

THE BURY GOVERNOR

The Joint LA, BGA and BGD Governors' Newsletter
Autumn Term 2015



Message from the BGA Chair

Welcome back to you all, after what I hope was a relaxing and revitalizing summer break. The coming year has some great events to support our Bury Governors, keep an eye on your e-mails and check out our BGA website : www.bury-governor.com

The Summer meeting of the Bury Governor Association was held in the Peel Room of the Town Hall 11th June 2015. A warm evening and lively discussions were the order of the day for our first presentation – vocal points initiated by some governors in response to Paul Cooke's explanation on what the LA is doing to support increasing School Admission numbers, especially in the south of the borough. Peak input demand into primaries is predicted for the next couple of years, which will then flow through the system. Paul assures us there is plenty of physical capacity, although he did admit there was a north/south divide in the borough.

Secondly was a presentation from Bury's Phoenix Project team, a thought provoking session on what is being done to support our vulnerable children. DS Victoria Shaw, PC Sarah Beale and Jacqui Kelly explained what they were pro-actively doing to tackle child sexual exploitation in Bury. They're working in the same building as MASH, so there is a cohesive support approach to the safeguarding of children in Bury.

Dates for your Diary

Chairs of Governors' Briefings: -

Tuesday, 8 September 2015
Wednesday, 13 January 2016
Wednesday, 20 April 2016
At 6.45 pm, at Peel Room, Town Hall

Bury Governors' Association meetings: -

Thursday, 19 November 2015
Wednesday, 2 March 2016
Tuesday, 14 June 2016
At 7.00 pm at Peel Room, Town Hall

Bury Governor Development Group—board meetings:

Wednesday, 30 September 2015
Wednesday, 25 November 2015
At 12.30 pm at the DTC, Seedfield

If you are concerned about the welfare of a child, you should contact:
The Bury Multi-Agency Safeguarding Hub (MASH) Team on 0161-253
-5678 or
Greater Manchester Police on 101.

Members of the Executive Committee attended the NGA National Conference in

Manchester over summer (27th June), with key note speaker Nicky Morgan explaining that "*...over the next 5 years what you will see is education at the heart of this government's agenda.*" Followed by "*But I want to be very clear - our commitment to improving coasting schools doesn't mean automatically sacking heads and governors, nor does it mean automatic academisation.*" So the emphasis is now shifting to coasting schools, but there is also increased financial responsibility for governors. The situation recently has been made less clear by David Cameron mid-August with his statement "*There is no better*

example than academy schools ... This is something Labour used to understand and we have proudly expanded them, including the creation of entirely new academies as free schools. I profoundly believe this is the right direction for our country because I want teachers, not bureaucrats, deciding how best to educate our children." – what about

governors David? Interesting.

Make sure you're available on Thursday 19th November 7:00pm – 9:00pm at Bury Town Hall. As it is with anticipation that I look forward to a presentation from Paul Smith our Regional Schools Commissioner – hopefully to explain how he sees how the RSC role will work with our LA. [The regional schools commissioners work with school leaders to promote and monitor academies and free schools – from gov.uk]

Given this opportunity – we should ask the questions, get the replies, then decide what we do next to progress and improve schooling for our children in what looks to be a more professional era of governance.

Richard Ainsworth

Chair, Bury Governor's Association

SPECIAL EDUCATIONAL NEEDS (SEN) TRAVEL FROM HOME TO SCHOOL/COLLEGE

Elected members have agreed for a formal consultation to be undertaken reviewing how children and young people with SEN are assisted on their journey between home and school / college. The Children & Families Act 2014 introduced significant reforms to the way that services for children and young people with Special Educational Needs or Disability are provided, commissioned or delivered. Home to school transport or financial assistance to support travel to school is an important element of that provision. The existing policy framework for home to school/college transport does not meet the expectations set out in the Act to provide greater flexibility and choice to families, and to enable the use of personal budgets where this is requested.

The consultation focuses on exploring with stakeholders how they would like to be assisted with travel between home and school/college and respite care/short breaks for pupils/students with learning difficulties and disabilities. Recognising the importance of independence, so that the young people of Bury have opportunities not only during their education but into their future life and employment.

Some of the questions that we will be posing for views are:

- What do we want for our young people?
- Considerations for change?
- Where do we want to be in relation to travel for young people with SEN?
- How can we make our young people more independent travellers?
- What assistance should be given with travel and to whom?
- What are the aspirations of your child/young person for their future opportunities and how will they travel there?

Staff from Bury Council are working with colleagues in Rochdale and Oldham Council's and it is proposed that the policies across these three boroughs will align.

Home to School (mainstream) transport was subject to review in 2013 and is therefore out of scope for this consultation.

Kathy Hoyle, Research and Consultation Manager will be contacting Chairs of Governing Bodies to invite them to complete questionnaires or to attend focus group meetings.

BURY GOVERNORS ASSOCIATION

Chair—Richard Ainsworth

richard@fintek.co.uk

BURY GOVERNOR DEVELOPMENT GROUP

Chair—Kenneth Kerr

kerr361@btinternet.com

GOVERNOR HELPLINES

If you need help with governance issues, please contact the Governor Support Team either by phone or email on:

0161 253 5617 OR 0161 253 5688

Governors.Support@bury.gov.uk

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COASTING OR SINKING?

The DfE have in June 2015 issued their draft Coasting schools Regulations for 2016 through Parliament. This seeks to clarify what is meant by a Coasting School. What is clear is that the new Coasting Standards will now be considered alongside the existing Floor Standards to decide if there is a need for intervention by the DfE into a school.

The table below shows how the two standards have been described in the draft regulations:

Primary	Floor standard	Coasting standard
2014 and 2015	Attainment – fewer than 65% achieve L4+ in Reading, Writing and Maths	Attainment – fewer than 85% of pupils achieve L4 + in Reading, Writing and Maths
	Progress – below the median national percentage making progress in Reading, writing and Maths	Progress – below the median national percentage making progress in Reading, writing and Maths
2016	Attainment – fewer than 65% but at a higher expected standard (e.g L4B+)	Attainment – fewer than 85% but at a higher expected standard (e.g L4B+)
	Progress – a new value added measure of progress to be determined	Progress – a higher progress bar will be set compared to the floor standard
Secondary	Floor Standard	Coasting Standard
2014 and 2015	Attainment – fewer than 40% of pupils achieve 5 A*-C inc EM	Attainment – fewer than 60% of pupils achieve 5 A*-C inc EM
	Progress – below the median national percentage making progress in English and in Maths	Progress – below the median national percentage making progress in English and in Maths
2016	Progress 8 – pupils’ progress to 8 qualifications – 0.5 will be floor standard where on average pupils in a school achieve half a grade less than those with similar starting points	DfE will announce following 2016 results the level above the floor which will be the coasting standard

NB: A school will be defined as Coasting and be eligible for intervention if it falls below the 2016 coasting standard and has already failed to meet the 2014 and 2015 standards. Because of this three year requirement I would expect fewer schools to be identified than was first suggested.

A Coasting school will be required to produce a clear plan of improvement and will be offered help “from the best education experts in the country”. It will be up to the Regional Schools Commissioners to assess whether or not a school has a credible plan to improve sufficiently. If they are not happy – the school will be turned into an Academy under the leadership of a sponsor.

Once we have the confirmed results for 2015 Bury will inform those schools who have fallen below the Coasting standards for 2014 and 2015 and our “education experts” will work with the school to help bring about improvements for 2016.

Ian Chambers

Assistant Director Learning and Culture

SCHOOL ACTION ON EQUALITY AND HATE CRIME

Over the past few years the Local Authority has placed a significant focus on promoting equality within our schools and providing information to reduce hate incidents. Work began with developing a whole year immersion drop down day for pupils in years 7 & 8 to raise awareness about all forms of disability. This was requested from Bury Learning Disability Partnership Board (BLDP) and Transport for Greater Manchester (TGFM). They wanted young people to understand the difficulties that people living in the community and accessing transport, who have disabilities, could face in everyday situations. I worked with the advocacy group, Bury People First, in a pilot school. The impact on pupils was measured, and was hugely successful. The disability day continues to be rolled out on an annual basis in a selection of our secondary schools. Our aim to get all of our high schools involved in this aspect of PSHE.

Diversity days for pupils have been developed, in partnership with Schools, Police, Community Cohesion and The Sophie Lancaster Foundation. They have been delivered in a cross section of our secondary schools, again on an annual basis. The day is aimed at years 8 & 9 and focus on the six strands of hate crime. Equality characteristics are also integrated into the day. The teaching materials used are powerful and are aimed predominantly at developing moral conscious, in addition to crime and consequences. This works to meet the schools targets for Ofsted with regard to behaviour and inclusion, anti bullying, single equality duty, both general and specific, emotional health and well being and SMSC (social, moral spiritual and cultural) agenda.

The Local Authority has worked with partners across the North West, bringing our teachers and pupils from schools together in conferences and campaigns. Our pupils led an advertising campaign for TGFM to promote reporting hate crimes on all forms of transport. This has been displayed in bus and tram stations etc across the North West.

The Local Authority held its first hate crime conference last February, involving young people, who delivered workshops and who gave moving accounts of their own personal experiences of discrimination. The conference promoted partnership work across our borough and attracted delegates from schools and agencies across the North West. Primary schools who attended were given a free resource to hold their own diversity weeks, complete with lesson plans and full resources.

The Local Authority held its first "Trans Celebration Day" for professionals. The main focus of this day was to provide relevant information to enable schools, to confidently and practically support transgender pupils, free resources were provided for all who attended. The training was co-delivered by a trans young man and his mother. It was a moving day for everybody.

As a Local Authority, we recognise that there is much to do in this area. Our campaign for "No Bystanders," based on the Stonewall workplace equality campaign, is our next objective. Six schools who have been involved in the immersions days have been approached to take part. Schools and pupils from across our borough will come together to discuss their own ideas about equality for everyone. They will link in with partner agencies to have their "pupil voices" heard as part of an integrated plan. I am sure that their ideas will provide us all with much to consider....

Lesley Davidson

Anti-Bullying Coordinator

KNOWING YOUR SCHOOL, THE IMPORTANCE OF DATA

One of the three core functions of a Governing Body is:

'Holding the Headteacher to account for the performance of the school and its pupils.'

How does a governing body achieve this objective? Schools are complex organizations with a wealth of data now available on the performance of both individuals and groups of students. Clearly, this cannot be achieved by governors just attending the three main meetings of the governing body. A much more proactive approach is needed. What follows is not a definitive answer but a description of the approach we have taken at Philips High.

Fundamental to any approach is the relationship between the Headteacher and governing body and in particular the chair. A relationship based on openness, trust and mutual respect. The governing body's function is to support and challenge; to praise and encourage when the analysis is good but also to ask the difficult questions when the analysis is not so good. To be able to do this someone on the Governing Body needs to have responsibility for examining the data and attending the relevant meetings.

In addition to having link governors who have specific responsibility for data analysis we have tried to encourage wider understanding of the issues by inviting two or three governors to attend the meetings held between the senior management team and the School Effectiveness Partner (SEP).

Governors who have attended this meeting have reported that it has been hugely beneficial in increasing their understanding of what the data shows and the issues it highlights. The link governor with responsibility for SEN found it particularly useful. Attendance at the meeting demonstrates to governors areas in which the school is successful as well as those which need attention. We are confident that we are equipping our governors with the knowledge of our school's performance that will allow them to answer Ofsted inspectors with confidence.

Initially our SEP was quite surprised at the number of governors attending the meeting, previously only the chair had attended. However, as he saw the benefits, he fully supported the move and felt it was positive way forward. The meetings are constructive and as governors develop their understanding of the data, they become more able to fulfill their brief of support and challenge.

M Lockwood
Chair Philips High

OPERATIONAL SERVICES

As you will be aware, the corporate restructure in April 2014 that saw the disestablishment of the Department of Communities & Neighbourhoods, resulted in the line management of the Catering, Caretaking and Cleaning and School Crossing Patrols transferring to the Children's Services Department. A review of these services has now been undertaken and this has identified a number of improvements that can be made, but this required a fundamental review of current staffing structures and job roles.

With effect from 1st September 2015. The Caretaking and Cleaning Service, Catering Service, School and College Transport Team and the School Crossing Patrol Service will form the new Operational Services and it is hoped that by the end of the Autumn Term they will be based together at Knowsley Place. There are similarities within these teams and by operating together there will be opportunities for service improvements to schools. Subject to confirmation it is proposed that Lynne Barry will take up the position as Head of Service under the management of Paul Cooke, Strategic lead for Schools, Academies and Colleges. Sonia Smith, current Head of Catering, Caretaking and Cleaning Services is hoping to take early retirement but will continue on an interim basis until that time in order to assist with transitional arrangements. Any questions or queries can be raised with Lynne 0161 253 5630 / l.barry@bury.gov.uk.

Following the review of the Caretaking and Cleaning Service undertaken earlier this year, feedback from schools indicated that there was a requirement for more flexibility in the offer to schools, in order to meet their individual needs. In response to the information gathered new packages have been devised and these will be launched through the traded services during this term.

FOR TRAINING COURSES, please visit www.burygtg.org.uk

To book a course or for further information, please ring or email Governor

Training Email: educationdte@bury.gov.uk

Telephone: 0161 2536931

TRAINING COURSES FOR SEPTEMBER TO DECEMBER 2015

Thursday 10 September 2015	Understanding Performance Related Pay
Wednesday 16 September 2015	Taking the Chair
Thursday 17 September 2015	Performance Management Training for Governors
Saturday 19 September 2015	National Induction Programme for Governors—Modules 1,2,3 & 4
Monday 21 September 2015	The role of the governing body in monitoring the quality of teaching
Tuesday 22 September 2015	National Induction Programme for Governors—Modules 1 & 2
Thursday 24 September 2015	Emotional Intelligence for Governors
Thursday 24 September 2015	What are British Values in Schools?
Tuesday 29 September 2015	National Induction Programme for Governors—Modules 3 & 4
Wednesday 30 September 2015	Basic SEND Awareness for all Governors
Wednesday 30 September 2015	Basic SEND Awareness for all Governors
Thursday 1 October 2015	Getting the views of the wider community
Monday 5 October 2015	Group 3 Safeguarding training for schools & governors
Tuesday 6 October 2015	Supporting and challenging the Head Teacher
Wednesday 7 October 2015	Governors role in school improvement
Tuesday 13 October 2015	SEND update for governors
Thursday 15 October 2015	E-Safety
Thursday 15 October 2015	Governors role in school improvement
Monday 19 October 2015	Conflict resolution
Wednesday 21 October 2015	E-Safety
Wednesday 21 October 2015	Irien Syndrome and down syndrome awareness for school governors
Thursday 22 October 2015	Autism Awareness for Governors
Tuesday 3 November 2015	Dyslexia Awareness for School Governors
Thursday 5 November 2015	Health & Safety core competency for Governors
Wednesday 11 November 2015	Preparation for OFSTED
Thursday 12 November 2015	Spiritual, Moral, Social & Cultural wellbeing & British values
Tuesday 17 November 2015	Expectations of Governors and Governing Bodies
Wednesday 18 November 2015	Bullying in its various forms
Wednesday 25 November 2015	Now you are a chair—what next ?
Thursday 26 November 2015	Role of the link governor and effective school visits
Wednesday 2 December 2015	Understanding and using data—Primary Schools