

# The Wirral Governor

Edition 69 - September 2014

Published by The Children and Young People's Department:  
**Director Julia Hassall**

## Editorial

**W**elcome back after what I hope was a pleasant and relaxing summer break. Within this edition of the Wirral Governor are a range of articles celebrating events that have taken place, advice and information for governing bodies to act on now and news on future developments taking place that could affect schools.

An event reported on was Adult Learners Week which included an awards presentation.

Two articles that governing bodies will need to take action on over this year are firstly, that from September this year schools will have a statutory duty to support pupils at schools with medical conditions. Secondly, for those governing bodies of maintained schools that have not reconstituted under the 2012 regulations, they must reconstitute under these regulations by September 2015. We will be providing further advice and guidance on this over this year.

Looking forward there is information within on the new primary tests to be introduced from 2016 onwards.

I have also included the first newsletter, which was sent jointly from Julia Hassall and David Armstrong to Headteachers and Chairs of Governors, outlining the developments that are taking

place exploring the possibilities for shared school traded services with Cheshire West and Chester. The newsletter mentions a variety of ways that schools are being engaged with the programme and this includes a Schools Consultative Group which has Headteacher and governor representation from both Wirral and Cheshire West and Chester. We will keep you fully informed and engaged as this programme develops including the possible implications for schools and specifically governing bodies.

Finally we bid farewell to the use of Acre Lane and from this term forwards, will use a variety of different venues, including Birkenhead Town Hall, to support the delivery of professional development and future governor training.

**Stuart Bellerby**  
Senior Manager  
(School Traded Services)

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# Schools Traded Services



## Message from Julia Hassall, Director of Children and Young People's Department and David Armstrong, Head of Universal and Infrastructure Services.

**Over the last eighteen months, we have been developing a unified approach to school traded services from Wirral Council through Wirral Education Quality Services (WEQS). This has included the establishment of governance arrangements for the traded services that includes Headteacher and governor representatives involved in supporting and challenging the strategic leadership of all school traded services from the Council.**

Following on from these developments, we wanted to write to you to provide an update on an exciting programme that we have embarked upon.

We are working jointly with Cheshire West and Cheshire Council (CWaC) to develop a business case for a shared traded service to deliver a range of high quality, affordable, services to schools. The project is supported by the Department for Communities and Local Government (DCLG), the Local Government Association (LGA) and the Cabinet Office.

Schools are increasingly being provided with greater flexibilities over their budgets, therefore we want to engage in new ways of working to respond to the emerging environment. As forward thinking authorities we see this as an opportunity to develop a unique organisation, which, unlike some other companies, will put schools, and ultimately the needs of the children, at the heart of what we do, building on the WEQS approach.

As key partners we want schools to be actively involved in the Programme; we have had initial discussions with some Headteacher colleagues earlier in the year prior to the launch and we now have two Headteachers who sit on the Programme Board with Coleen Hibbard representing Wirral schools.

We also have a Schools Consultative Group which includes colleagues from a variety of disciplines to ensure all views of senior leaders are represented.

At this stage the focus is on identifying possible options to develop a sound business case for future delivery, which will then be subject to decision making in the autumn. All services that already trade directly with schools are being considered in the analysis. Customer need and building sustainable services for the future will focus heavily in the design of the new organisation.

In the meantime, it is business as usual for delivery of our existing services to schools. We will keep you updated with the progress, but should you have any questions please direct these to Stuart Bellerby.

This is an ambitious and exciting programme which we hope will take us another step on our journey to achieving our vision to deliver the very best services while providing excellent value for money and putting children and young people and you, our customers, at the heart of what we do.

# Education Quality

Education Quality  
School Improvement Services

EQ

EQ is now in its fourth year, following a consultation with all schools, Governors and Local Authority Officers. 88% of schools across all phases have signed up for the EQ Standard Package for 2014-2015.

**EQ** is a School Improvement Traded Service run for schools by schools in partnership with the Local Authority. There was a detailed consultation with Headteachers and governors about the implications of the ending of National Strategies and other programmes, changes to funding arrangements (with several grants transferring into schools' budgets) and, more recently, the implications of the Schools White Paper ("The Importance of Teaching") and the subsequent Education Bill 2011.

It is in this context that EQ has evolved in order to provide the school improvement services that schools require.

There has been a history of a strong partnership between the LA and schools over the years whereby the LA has seconded teachers, co-ordinated Advanced Skills Teachers, identified and deployed Leading Teachers and promoted Local Leaders in Education and their equivalent. EQ is keen to keep partnership working at the heart of any school improvement services offered in the future. EQ can offer something unique as a consequence of that partnership and that has locally designed solutions to local problems using local expertise.

The fourth year offer presented here is based on consultation feedback from schools and has been finalised by the EQ Management Board.

## What's New for 2014-2015

- Based on the consultation feedback and decisions by the EQ Management Board, the EQ Standard Package is almost identical to year 2013 - 2014. There is a change this year in that Harry Kennedy, who was the Headteacher at Black Horse Hill Junior School for eleven years, takes over the post of EQ Headteacher Manager following the retirement of Gordon Lester.
- Also from September 2014, EQ's training and administration base will be at Birkenhead Town Hall – a historic and iconic building which the service and all its staff are really looking forward to moving to over the summer holidays!

### EQ's aims continue to be:

- to respond to the needs identified by Headteachers and governors
- to be as flexible as possible whilst seeking to be efficient and effective
- to make good use of the capacity remaining within the Local Authority to co-ordinate and broker programmes
- to capture the benefits that come from economies of scale
- to provide services at a price that schools can afford, covering LA costs whilst not seeking to make a profit
- to provide more locally based training
- to tap into the high quality expertise in Wirral schools and share that good practice

### The overall EQ range of services is divided into four main elements:

Standard Package	Entitlement Services
Additional Services	Other Services

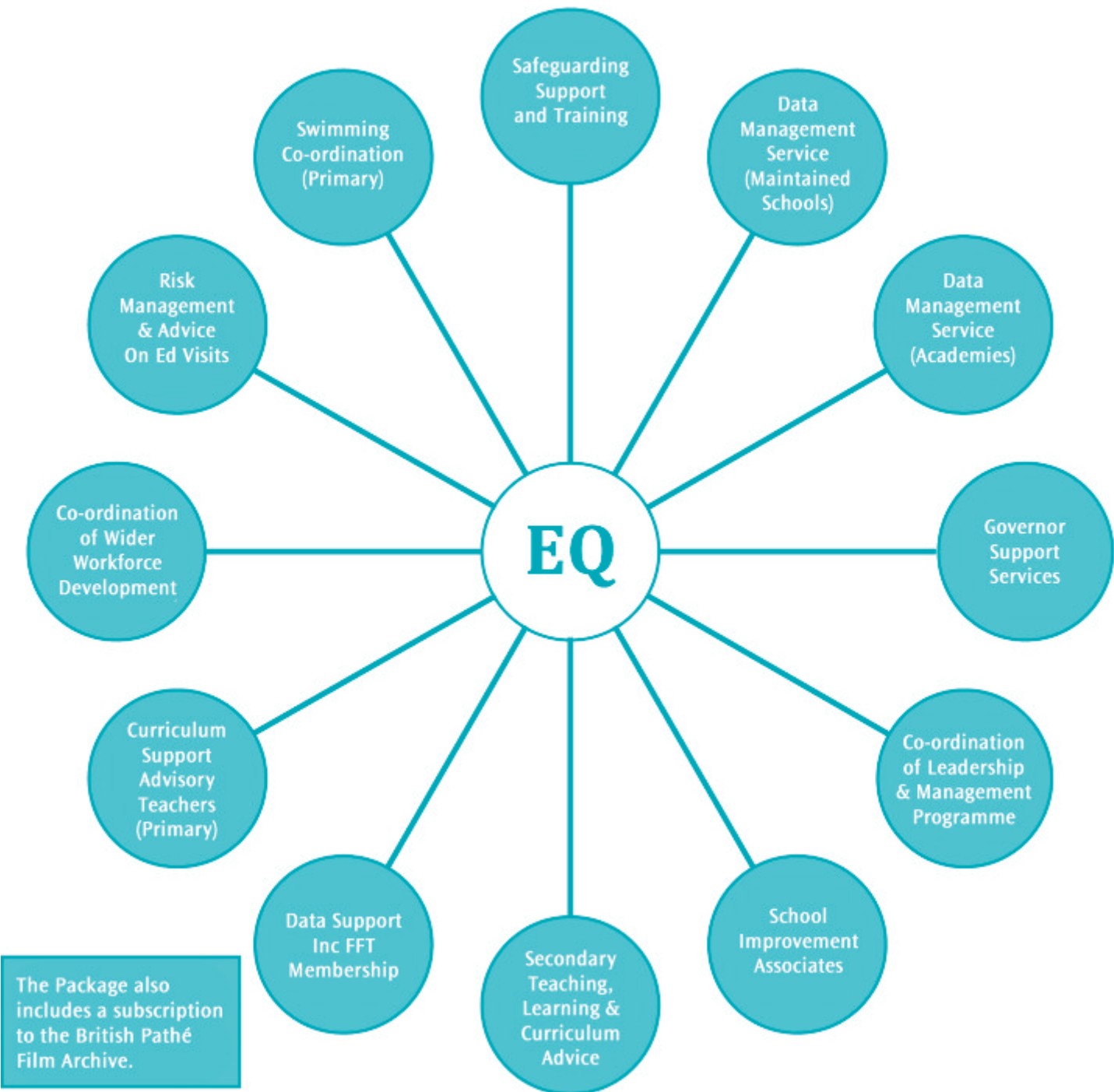


How Can My School Access EQ?

- All the details for EQ can be found on WESCOM. Your school will be able to give you log in details.
- Schools can request support via a Schools Focussed Request Form

If you have any further questions about EQ please contact Harry Kennedy (EQ Headteacher Manager on 666 5205. The contact for Governor Support is Ros Free on 666 5216.

What does the EQ Standard Package offer?



ACTION REQUIRED: For information

Harry Kennedy  
EQ Headteacher Manager

# Admission of Summer-born Children and Deferred Entry

The School Admissions Code requires a school place to be provided for all children in the September following their fourth birthday; however a child is not required to start school until the term following their fifth birthday, when they reach statutory school age.

Parents who do not feel their child is ready to begin school in September must apply for a place at the usual time, but can then request deferred entry until statutory school age is reached.

For summer born children (1st April to 31st August) this means the child is not required to start school until a full year after they could first be admitted. Ordinarily, this means the child would then enter Year 1.

If the parent of a summer born child requests a full year deferral AND to enter Foundation 2 the following September, the admission authority (LA or school governing body) must make a decision based on the circumstances of the individual case. Whilst it is unusual for children to be taught outside their natural year group, there is no statutory barrier to this.

## What should schools do?

Schools who are approached by parents intending to request deferred entry to Foundation 2 of any duration should:

- discuss the implications with the parent
- advise the parent to apply for a place at the usual time and also to write to the Local Authority to give intention to request deferred entry
- for summer born children, the school should write to the Local Authority to indicate the school's view on the year group (F2 or Year 1) the child should enter in September, based on evidence provided.

## Foundation 2 or Year 1 - What factors should be considered?

For summer born children requesting a place in Foundation 2 in September, schools should consider the needs of the child and the possible impact on them of entering year 1 without having first attended the reception class, also:

- in the case of children born prematurely, the fact that they may have naturally fallen into the lower age group if they had been born on their expected date of birth;
- whether delayed social, emotional or physical development is adversely affecting their readiness for school;
- relevant research into the outcomes of summer born and premature children.

Parents remain entitled to a funded early education place of 15 hours a week for 38 weeks of the year at another provider until they are admitted to school.

## What if the request for Foundation 2 is not supported?

There is no parental right of appeal to an independent panel if a school place has been offered, but in different year group to that requested by the parent.

However, the parent can raise a complaint through the school's complaints procedures, and if unhappy with the outcome may then refer the complaint to the Local Government Ombudsman or Education Funding Agency (for Academy schools).

## Where can I find out more?

The DfE have produced a guidance document on summer born children with frequently asked questions on various topics, including Key Stage tests, transfer to secondary school and the school leaving age.

## The DfE guidance document is available at:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/308008/Summer\\_born-advice\\_amended\\_May14.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/308008/Summer_born-advice_amended_May14.pdf)

General advice on deferred entry and summer born children is available from the Mainstream Admissions team on 0151 666 4600 or email [hotdesk@wirral.gov.uk](mailto:hotdesk@wirral.gov.uk)

## Sally Gibbs

Admissions and Place Planning Officer

**ACTION REQUIRED: For information**



# The Constitution of Governing Bodies of All Maintained Schools

I would suggest that you download a copy of this document from GOV.UK website, as it explains the reconstitution of all maintained schools that must take place by September 2015.

Governing bodies must reconstitute using the 2012 regulations, but please note there are some changes in the guidance regarding renaming category governors.

The first in last out rule no longer applies, but who remains on the governing body should be decided by skills, so it is vital that all governing bodies carry out a skills audit.

There are a number of skills audits available, the National Governors Association has produced one. Unless a skills audit is completed it will be difficult to say why you will be keeping some governors and not others. It would be advisable in September/October governor meeting in 2014 to agree the timeline and when the process of reconstituting will start and be completed. A new model Instrument of Government must be submitted to the Local Authority.

**Ros Free**

Governor Support Services Manager

**ACTION REQUIRED: For Action**

## New tests to be introduced in 2016

The Department for Education says four-year-olds in England will face new school assessments in the three-Rs from 2016 onwards as part of a new assessment and accountability system. Results from the “baseline” assessments will be used to chart pupils’ progress over a seven-year period before they sit formal SATs exams at the age of 11.

Changes at KS1 are relatively minor. Children in Year 1 will continue to take the phonics screening check. Assessment at the end of KS1 will continue to be largely teacher-assessed, with judgements informed by children’s performance in externally set and internally marked reading and maths tests. There will, however, be a new grammar, punctuation and spelling test introduced from summer 2016, and all tests will be updated to reflect the content of the new curriculum.

The biggest change will be in the way in which pupils’ achievements are reported. The government is getting rid of levels. Instead, children’s performance on the tests will be reflected in a ‘precise scaled score’ (a score where 100 will represent the new expected standard for the end of KS2).

At age 11, externally-set tests in reading, grammar, spelling and punctuation and mathematics will be taken by all pupils. A sample of pupils will also take a science test. These tests will continue to be marked externally. The teacher assessments for writing will remain. New performance descriptors, based on the new National Curriculum, will be provided (in autumn 2014) to inform teacher assessment.

### Clearer Reports for Parents

Under the new assessment and accountability reforms, parents will still be given the results of their child’s tests. The test results will be given to parents as scaled score - a score based around 100 where 100 denotes the standard expected for that age.

Schools will have to ensure at least 85% of their pupils achieve the expected standard (100 or above) at age 11, and that pupils make their expected progress from age four, compared with others with a similar level of understanding in reception. Those schools that are behind on both measures will be judged to be failing.

Schools Minister David Laws said: *“The new system will mean higher standards, no hiding place for underperforming schools and coasting schools, and real credit being given to schools and colleges which may have challenging intakes but which improve their pupils’ performance”.*

National Associate of Headteachers General Secretary Russell Hobby said *“The emphasis on progress as the defining measure of school performance and the recognition that there is more to primary education than preparing for secondary education, and, indeed, more to preparing for secondary school than tests in English and maths”.*

**Diane Hollis**

General Inspector (Primary Statutory Assessment)

**ACTION REQUIRED: For information**

# Annex B - Assessment and Accountability Reforms

<http://tinyurl.com/ouvrtno>

Current System (until 2015)	Post Reform (from 2016)
<p><b>Floor standard</b></p> <p><b>Above the floor if:</b></p> <p>Progress measure - median % of pupils make expected progress from KS1 to KS2 in any of reading, writing and mathematics or</p>	<p><b>Floor standard</b></p> <p><b>Above the floor if:</b></p> <p>Progress measure - from 2016 pupils make sufficient progress from reception baseline to KS2 in all of reading, writing and mathematics or</p>
<p><b>65% meet expected standard (level 4)</b></p>	<p><b>85% meet new expected standard</b></p>
<p><b>Reception:</b></p> <p><b>Optional assessments</b> eg home visits, teacher observation, school-created assessments or off-the-shelf assessment products</p>	<p><b>Reception:</b></p> <p><b>New reception baseline</b> of all pupils within their first few weeks at school. This will continue to be supplemented by teachers' broader assessments and observations.</p>
<p><b>The Early Years Foundation Stage Profile is statutory.</b></p>	<p><b>The Early years Foundation Stage Profile is no longer compulsory.</b></p>
<p><b>Key stage 1:</b></p> <p>Teacher assessment in <b>reading; writing; speaking and listening; mathematics and science</b>. Informed by externally-set, internally-marked test scores (apart from speaking and listening and science where there is no test).</p> <p>Results are expressed as <b>levels</b> (including sub-levels for level 2a-c).</p>	<p><b>Key stage 1:</b></p> <p>Teacher assessment in <b>reading; writing; speaking and listening; grammar, punctuation and spelling; mathematics and science</b>. Informed by test scores (assessment of writing informed by grammar, punctuation and spelling test; no test for speaking and listening and science)</p> <p>Results expressed by the <b>performance descriptor</b> a child most closely meets.</p>
<p><b>Key stage 2:</b></p> <p><b>Externally set tests in reading; grammar, punctuation and spelling; and, mathematics</b>. Sample test for science. Teacher assessment in science, mathematics and reading and writing.</p> <p>Results of these tests and assessments are reported to pupils and parents as <b>levels</b>.</p>	<p><b>Key stage 2:</b></p> <p><b>Externally set tests in reading; grammar, punctuation and spelling; and, mathematics</b>. Science sample test continues. Teacher assessment of writing, reading, science and mathematics. These tests will reflect the new curriculum.</p> <p>Test results reported to pupils and parents as a <b>scaled score</b>. Writing assessment results reported through new <b>performance descriptors</b>. The results of the science, mathematics and reading teacher assessments expressed as whether a pupil has met the new expected standard.</p>

## Adult Learners Week Event - Wirral Lifelong and Family Learning Service Supports Schools to Work With Parents



A presentation event, hosted by Rock Ferry Library on 4th June 2014 provided the opportunity to celebrate the achievements of adults and teaching staff from across the borough who were nominated for Adult Learners Week Awards.

Staff Awards were given to Jo Maillet from Cathcart Street Primary School, Laura Hazeldine from Rock Ferry Primary School and Claire Waring from Woodlands Primary School. They explained how supporting family learning in their schools, helped parents to help their children and contributed significantly to building better relationships between staff and parents.

The parents explained how attending the courses had given them the chance to have some fun learning time with their children, giving them confidence and helped them to meet new people. Award winners had attended a wide range of courses including BSL, Guitar, Family Literacy and Craft, Improve Your Maths, Improve Your English, Dressmaking and Lantern Workshops, to name a few.

Learners, partners and teaching staff shared their positive experiences of Lifelong Learning and key strands emerged: the benefits of working in partnership, inclusion of isolated groups, community cohesion and confidence building.

Councillor Tony Norbury presented the awards. The event was closed with a live guitar performance from learners.

For more information about Wirral Lifelong & Family Learning Courses contact: Mark Whiteley on 0151 630 3486 or email [markwhiteley@wirral.gov.uk](mailto:markwhiteley@wirral.gov.uk)

**Sarah Howarth**  
Lifelong Learning Manager

**ACTION REQUIRED:** For information

## Supporting Pupils at School With Medical Conditions

The Children and Families Act means that from September this year schools will have a statutory duty to support pupils at schools with medical conditions.

As a governor, this means you will have to make sure that your school has a medical conditions policy. This should clearly explain the roles and responsibility of all those involved in supporting pupils at school with medical conditions.

You will also need to take the necessary steps to make sure that sufficient staff have received suitable training so that they can meet the needs of children with medical conditions.

There are over 1 million children with medical conditions in schools and each child has different needs. That is why, as part of the Type 1 diabetes: Make the grade campaign, Diabetes UK have launched an online schools section which is packed full of information, tools and resources. In addition to diabetes specific information and resources there is a sample medical conditions policy and sample individual healthcare plan which can be used

by schools for all medical conditions and must be written as a statutory requirement of this guidance.

There is a full explanation of your responsibilities as a governor and what you will need to think about to make sure you are playing your part in meeting the needs of children with diabetes. Although the legal responsibility has been placed on governors, in practice this is a team effort. School staff, specialist nursing staff, the headteacher, parents and the school nurse all have a role in supporting a child with diabetes in schools.

The Type 1 diabetes at school: Parent pack and Type 1 diabetes at school: School pack are important packs for parents and families of children with Type 1 and school staff to help make sure every child gets the care they need at school. You can order these for your school from the Diabetes UK website for free [www.diabetes.org.uk/schools](http://www.diabetes.org.uk/schools)

**Heather Bird**  
Policy Officer

**ACTION REQUIRED:** For information



# Helping to Make Cycling to School Safe and Enjoyable

## Cycling to school has many benefits:

- Improves children's fitness and self confidence
- Children who ride are more likely to be alert at school
- Good for the environment
- Reduces road congestion around schools

Wirral Council's Road Safety Team is keen to see more young people take up cycling and our partners, Merseytravel, have commissioned BikeRight to provide free Level 2 and 3 cycling training to school pupils. Between April 2013 and March 2014 BikeRight trained 10,028 children across Merseyside.

Level 2 training is for Years 5 and 6 (although secondary school children may take this up if they haven't previously had it) and takes place on quiet roads but in real traffic conditions. Children achieving level 2 will be able to make a trip to school or elsewhere on small roads. Level 3 training is for Years 7, 8 and 9 and incorporates busier roads, traffic lights, roundabouts and other advanced road features.

During the 2013 - 2014 academic year 76 primary schools (5 of which are SEN schools) have already had training with a further 17 booked in. In total that's 91% of all Wirral primary schools. However only 50% (550 pupils) of secondary schools have taken up the training and this is an area that Wirral Council are keen to encourage.

The value of cycle training should not only be seen as a scheme to reduce the number of young cyclists killed or injured on the roads. The training lays a foundation for future road usage as a driver and rider. All the basic elements of the course will prove valuable in future years when most of the children will go on to drive a motor vehicle. In addition, training can have a positive impact on the school overall, contributing towards Eco and Healthy Schools initiatives, sustainable travel planning and of course by promoting healthy lifestyles to pupils by showing cycling as a low cost, environmentally friendly form of transport and exercise!

Cycling to school helps reduce motor traffic congestion near schools where parents drop off or pick up their children. Schools can encourage children and parents to commute via bicycle by making parents aware of the many benefits and by organising cycle events such as cycle days.

To help encourage children to cycle, bike shelters could be erected to increase the security of bikes at school. Pupils would need to remove accessories such as pumps and lights from their bikes to prevent theft. Schools should make the bike parking area out of bounds except when pupils are arriving or leaving. Many schools are installing bike enclosures that can be locked during the day.

It is important that schools help pupils who cycle to school by ensuring vehicular drop off/pick up areas are separate to entrances used by pupils who walk or cycle and locating these areas some distance from the school entrance. A code of conduct should also be put into place setting up an agreement between pupils, parents and staff that should be signed by all parties. It is advisable that schools recommend safety equipment such as lights and reflectors on bikes, reflective and bright clothing and cycle helmets. Although the wearing of cycle helmets is not yet law, Wirral Council's Road Safety Team highly recommend schools encourage pupils to wear them. You could include this in your code of conduct.

In addition to all the benefits already mentioned above, cycling also has huge health benefits. Child obesity is a real cause for concern in this country with 18.9% of Year 6 pupils obese and a further 14.4% overweight, this means almost a third of 10-11 year olds are obese or overweight (Health and Social Care Information Centre). Schools are being encouraged to help their pupils to get fit and active. You can burn up to 155 calories by cycling leisurely for 30 minutes. That's a potential 210 extra calories burned a day!

The rise in carbon emissions is widely accepted as contributing to climate change and one of the major sources of carbon emissions is car traffic. Local pollution in some cities caused by traffic is a serious problem, contributing to poor health. Encouraging people to cycle to school rather than going by car would reduce levels of pollution.

If you would like any advice or further information about bike shelters, codes of conducts, cycling policies or anything discussed in this article then please contact the Road Safety Team on [roadsafety@wirral.gov.uk](mailto:roadsafety@wirral.gov.uk)

**Rebecca Call**  
Road Safety Officer

**ACTION REQUIRED:** For information

# Targeted Services Gateway

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The Targeted Services branch of CYPD was established in September 2013 following a comprehensive review. Learning from a Peer Challenge informed the review which brought together a number of service areas delivering targeted and preventative work, including: Family Intervention; Youth and Play Services; Restorative Practice; and Children's Centres. Targeted Services are now delivered in a Locality Model, which is defined by the constituency areas.

The Gateway is the single access point to services provided by the Targeted Services branch. The Gateway is used by practitioners making referrals on behalf of children and families across Wirral. Practitioners identify needs using the Gateway Referral Form (GR1) and services are allocated in response. This can include accessing services such as parenting programmes, home learning, home safety checks, young carers' service, domestic violence support groups and the Education Social Welfare Service. Referrers can use a paper copy of the referral form or access it online ([www.wirral.gov.uk/my-services/childrens-services/about-childrens-services/family-common-assessment-framework](http://www.wirral.gov.uk/my-services/childrens-services/about-childrens-services/family-common-assessment-framework)). The form should be completed in partnership with the child(ren) and family, identifying the areas of need and giving their consent either to receive services from a single agency, such as Family Support, or via a multi-agency Team Around the Family Approach.

All referrals received at the Gateway are triaged to assess risk and manage demand for services. A new approach to information

sharing and access to data systems means that the Gateway Team can gather relevant information on the whole family, in order to provide safe and effective responses needed. A full-time Social Worker and Family Support Team Leader are responsible for considering thresholds, recording decisions, providing rationales and ensuring that the process meets the appropriate timescales. The Gateway has replaced the many different referral routes which previously existed, and in doing so has streamlined the process, removed duplication, improved consistencies and is expected to enable children and families to receive the right help at the right time.

Since its launch in September 2013, the Gateway has received and processed 2,630 referrals. Of these referrals 1,808 received a single agency response and 585 were presented to Locality Allocation meetings for a multi-agency Team Around the Family intervention. At present, the highest number of referrals into the Gateway are received from schools (362 referrals) and health visitors (253 referrals). Training sessions on Team Around the Family, Targeted Services and the Gateway are available to all practitioners and can be accessed via the internet link above.

**Elizabeth Hartley**  
Family Intervention Manager

**ACTION REQUIRED:** For information

## Challenging Racism Workshops

During the recent UEFA Football World Cup Tournament several Wirral schools took the opportunity to teach children about racism and its affects using the Show Racism the Red Card materials in which footballers from all over the world talk about their own experiences and why it is important to stop racist bullying.

Wirral Council's MEAS (Minority Ethnic Achievement Service) promotes these materials and delivers them either in collaboration with class teachers or as modelled lessons. Children enjoy the opportunities to learn about different kinds of bullying and enthusiastically take part in role plays and discussions on different racist incidents.

The impact of these lessons is so much greater when children feel brave enough to share their own experiences with their peers. One child was tearful as she talked about her Nan (Jamaican born) who was spat at in the street and told to go back home. Her classmates were wonderful and just wanted to comfort her and take action against racism by campaigning. Feedback from staff is excellent, for example: *"The children have clearly reflected on what they learnt during the two sessions. We have had no further incidents in the year group of racist name calling, but through discussion, the children clearly feel empowered to tackle such incidents."*



MEAS are supporting schools by delivering workshops on Islam and organising mosque visits. It is vital that pupils learn about differences and have the opportunities to ask questions about difference.

MEAS have two Muslim bilingual project officers who share aspects of their home life, culture and religion during these workshops. Children enjoy asking questions about why they wear a hijab (scarf) and what is it like to fast for so long during Ramadan. These sessions not only benefit the children but all staff in school with the adults often asking more questions than the children!

As educators we have a duty to educate the children about diversity and prepare them for the multicultural society we live in today. All Wirral schools have been sent a copy of 'Learning Together - The Wirral Way' which MEAS made in collaboration with four schools and has an example Challenging Racism lesson with Year 6 pupils.

For further information contact [meas@wirral.gov.uk](mailto:meas@wirral.gov.uk)

**Sarah Howarth**  
Lifelong Learning Manager

**ACTION REQUIRED:** For information

## Websites of interest

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### **GOVERNOR SUPPORT SERVICE**

Our website includes: information for Governors and Clerks to Governing Bodies; events and conferences; briefings to Governors; Governors training; LA termly agenda; and lots more. It also includes information pages for the Wirral Governors' Forum.

[www.wirral.gov.uk/my-services/childrens-services/education-and-learning/schools-and-colleges/governors](http://www.wirral.gov.uk/my-services/childrens-services/education-and-learning/schools-and-colleges/governors)

### **GOV.UK**

This site contains information on all aspects of school leadership and governance information. [www.gov.uk](http://www.gov.uk)

### **NATIONAL COLLEGE FOR SCHOOL LEADERSHIP**

NCTL is now live on [gov.uk](http://gov.uk) - the UK government website. The NCTL website will close down during September 2014.

### **NATIONAL GOVERNORS' ASSOCIATION (NGA)**

The representative body for school Governors in England. Its aims are to consult and represent Governors and promote high standards in the exercise of Governors' responsibilities.

[www.nga.org.uk](http://www.nga.org.uk)

# ‘THE CORRESPONDENT’

## Clerks to Governing Bodies Update

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You have been sent information regarding guidance on reconstitution by September 2015.

I would suggest that at the first full meeting in September/October the subject is put onto the agenda to enable governors to agree a timeline leading up to September 2015.

It is also vital that a skills analysis is carried out, so that where there is an excess of governors in one category eg for parents that needs to be reduced to one, this is based on skills that the governing body feel is required to enable the governing body to run effectively.

You will find a link to the NGA Governing Body Skills Audit and Matrix document on the ‘Agenda, Minutes and Wirral Governors’ Forum’ page of the Wirral website.

Ofsted will look at your school’s website before it visits - so urge your schools to check out access and information that is on websites.’

New guidance is being produced on Headteacher’s wellbeing. When this guidance is completed it will be sent to all Clerks and Chairs of Governing Bodies. Opportunities will be provided for training and/or discussion on this subject.

**Ros Free**

Governors Support Service Manager

**ACTION REQUIRED: For Action**



# WIRRAL GOVERNORS' FORUM

## 'A Voice for School Governors'

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In the Spring Term 'Wirral Governor' I described how we, as Wirral Governors' Forum, used many forms of communication to keep you up-to-date with new initiatives, consultations and local committee meetings. That article was used in Birmingham, as part of the Chairs of Associations conference organised by the National Governor's Association, as a model of good practice.

The challenges of being a governor, or recruiting a governor, are apparent in some schools. This is a national issue. The role is seen to be 'misunderstood' by many, if indeed 'understood' at all by those not closely involved.

We are told that the 'role of governors has never been more important' and, with this in mind, a new initiative has been launched with the NGA as key partners. Inspiring Governors is a collaboration between the Department for Education, NGA (National Governors' Association), NCOGS (National Coordinators of Governor Services), SGOSS (School Governors' One-stop Shop), CBI (Confederation of British Industry), and the Education and Employers Task Force with a remit to celebrate the valuable role played by governors, increase the number of governing bodies actively seeking to recruit and develop high calibre governors with relevant skills and experience and increase the number of employers supporting staff to volunteer as governors.

The website can be found here: [www.inspiringgovernors.org](http://www.inspiringgovernors.org)  
I hope you find it of interest.

At our summer term Open Meeting, held at the Learning Lighthouse CLC, those present agreed the revised constitution. This revision was to reflect the different types of schools across the borough that we, as a Forum, support. The new constitution also clarifies our funding arrangements and we thank staff from the Children and Young People's Department for processing our finances. Our constitution allows for governors to become members of our executive and we would be pleased to hear from you if you wish to join us in shaping the future of the Forum.

I can be contacted by email on [jane@cassowens.freemove.co.uk](mailto:jane@cassowens.freemove.co.uk)

**Jane Owens**  
Chair, Wirral Governors' Forum

**ACTION REQUIRED:** For information

# TRAINING & DEVELOPMENT PROGRAMME FOR GOVERNORS

## Autumn Term 2014

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The development programme for Governors is distributed at the beginning of each school term via Governor Support Service.

For all course bookings please contact the Governor Support service by either email: [governorsupportservice@wirral.gov.uk](mailto:governorsupportservice@wirral.gov.uk) or telephone: 0151 666 5204/5208

All course applications received will be acknowledged. It is essential that anyone wishing to attend any governor training has booked and had their place confirmed prior to attendance. Please do not turn up for a course without booking or checking that the course is running as we would not like you to have had a wasted journey.

Should circumstances prevent your attendance at any of the chosen courses, it would be most helpful to have this information as soon as possible, so allowing governors who may be on a reserve list to be allocated a place and also avoiding unnecessary expenditure. To cancel please phone 0151 666 5204/5208, or email [governorsupportservice@wirral.gov.uk](mailto:governorsupportservice@wirral.gov.uk)

### 1. NEW GOVERNOR INDUCTION TRAINING

**Trainer:** Jim Higgins, Education & Governance Consultant.

This course provides a range of information regarding school governance and is suitable for new governors, or those governors who would appreciate a refresher.

**Venues and dates:** Wednesday, 24 September 2014, 9.30am - 4.00pm at Birkenhead Town Hall.

### 2. UNDERSTANDING THE FINANCIAL RESPONSIBILITIES OF THE GOVERNING BODY IN MAINTAINED SCHOOLS

**Trainer:** Jim Higgins, Education & Governance Consultant.

*“Overseeing the financial performance of the school and making sure money is well spent”* is one of the core strategic responsibilities of the governing body (Governors’ handbook, 2014). This session will explore the relationship between local authorities and maintained school, how schools are financed, including pupil premium funding, and the role of the governing body and/or finance committee in approving the school budget and monitoring expenditure. The session will also look at the role of the governing body regarding the completion of the Schools Financial Value Standard (SFVS) and some of the tools available to help governors achieve value for money and better outcomes for children.

**Venue and date:** Thursday, 2 October 2014, 9.30am - 12 noon at Birkenhead Town Hall.

### 3. EAL (ENGLISH AS AN ADDITIONAL LANGUAGE) AWARENESS RAISING

**Trainer:** Tuyet Ramzy, Ethnic Minority Consultant, Wirral Council.

To promote equality of opportunity with particular reference to raising the standards of attainment and accelerating the progress of children learning English as an additional language. To develop the confidence, skills and expertise of the school community in general and mainstream teachers in particular in meeting the needs of bilingual children.

**Venues and dates:** Tuesday, 2 December, 9.30am – 12 noon at Birkenhead Town Hall.

### 4. HANDLING SCHOOL COMPLAINTS

**Trainer:** Brian McNutt.

*Working with Parents* - Parents are stakeholders with unique views and experiences. This course will provide simple techniques for developing good relationships. Parents can also complain and you need to be ready and prepared to deal successfully with complaints.

*Managing and responding to Parental Complaints, aggressive or mild* - Practical help on how to successfully respond to complaints; deal with aggressive behaviour; and remain stress free. The processes will also improve your school’s ethos. Complaints will simply be resolved and appropriately managed. The course outlines an emotionally intelligent way of dealing with complaints. Brian has devised simple formats for responding to complaints and has supported over 100 Headteachers using his methods. The success rate for dealing with parental complaints using these methods is presently 99%. Success is when having received a response to their complaint parents do not continue with the complaint and as a result, relationships improve and matters resolved to the benefit of the pupil.

Brian will adjust the course to meet your concerns/interests and asks you to provide a confidential email address so that he can make contact with you prior to the course. He is a Headteacher with 30 years experience and has worked for 8 years supporting Headteachers, Senior Leaders and Governing Bodies with complaints, grievances, governance issues and pupil behaviour matters. He helps colleagues in a very hands-on manner and would wish to address your specific issues. This course is intended to address matters from the governor perspective.

**Venues and dates:**

- Monday, 22 September, 6pm - 7.30pm at Birkenhead Town Hall
- Thursday, 16 October, 6pm - 7.30pm at Birkenhead Town Hall
- Tuesday, 11 November, 6pm – 7.30pm at Birkenhead Town Hall.

## 5. THE ROLE OF THE GOVERNING BODY IN MONITORING THE QUALITY OF TEACHING AND LEARNING

**Trainer:** Jim Higgins, Education & Governance Consultant.

Under the current Ofsted inspection framework inspectors should consider, amongst other things, whether governors “understand the strengths and weaknesses of the school, including the quality of teaching and are aware of the impact of teaching on learning and progress”. This session will look at the respective roles of senior leaders and governors in monitoring the quality of teaching and learning and more importantly, what governors can and cannot do. To help governors undertake this role more effectively the session will explore examples of good practice including governing body monitoring arrangements, classroom visits, learning walks, asking focussed/challenging questions, scrutinising performance/progress data, commissioning reports from the school’s senior leadership team, engaging with pupils/parents, utilising performance management/appraisal systems, etc. The session will also look at the role of school policies.

**Venues and dates:** Tuesday, 7 October 2014, 9.30am - 12 noon at Birkenhead Town Hall.

## 6. SAFEGUARDING LEVEL 1: SIGNS AND SYMPTOMS

**Trainer:** Julie Merry, Training & Development Co-ordinator.

Be aware of the national guidance and legislation relating to the protection and safeguarding of children and young people. This course will help you be able to identify the signs, symptoms and impacts of abuse and neglect. You will also learn how to refer a concern about a child.

**Venues and dates:** Thursday, 13 November, 1pm to 4pm at Bromborough Civic Centre.

## 7. SAFER RECRUITMENT

**Trainer:** Julie Merry, Training & Development Co-ordinator.

It became a statutory requirement on 01/01/10 that “at least one person involved in interviewing an applicant for a post of Headteacher, deputy Headteacher, other teacher or member of the support staff has completed the safe recruitment training”.

This course is accredited by the Department for Education and is an alternative to the on-line Safer Recruitment training course; the course will conclude with *a test on the information given. Completion of the course will lead to governors being awarded a certificate from the Children’s Workforce Development Council.*

*This course will:*

- explain how safer recruitment fits into the wider context of safeguarding;

- explain how abusers work within organisations and try to gain access to children;
- explain how governors can meet their statutory obligations for all staff during all the stages of the recruitment process;
- explain how to meet governors’ statutory obligations when working with volunteers agency supply staff and contactors;
- give governors opportunities to set safer recruitment into a wider context of creating a culture of ongoing vigilance.

**Venues and dates:** Wednesday, 15 October, 9am - 4.30pm at Bromborough Civic Hall.

## 8. RECONSTITUTION OF GOVERNING BODIES - TRAINING FOR CLERKS TO GOVERNORS

**Trainer:** Ros Free, Governor Support Manager.

This session will update clerks on the process of reconstitution of governing bodies, discuss a timeline and answer any questions on the subject.

**Venues and dates:** Monday, 8 September 2014, 9.30am - 11am at Birkenhead Town Hall.

### LOCALITY GOVERNOR TRAINING

Locality training has been arranged as detailed below. The training will outline the process for reconstitution of governing bodies by September 2015. There will be an opportunity to develop a time line for implementation and discuss specific issues. Governors are invited to attend at 6pm for coffee and the course will start at 6.30pm and finish 7.30pm.

**Trainer:** Ros Free, Governor Support Service Manager

**Dates and venues:**

- Monday, 15 September at Weatherhead High School
- Monday, 22 October at Hilbre CLC, West Wirral Works
- Thursday, 6 November at Discovery CLC, Birkenhead

Please contact Barbara Spray, Governor Support Service to book a place.

Many thanks.

**Ros Free**

Governors Support Service Manager



# NOTICE BOARD

## Director's Briefings

*The Briefing has been arranged as follows:*

**Autumn Term 2014:**

Tuesday, 16 September 2014

**Time:** 6.15pm - 9pm

**Venue:** Birkenhead Town Hall, Hamilton Street, Birkenhead, Wirral CH41 5BR.

## Wirral Governor Forum Open Meeting

The Wirral Governor Forum Open Meeting has been arranged as follows:

**Autumn Term 2014:**

Thursday, 20 November 2014

**Time:** 6.00pm

**Venue:** Wirral Hospital School, 157 Park Road North, Claughton, Wirral CH41 0EZ.

## DfE GOVERNORLINE

GovernorLine is the free professional helpline offering e-mail and telephone support to school Governors, clerks and individuals involved directly in the governance of maintained schools in England.

GovernorLine is available Monday to Friday 9am to 10pm, excluding public holidays, and 11am to 4pm on weekends.

Tel: 08000 722181

Email from: [www.governorline.info](http://www.governorline.info)

## Comments, contributions & compliments

What issues would you like to see covered in future editions of the Wirral Governor? Email your ideas or any other comments about governance to us - [governorsupportservice@wirral.gov.uk](mailto:governorsupportservice@wirral.gov.uk)

What would you like to see as a regular feature in the Wirral Governor?

Do you have any other ideas to help the Governor Support Service keep you informed?

## Helpline

Being a Governor is enjoyable, yet demanding. In addition to your Headteacher and Clerk to Governors, help and advice is on hand from the Governor Support Service.

Ros Free

666 5216 [rosfree@wirral.gov.uk](mailto:rosfree@wirral.gov.uk)

Paula Rowlands

666 5204 [governorsupportservice@wirral.gov.uk](mailto:governorsupportservice@wirral.gov.uk)

Gill Owen

666 5208 [governorsupportservice@wirral.gov.uk](mailto:governorsupportservice@wirral.gov.uk)

Website: [www.wirral.gov.uk](http://www.wirral.gov.uk), Search: Governors.