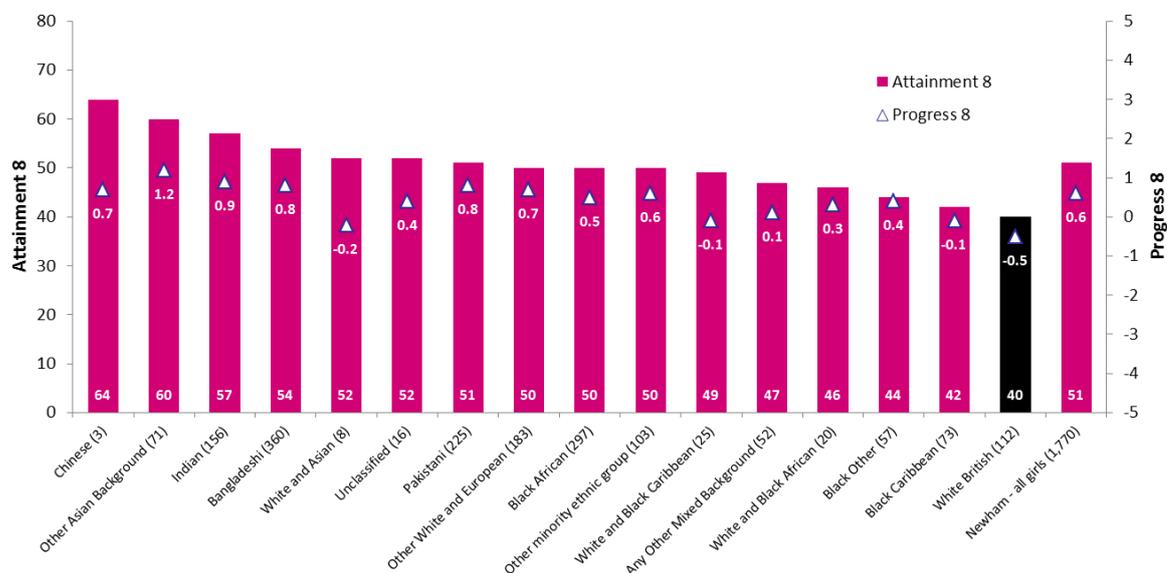
Commentary

- White British pupils had the lowest Attainment 8 (A8) and Progress 8 (P8) scores of all Newham's ethnic groups (38 and -0.6 respectively), compared to an all Newham averages of 48 for A8 and +0.4 for P8
- If these figures were for schools rather than ethnic groups, the White British pupil's P8 score of -0.6 would mean that the 'school' would be falling below the minimal expected standard set by the DfE, called the 'floor standard'. It would be classified as being 'below floor' standard and subject to intervention.

Attainment and progress of Newham girls at key stage 4

Figure 5 shows the attainment 8 (A8) and progress 8 (P8) scores of girls in ethnic groups in Newham.

Figure 5: girls’ attainment and progress by ethnicity at key stage 4
Newham, 2017



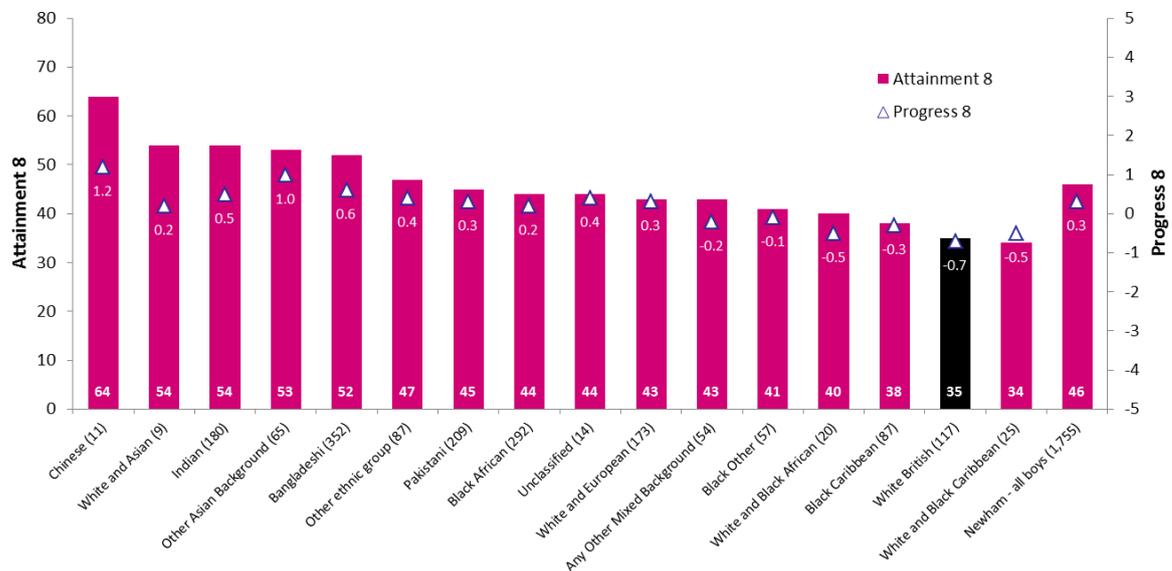
Commentary

- The pattern is repeated for White British girls in Newham schools, who had the lowest average A8 and P8 scores (40 and -0.5 respectively) of any ethnic group, compared to an all Newham girls averages of 51 for A8 and +0.60 for P8.

Attainment and progress of Newham boys at key stage 4

Figure 6 shows the attainment 8 (A8) and progress 8 (P8) scores of boys split by ethnic group.

Figure 6: boys’ attainment and progress by ethnicity at key stage 4
Newham, 2017



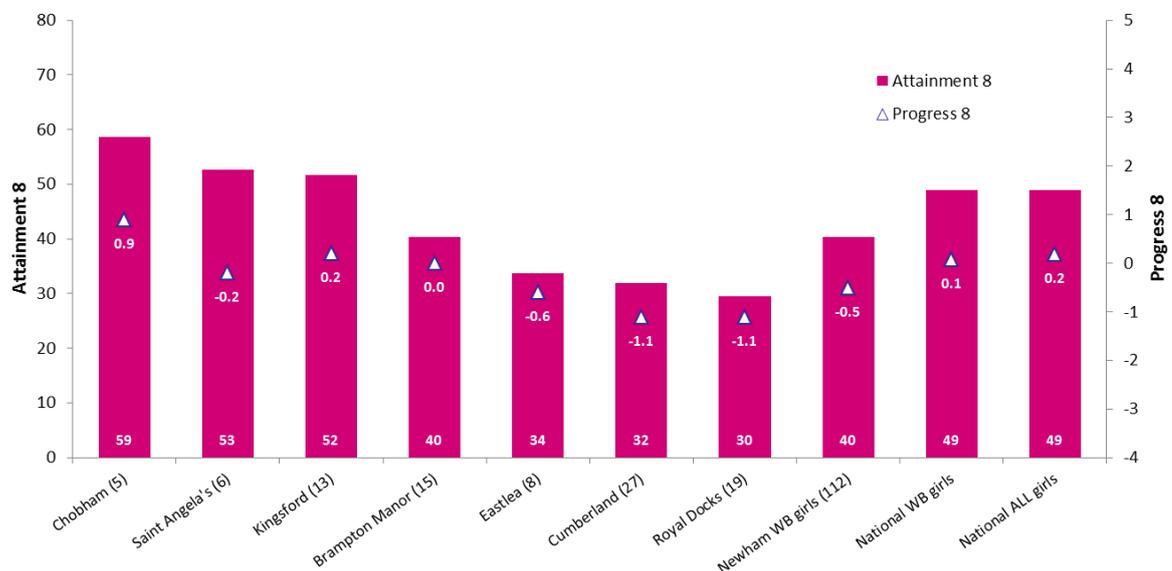
Commentary

- This situation is the same for White British boys in Newham schools, who had the lowest average P8 score (-0.57), and very nearly the lowest A8 score (35 – only the mixed ethnic heritage group of White and Black Caribbean pupils was slightly lower at 34, and that group contained only 25 pupils)
- These figures can be compared to an all Newham boys averages of 48 for A8 and +0.30 for P8.

Attainment and progress of Newham girls by school at key stage 4

Figure 7 shows the attainment 8 (A8) and progress 8 (P8) scores of White British girls by school.

Figure 7: White British girls' attainment and progress by school at key stage 4
Newham, 2017

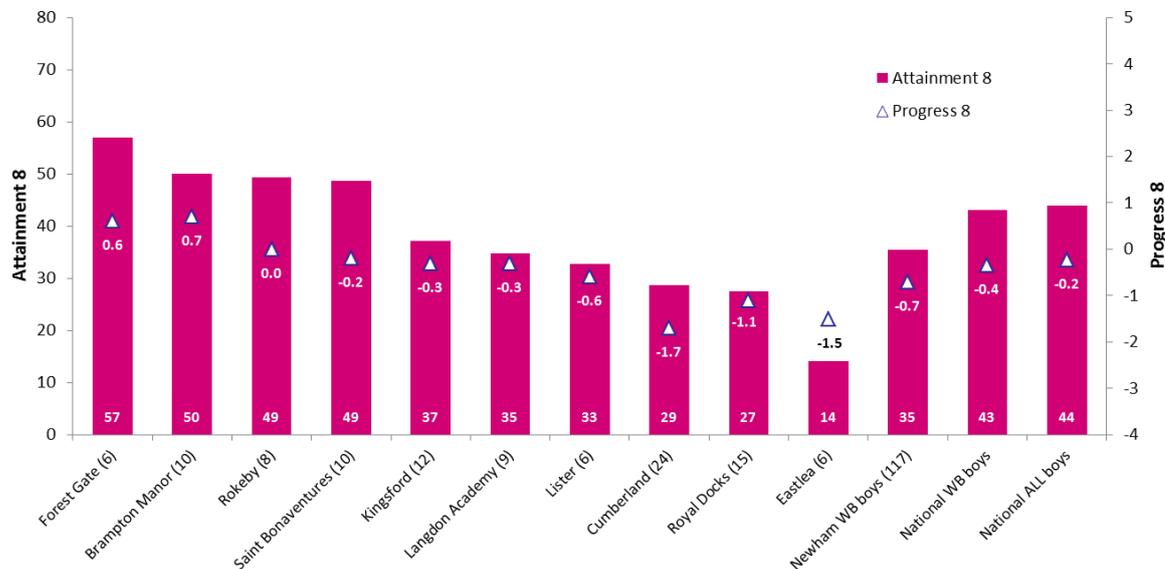


Commentary

- Firstly note that some schools had very low numbers of White British girls at key stage 4
- The average performance of Newham's White British girls is less than White British girls nationally. For A8 the Newham average is 40, compared to a national average for WB girls of 49. For P8 the equivalent scores are -0.5 and +0.1 respectively
- Cumberland and Royal Docks schools had the highest cohorts of White British girls. They also had the lowest A8 and P8 scores for White British.

Attainment and progress of Newham boys by school at key stage 4

Note: schools with small cohorts of white British boys are not shown



Commentary

- The average performance of Newham's White British boys is also less than White British boys nationally. For A8 the Newham average is 35, compared to a national average for White British boys of 43. For P8 the equivalent scores are -0.7 and -0.4 respectively
- Although the lowest A8 score for White British Newham boys occurred at Eastlea school, there were only 6 pupils in the cohort
- As for White British girls, Cumberland and Royal Docks schools had the largest cohorts of White British boys and also low A8 and P8 scores
- The P8 score of -1.7 for the 24 White British boys at Cumberland school was very low. This value means that these pupils made almost two grades less progress to GCSE than pupils nationally with similar prior attainment at the end of primary school.

A Level, Level 3 Applied General and Technical Results 2017

A Level

Newham's A Level performance increased again in 2017 for the third successive year, giving the borough the highest ever results. Newham performance is now significantly above the London average and England state funded sector average on all the key national performance measures¹. Increasing numbers of Year 11s from Newham schools are choosing to remain in Newham for their post-16 study as a result of the high performance and the increased choice of A Level provision in the borough². The performance gap between Newham, London and England has not only closed – Newham is now out-performing London and England and is a top-performing borough for A Levels.

The key national A Level performance measures are Average Point Score (APS) per A Level entry; % of entrants achieving 2 or more A Levels; % achieving 3 or more A*-A grades; % achieving AAB grades or higher, and % achieving AAB grades or higher including at least 2 facilitating subjects³.

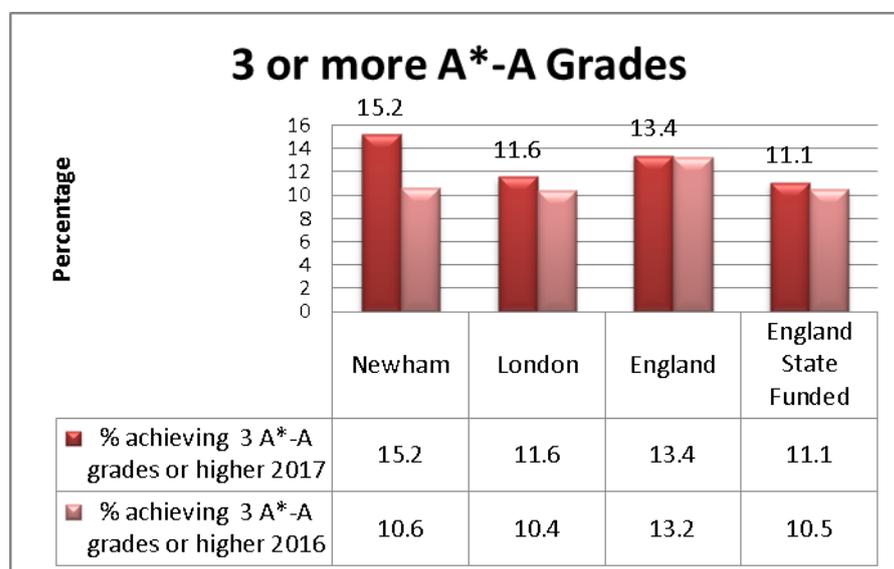
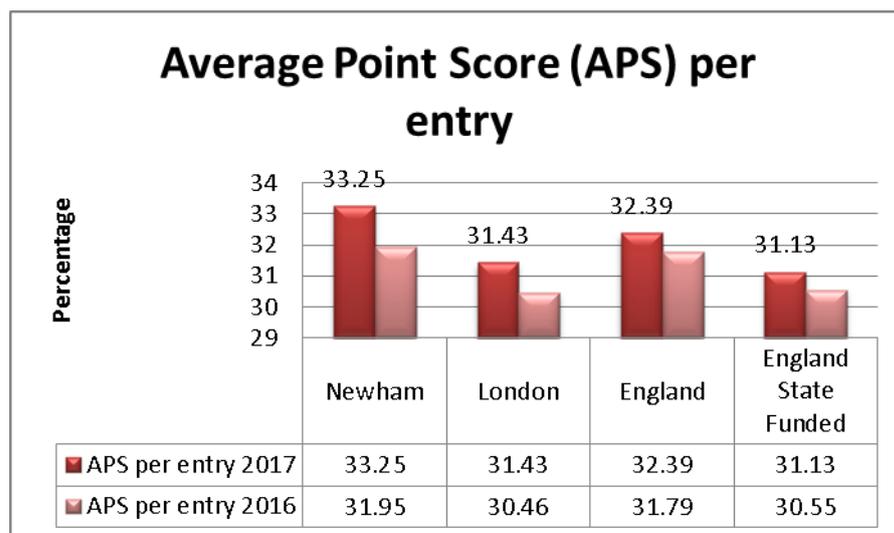
APS is also expressed as a grade average. Newham's APS grade average is C+, which is the same as last year and equal to the London and England average grade. It is above the England state funded average which is C.

The charts below show Newham's 2017 performance compared to London and England averages on the key measures, alongside 2016 figures for comparison.

¹ DfE performance data 2017 <https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2016-to-2017-revised>

² A Level provision in Newham: St Angela's and St Bonaventure's opened pre 1992; Newvic opened 1992; LAE opened 2012; Brampton Manor opened 2012; Chobham Academy opened 2013; NCS opened 2014 (not included in these figures); Six21 opened 2017 (not included in these figures). Newham College ceased A Level provision in 2014.

³ Facilitating Subjects are the subjects preferred for entry by Russell Group and selective universities. The subjects are Maths, Further Maths, English Literature, Physics, Biology, Chemistry, History, Geography, Languages including Classical Languages



- Newham is ranked 14th in England out of 150 local authorities and 5th in London for the average point score per A Level entry (APS)
- Newham is ranked 11th in England out of 150 local authorities and 5th in London for the percentage of A Level students achieving at least 3 A*-A grades
- Newham is ranked 9th in England and 4th in London for the percentage of A Level students achieving AAB grades or better. Over 25% of Newham students achieving 3 A Levels achieved AAB grades. This is over 3% higher than the England state and independent sector average, and over 5% higher than the state sector average and the London average for the state and independent sectors

NB. Newham Collegiate Sixth Form Centre, (NCS) is not included in the DfE 2017 data as it did not become an Academy until January 2018. Six 21 opened in 2016, so NCS and Six21 A Level data will be included in published DfE performance data for 2018.

	At least 2 A Levels	At least 3 A Levels at AAB grades or higher	At least 3 A Levels at AAB grades or higher Including at least 2 Facilitating subjects
Newham	79.7%	25.5% (19.4)	21.2% (15.8)
London	74.1	20.3% (18.3)	16.0 (14.6)
England	77.4	22.4% (22.1)	19.3 (17.8)
England State Funded	75.4	19.3% (18.5)	14.3% (13.9)

2017	Maths	Further Maths	Biology	Chemistry	Physics
Newham	29.6%	4.8%	17.5%	18.5%	6.8%
London	26.4%	4.6%	15.7%	14.7%	8.9%

The improvement in A Level performance in the borough has resulted in an increased percentage of Newham young people progressing to Russell Group universities and to Oxford and Cambridge. This improved progression has also been due to the increase in the number of students studying Maths and Science A Levels in the borough.

Table 2 shows that Newham is performing above the London average for the percentage of A Level students studying and achieving Maths, Further Maths, Biology and Chemistry. In 2012, only half a percent of A Level students in Newham achieved Further Maths A Level (11 students). In 2017, 4.8% of A Level students achieved Further Maths A Level (63 students). When NCS and Six21 data is included in 2018 performance, the percentage will increase further.

Newham's A Level performance in 2017 is also higher than neighbouring boroughs, including Redbridge

Newham	16%
London	14%
England	12%

Table 3 shows the percentage of students who completed Key Stage 5 in Newham in 2014/15 and whose education destination was a Russell Group university (including Oxford and Cambridge) in 2015/16. When this measure was first introduced by the DfE for the destinations of 2009/10 students only 3% of Newham students progressed to Russell Group Universities from A Levels in the borough.

Table 4: A Level Performance by institution	Institution type	Number of students Entered for A Level exams	Progress score	APS expressed as a grade	Average Point Score Per entry	3 A Levels at AAB Grades Including 2 Facilitating subjects
Brampton Manor	Academy	198	Well Above Average 0.63	B+	42.54	36.6%
London Academy of Excellence	16-19 Free School	207	Well Above Average 0.48	A-	45.22	52.1%
St Angela's Ursuline	Catholic School	218	Average -0.02	C	29.61	7.4%
Chobham Academy	Academy	173	Average -0.04	C-	27.04	1.6%
St Bonaventure's	Catholic School	127	Average -0.04	C	28.96	8.1%
NewVic	Sixth Form College	407	Below Average -0.20	C-	25.48	4.5%
Newham Average		1330		C+	33.25	21.2%
England State Funded				C	31.13	14.3%
England all				C+	32.39	17.0

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

Table 4 shows the A Level performance at institutional level. There is a considerable difference between the GCSE entry points at the highest performing institutions compared to the other institutions, so their performance is not directly comparable, but the progress scores measure the amount of progress students who studied A levels at each school or college made between the end of key stage 4 and the end of their A level studies, compared to similar students across England.

Progress scores are calculated by comparing the A-level results of students at this school or college with the A level results of students in schools and colleges across England who started with similar results at the end of the previous key stage – key stage 4. A score above zero means students made more progress, on average, than students across England who got similar results at the end of key stage 4. A score below zero means students made less progress, on average, than students across England who got similar results at the end of key stage 4. A negative progress score does not mean students made no progress, or the school or college has failed, rather it means students in this school or college made less progress than other students across England with similar results at the end of key stage 4. The majority of schools and colleges have progress scores between -2 and +2.

Table 4 shows that students at Brampton Manor Academy Sixth Form made very significant progress during their A Level study. Brampton Manor Academy is ranked 3rd in London for progress score (for state-funded institutions with more than 10 students). Other institutions increased performance in 2017: The APS score at St Angela's Sixth Form increased and the progress score improved compared to 2016; the percentage of students at St Bonaventure's Sixth Form achieving 3 or more A Levels at AAB grades including 2 facilitating subjects increased compared to 2016. NewVIc achieved its best ever results in 2017, and improved its grade point average from D+ to C-.

Over 25 students progressed to Oxford and Cambridge from Newham 16-19 institutions in 2017- a record - and although NCS is not yet included in DfE data, they achieved excellent A Level results (44.89 APS, B+ Avg.), and one student progressed to MIT in the USA - a first for Newham. MIT is one of the top universities in the world, and only a handful of students from the UK are admitted each year, so it is a very significant achievement.

Newham is now one of the best places to study A Levels in London. Two Newham institutions (LAE and NCS) are in the top 10 state funded school and colleges in London for A Level point scores.

Newham's A Level provision has undergone a transformation over the last five years, with a significant amount of new provision opening in the borough since 2012.

The introduction of new A Level providers has led to increasing retention rates of Year 11 students choosing to remain in Newham for their A Level study. Students have been less attracted to popular school sixth forms in neighbouring boroughs. The new institutions also have a strong focus on Maths, Sciences and facilitating subjects, which has boosted the numbers of students studying those subjects.

Applied General & Technical Level 3 results

As well as A Level provision, there is a substantial amount of Applied General Level 3 provision in the borough, primarily offered at NewVIC and Newham College. Performance is improving, but is still below England averages.

Applied general provision such as BTEC and CACHE qualifications have lower entry criteria than A Levels, and also provide opportunities to study qualifications of different sizes that are equivalent in size to one, two or three A Levels.

The top grades that can be achieved are Distinction+, middle grades are Merit, and the lowest grade is Pass.

Applied General	Applied General Level 3 qualifications				Technical Qualifications		
	Number of students Entered for AG	Progress Score	Average Grade	Average Point Score	No of students	Avg grade	Avg Point Score
Newvic	462	Below Average -0.20	Dist-	32.14	248	Dist	35.37
St Bonaventure's	30	Average -0.21	Dist	35.91			
St Angela's	18	Average -0.21	Dist+	37.21			
Newham College	104	Well Below Average -0.66	Merit	26.26	69	Dist	29.84
Newham	614		Dist-	31.76	317	Dist	34.64
England			Dist	35.72		Dist-	32.26

There is only a small amount of Technical (occupational) Level 3 provision in the borough at present. This is primarily because most technical level 3 provision is delivered via apprenticeships, and because there are a limited amount of qualifications available or required for employment by industry at Level 3.

This will change from 2021, with the Government's introduction of new Level 3 technical qualifications in fifteen occupational areas. Council officers are working with post-16 providers to review Applied General and Technical delivery in the borough and develop a Newham technical pathway for 14-19 year olds. Technical provision is strong at NewVIC, and they are currently taking part in a national pilot for technical qualifications.

Primary and Secondary Transition Project

The local authority has facilitated a Primary and Secondary Transition project which started last year with four secondary schools and eight primary schools. Plashet, Kingsford, Royal Docks and Rokeby were invited to join the project alongside eight primary schools - Elmhurst, Tollgate, Shaftesbury, Curwen, New City, Cleves, St Antony's and Kensington.

The aims were quite simple:

1. To raise teachers' awareness of the curriculum and pedagogy in key stage 2 and key stage 3.
2. To facilitate an understanding of the actual capabilities of students leaving key stage 2 and not to lose time and confidence in key stage 3.
3. To coordinate the local authority transition process between the two key stages so both sectors felt supported by regulating the transfer of information and coordinating a better staged transition.

The English group is led by St Antony's and the Maths group is led by Plashet and Shaftesbury. Both groups have met regularly throughout the year and have had presentations from staff and students, visited each other's schools to observe English and Maths lessons in opposite key stages, produced policy documents and instilled the expectation that students will take high quality work with them to their secondary schools in special transition exercise books. The English group has developed a very exciting app that supports progression in the teaching of English from key stage 1 to key stage 5.

This year Little Ilford, St Angela's and Eastlea are involved and the number of primary schools has increased too, with the involvement of the Manor Park Primary schools and the majority of Catholic schools, too.

The project has been selected by the Teaching schools to form the bid for School Support & Improvement Fund and is central to the key priorities of working with vulnerable students and peer to peer support for staff.

The aim of the project next year will be to broaden the scope with a particular focus on improving the transition experience of underperforming groups including the White British cohort.

In the Early Years Foundation Stage Profile and at key stage 2, White British pupils' attainment is in line with other pupil groups, however, at key stage 4 they are the lowest attaining and progressing ethnic group. White British girls and boys are the lowest attaining and progressing groups when the data is split by gender at key stage 4 and there is a wide variation in school-level outcomes for White British boys and girls at key stage 4. This is the cohort that we would hope to target the work of the transition project.

'Best for All' - An Update

Summary of Progress

'Best for All', is Newham's five year strategy for Special Educational Needs and Disability (SEND) and Inclusion. Successfully launched in July 2017, the strategy is now part-way through its first year of implementation. There is a real sense of momentum for delivering changes that will lead to improved service delivery and positively impact the lives of children and young people. Much has been achieved in a short time frame with the support of schools and other partners.

Implementation of the strategy is being driven by the SEND Implementation Steering Group with governance provided by the 'Best for All' Strategic Board. Both groups include representation from education, health and social care commissioners and providers with the Board also including representation from parents/carers. Together they ensure clear focus, effective planning, well-coordinated service delivery and accountability.

An important element of the strategy has been to ensure sufficiency of specialist provisions in mainstream schools to meet the needs of children and young people with autistic spectrum disorder and those with speech, language and communication needs. The good news is that five new or extended specialist resource provisions will be established from September, 2018 providing up to 100 additional places across primary and secondary schools and at post 16. This initiative will enable more children and young people to have their needs effectively met in mainstream placements.

Work is also carrying on to bring together the specialist support services. Initial work has focused on a unified vision and values. A request for expressions of interest in leading and managing the unified 0-25 SEN Support Service on behalf of the London Borough of Newham led to the Learning in Harmony Trust indicating their interest but the operating model has yet to be scoped.

Underpinning, 'Best for All' is a real focus on the fundamental issues around improving the processes and procedures that will help deliver the effective services to children, young people and their families. Working in conjunction with schools, we are seeking to develop the systems and processes that will lead to us having in place a single front door (point of access to services), a single record and single personalised plan and a single 'One Profile, One Child' for the identification and assessment of needs.

We are also reviewing our systems for delivering outcomes to ensure that they are fully compliant with statutory requirements. Our key objective ensure that we have in place the systems: for data and tracking of pupils progress and the allocation of high needs funding to enhance service delivery for children, young people and their families. This has led, for example, to reinstatement of the CHIRP panel for complex cases to ensure the partnership review and shared funding of complex cases involving education, health and social care services.

Enabling key services and agencies to work together is fundamental to the effectiveness of the Best for All strategy and to the further improvement of learning and life outcomes for children and young people aged 0-25 years. This term, work has been initiated towards the development of an integrated paediatric therapy service model across Newham through collaborative working through partnership working between Newham Council and the Newham Clinical Commissioning Group (CCG) and its health providers. Our aim is to review and define the needs of children and young people and offer for speech and language therapy, physiotherapy and occupational therapy in education settings.

Next Steps

There is a sense that we have made a good start in implementing strategy but there is much more to do. In order to maintain the momentum, there will be a continuing focus during the Summer Term of working with senior and middle leaders in schools through head teacher forums and SENCO networks, in co-production with parents and young people and an ongoing engagement with our social care and health partners.

Being strategic – a guide for governing boards

Extracted from the National Governance Association spring bulletin. The full version can be read at: <https://www.nga.org.uk/News/Termly-bulletin.aspx>

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, the National Governance Association and Wellcome have published *Being Strategic: a guide for governing boards*, three years after the popular original guide – a Framework for Governance – was released.

Following extensive consultation with governors, trustees and senior leaders, drawing on practical experience and real life examples, *Being Strategic* offers a robust annual cycle for creating, monitoring and reviewing strategy, underpinned by strong governance principles. It provides advice, poses questions for governing boards on each stage of the cycle, and supports school leaders in taking a broad, collaborative and long-term approach.

The guidance urges governing boards to look beyond narrow academic performance measures when monitoring the strategy stating 'in the interest of pupils [the measures] must consider the whole education offer. Not all improvement priorities are quantitative and some of the most important outcomes will not lend themselves to simple quantitative measurement.'

You can access a printer-friendly pdf version of the guide at www.nga.org.uk/beingstrategic .

Virtual attendance at governing board and committee meetings

The School Governance Regulations (for maintained schools) and Articles of Association (for academies) provide for governors and trustees to participate and vote at meetings by telephone or video conference. Governing boards need to agree that this is an acceptable means of attendance and that the facilities to provide for virtual attendance are requested in advance of meetings and can be made available.

Governors and trustees attending virtually can vote, but should be able to listen and contribute to the agenda item that the vote relates to. Where a secret ballot is required this can be facilitated where possible (e.g. by taking a telephone call off speaker phone and the governor or trustee sharing their vote verbally with the clerk). Where this is not possible the governor or trustee will be required either to vote publicly or abstain.

Virtual attendance at meetings is a means of maintaining a quorum and might be particularly helpful when an urgent or significant decision needs to be taken. Governing boards should weigh the advantages and disadvantages and agree a policy on whether virtual attendance is acceptable. NPW Governor Services can provide a model policy that can be adapted and adopted.

Proxy voting is prohibited at all governing board and committee meetings.

Brief briefs

School funding – the Education Policy Institute has published a report examining the latest trends in maintained school balances. The full report can be downloaded at <https://epi.org.uk/publications-and-research/school-funding-pressures/> . An academies benchmarking report (for 2018) has been published by Kreston UK Charities and Education Group. This can be downloaded at <https://www.krestonreeves.com/news-and-events/01/02/2018/academies-benchmark-report-2018-released>

Ofsted inspection handbooks – recent amendments extend the timeframe for “good” schools to receive short inspections from three to four years. The re-inspection window for requires improvement, serious weakness and special measures schools has been aligned to up to 30 months.

Letter to academy trust Chairs - Lord Agnew, the Parliamentary Under Secretary of State for the School System, has written to academy trust chairs to about financial health, ensuring senior pay reflects performance, scrutinising related party transactions and achieving value for money. His letter can be downloaded at

<https://www.gov.uk/government/publications/letter-from-lord-theodore-agnew-to-chairs-of-academy-trusts> .

Compliance Calendar

The compliance calendar is the document which helps maintained school governing boards to comply with the law and statutory regulations and which also helps them decide which decisions should be delegated to committees or individuals. As a regular feature of this Update, we will show the tasks listed in the calendar for the term and how frequently they should be reviewed. Chairs, headteachers and chairs of committees can use this information to determine governing board and committee work programmes. The summer term theme in the calendar is **budget and premises**.

Task	Review Date
Set annual budget and staffing structure	Annual
Review Charging and Remissions policy	GB to decide review period
Review Health & Safety Policies	GB to decide review period
Ensure fire risk assessment is carried out and fire precautions are in place	Annual
Review premises management documents.	GB to decide review period
Review Accessibility Plan	Triennial
Monitor effectiveness of pupil premium spending	Termly
Review lettings policy	
Monitor School Development Plan	Termly

Get Information about Schools (GIAS)

In 2016 the government introduced a national data base for those involved in school governance. Since then governing boards are required to ensure that this information is kept up to date.

In the summer term 2017 the Department for Education launched a more comprehensive database. This is called 'Get Information about Schools' (GIAS) and it replaced Edubase. The statutory requirement to keep details of the governing boards membership up to date still applies. Guidance about the information that schools should maintain in GIAS can be found at: <https://get-information-schools.service.gov.uk/guidance>

Individual school and governor searches can be carried out at: <https://get-information-schools.service.gov.uk/> Individual personal details are not publically available.

Governing boards' standard agenda items for maintained schools in summer term 2018

The standard agenda items for governing board meetings this term are listed below. Any extra items requested by individual governing boards will be included on the draft agenda. Any items not considered last term or deferred will be also included on this term's agenda.

The chair of the governing board will be sent a draft agenda for their approval before it is dispatched to all members of the governing board. A copy will also be sent to the headteacher. Any governor who would like an item included on the next agenda should contact their chair.

1. Apologies for absence
2. Declarations of interest
3. Constitution items
4. Minutes of the last meeting(s) (Enclosure A)

Headteacher and Governing Board Items

5. Reports from committees (Enclosure C)
6. Report of the headteacher (Enclosure B)
7. School budget 2018-19
8. School self-evaluation update (if not in headteacher's report)
9. Compliance items
10. Governor education and training (Document D)

Future Meeting Arrangements and Any Other Business

11. Governing board meeting dates 2017/18
12. Proposed governing board meeting dates 2018/19
13. Any other business
14. Agenda items for the next meeting