



Knowsl@y Council

Executive Briefing for Governing Bodies Spring Term 2012

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1. Statutory policies for schools

The DfE, as part of its ongoing commitment to reducing bureaucracy for schools, has produced the [Statutory policies for schools](#) document, which can be downloaded from the associated resources section on the DfE website and outlines the policies and other documents governing bodies are legally required to hold.

The DfE is continuing to review these requirements and aims to simplify the legal obligations wherever possible. Governing bodies are required to hold each of these documents, as outlined. However, the drafting of school policies can be delegated to any member of school staff. There is no requirement for all policies to be reviewed annually. The document also outlines how often each policy must be reviewed, where this is prescribed in regulations.

Academies and Free Schools have greater freedoms than maintained schools in relation to school policies and other documents. Where relevant, arrangements applying to these schools are noted against each entry.

From September 2012, subject to parliamentary procedure, maintained schools will no longer be required to have in place a:

- curriculum policy
- prospectus.

The relevant [statutory guidance](#) can be found on the DfE website:

<http://www.education.gov.uk/a00201669/statutory-policies-for-schools>

Recommendations

Governors are encouraged to visit the DfE website and review the documents.

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2. National Leaders of Governance

The National College is developing a role where outstanding chairs of governors will work with other chairs to help them to develop and improve. This builds on the work already done to support excellent school leaders to lead beyond their schools in the [National Leaders of Education and National Support Schools Programme](#) and the [Local Leaders of Education Programme](#).

The National College wants to offer the same opportunity to outstanding chairs. This support will be targeted at specific schools and academies where improvement is needed, and where the chair of governors would benefit from additional support.

Experienced chairs of governors at schools where leadership and management is judged to be at least 'good' and which has consistently high levels of pupil performance or continued improvement over the last 3 years (which must be above the floor standard for the appropriate key stage) are eligible to apply.

Applicants must demonstrate excellent leadership skills and a proven track record or contributing to school improvement through effective leadership of a governing body.

Designation to successful applications is 2 years and 10-20 day commitment per academic year is expected in addition to own governing body commitment.

Further details on the eligibility criteria and applications process are set out below and experienced Knowsley Chairs are encouraged to apply.

Applications are currently open and will close on 23 January 2012

For more information please visit the National College website:

www.nationalcollege.org.uk/national-leaders-of-governance.

Recommendation

Chairs are requested to note and apply where eligible.

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3. Consultation on revised exclusion guidance and regulations

Under proposals made through the 2011 Education Act, appeal panels are set to be replaced by independent review panels.

From the 2012 Autumn Term, If requested by a parent, local authorities will be required to arrange an independent review panel to consider the decision of a governing body or management committee to uphold a permanent exclusion from a maintained school or pupil referral unit. The

The key changes for local authorities under the new system are as follows:

- Local authorities will need to arrange for independent review panel members and clerks to complete the essential training requirements. Some of these are different to those for independent appeal panels.
- Where requested by a parent, local authorities will need to appoint a special educational needs expert to attend an independent review panel.
- Where a governing body is directed to reconsider a permanent exclusion by an independent review panel and it does not subsequently offer to reinstate the pupil, the school will be expected to make an additional payment to the local authority towards the costs of alternative provision.

New regulations and statutory guidance will accompany these changes and governors are encouraged to feedback on the proposed guidance which can be found on the website listed below. The consultation, which began on the 16th December, is due to close on 17 February 2012.

<http://www.education.gov.uk/consultations/>

Recommendations

Provide feedback on the proposed guidance through the DFE website

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4. Ofsted Framework for school inspection 2012

This framework sets out the statutory basis for inspection based on the Education Act 2005, which has been substantially amended by the Education Act 2011. This framework is effective for inspections conducted under section 5 that will take place in England from January 2012. It applies to all schools in England to which section 5 of the Education Act 2005 applies. This includes all maintained schools and state-funded independent schools, and certain non-maintained independent schools.

The framework and supporting documents can be accessed on the following link:

<http://www.ofsted.gov.uk/resources/framework-for-school-inspection-january-2012>

The new Ofsted Framework includes key changes to the way schools will be inspected. Schools will need to consider the implications of these changes and plan to revise their approaches to self evaluation so that meaningful evidence is gathered matched to the key areas which make up the framework. In a key change from the previous inspection Ofsted will not require a SEF but will consider the outcomes of self evaluation **in the form adopted by the school**. In implementing the framework Ofsted will take greater account of the views of parents and carers in deciding when a school should be inspected. There will be no routine inspection of most schools judged to be outstanding in their last inspection, but will undertake an annual risk assessment three years after their last inspection. Good schools will be eligible for a risk assessment after three years and inspection within five years of their last inspection. Monitoring of satisfactory schools will be more rigorous and frequent whilst schools in an Ofsted category will be expected to improve rapidly and may be re inspected in a shorter time frame.

The key changes are summarised below:

Overall Effectiveness judgement is determined by four key outcomes - the achievement of pupils, the quality of teaching, the quality of leadership in and management of the school, and the behaviour and safety of pupils. In addition Inspectors will consider the spiritual moral and social education of pupils and the extent to which the education provided by the school meets the needs of the **range** of pupils in the school particularly SEN and pupils with disabilities. Limiting factors (where the judgement around this aspect limited the judgements for all other factors) have been removed in this framework.

Inspectors will use progress measures relative to starting point rather than contextual value added (where the context of the school and the pupils is taken into account) .

Inspectors will spend a much greater proportion of time in classrooms evaluating the quality of teaching and the use of assessment to support learning

The inspection will focus strongly on standards of numeracy and reading in primary schools and literacy in secondary schools

Report on sixth form provision and early years provision within the other reporting areas.

Greater emphasis is placed on reporting on pupil behaviour with which now includes punctuality and attendance, as well as a greater emphasis on conduct in lessons and each pupils safety from bullying and harassment.

Judge the effectiveness of leadership and management, including governance, with a particular emphasis on the leadership and vision for learning and teaching and curriculum

A change to the criteria determining when a school can be re inspected which is dependent on the judgement from the previous inspection, annual risk assessment, and whether Ofsted determines there have been any significant changes in the schools since the last inspection.

Recommendation

That Governors note the content of this revised Framework and reflect and act on this in terms of their own school contexts.

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5. Equalities Act 2010

The purpose of this report is to raise awareness of revised non statutory advice from the Department for Education. It has been produced to help schools to understand how the Equality Act affects them and how to fulfil their duties under the Act. On 1 October 2010 the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of.

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

1.2 As far as schools are concerned there are some changes, which this guidance will explain, but for the most part the effect of the law is the same as it has been in the past – schools which are already complying with the law will not find major differences in what they need to do. In some areas – in particular the single Equality Duty which has replaced the three separate duties on race, disability and gender – the overall effect of the new Act will be to reduce a certain amount of bureaucracy and so should be less burdensome and more effective.

- The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.
- As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.
- The exceptions to the discrimination provisions for schools are all replicated in the new Act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

Schools that were already complying with previous equality legislation should not find major differences in what they need to do. However, there are some changes that will have an impact on schools. However, there are some changes that will have an impact on schools as follows:

- Introduction of a new single equality duty to replace the previous three separate duties. This includes new specific duties which are less bureaucratic and more light-touch than previous duties, requiring schools to publish equality information and objectives. Initially this must be done by 5 April 2012, and then periodically updated (chapter 5 of the guidance below gives full details).

- It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.
- It is now unlawful to discriminate against a transgender pupil.
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby.
- New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys.
- Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. However this duty is not due to come into effect until a later date, following consultation on implementation and approach.
- These are included in the DfE guidance which can be access via the following link:

Further information can be access at the following link:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Recommendation

That governors note this revised guidance relating to the Equality Act 2010 which became law in October 2010 and take steps to ensure that the school policy and practice is compliant with the requirements of the law.

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6. Music and Performing Arts Update

To update Governors on the recent publication of the DfE National Music Plan, it's associated funding and the implications for Knowsley.

The National Music Plan 'The importance of Music' was published by the DfE and DCMS on Friday 25th November.

In the plan it detailed the funding available for the Knowsley area for the next 3 years. The funding will not automatically be awarded to LA's; instead we are now required to enter an open bid process in order to become a Music Hub. This process will be monitored by the Arts Council England. The deadline for this submission is 17th February 2012.

Music Education Hubs will replace local authority music services as from September 2012. In order to allow for this transition a proportion of the 2012/13 funding will be awarded directly to LA's via the Federation of Music Services. This is to fund work until the summer 2012.

The Music Education Grant available to Knowsley over for 2012-15 is as follows:

2012/13 (part 1 – awarded directly to LA)	£95'256	
2012/13 (part 2 – awarded to successful music hub bid)		£190,512
2013/14 (awarded to Hub)		£228,614
2014/15 (awarded to Hub)		£167,963

Hubs must show that they can deliver the **four core roles** specified in the plan in order to be successful in their bid for the funds. These are:

- “Ensure that every child aged 5-18 has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching programmes for ideally a year (but for a minimum of a term) of weekly tuition on the same instrument.
- Provide opportunities to play in ensembles and to perform from an early stage.
- Ensure that clear progression routes are available and affordable to all young people.
- Develop a singing strategy to ensure that every pupil sings regularly and that choirs and other vocal ensembles are available in the area.” [NPME p26]

These are additional to **three possible extension roles**:

- “Offer CPD to school staff, particularly in supporting schools to deliver music in the curriculum.
- Provide an instrument loan service, with discounts or free provision for those on low incomes.
- Provide access to large scale and / or high quality music experiences for pupils, working with professional musicians and / or venues. This may include

undertaking work to publicise the opportunities available to schools, parents/carers and students.” [NPME p26]

These roles are meant to define the minimum that a hub will do in using the DfE money, but the work of hubs is not necessarily limited to only those roles (eg what else could and should hubs be delivering?), especially where using additional funds.

It is emphasised heavily throughout all the documentation the need to develop and deliver all of this **in partnership**. It has also been highlighted that informal partnerships between hubs will be valued (eg sharing information and resources) although this does not necessarily mean the creation of a “super-hub” covering more than one local authority area, or the instigation of a formal partnership.

Governors must also be aware that if Knowsley music service is unsuccessful in this bid the future of the service is at serious risk.

Recommendation

At this stage the music and performing arts service are looking to draw up brief letters of support / partnership which will identify a couple of key areas for joint working (or proposed joint working) which are either already in place or which could be introduced from September 2012 onwards in order to improve the offer to YP across the Borough. All areas of partnership identified will of course be equally beneficial to both parties, avoid duplication and maximise the financial and human resources available. It is hoped that in some cases these partnerships may also be able to explore additional funding streams together in the future.

We are therefore asking if all schools are able to offer its support for this proposal.

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