



Clerks Briefing, September 2024

An overview of key issues for Governing Boards to consider and review over the Autumn Term 2024.

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DfE Updates

Attendance Policy Update

In a significant update on 19 August 2024, the '[Working together to improve school attendance](#)' guidance underwent crucial revisions. [Boards to note responsibilities on pages 5-13](#)

The updates also detail the penalty implications for guardians of children found in public places during school hours when excluded from school. This move seeks to tighten the enforcement of attendance rules and underscores the government's commitment to maintaining educational integrity and discipline.

Changes include:

- New requirements on keeping and sharing registers, including:
 - Keeping registers electronically
 - Sharing daily attendance data with the DfE
- A new national framework for issuing penalty notices, including:
 - A national threshold of absences to qualify for the use of penalty notices
 - Increased fines
- Clearer expectations for a senior attendance champion, including:
 - Setting a clear vision for improving and maintaining good attendance
 - Having a strong grasp of attendance data
- More detail about supporting pupils with physical or mental ill health

As the academic year progresses, schools across the nation will be adapting to these clarified guidelines.

Guidance published by the DfE to date can be accessed via:

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Updated Guidance on Exclusions

The Department for Education has introduced revisions to the statutory guidelines regarding exclusions as of 19 August 2024. There are no major changes, but the updates include technical changes reflecting new regulations

aimed at enhancing clarity and compliance in school attendance, and detailed provisions concerning the exclusion of pupils from schools across England. These amendments are part of ongoing efforts to ensure that disciplinary measures and attendance policies are administered fairly and consistently within the educational framework.

Guidance published by the DfE to date can be accessed via:

<https://www.gov.uk/government/publications/school-exclusion>

GCSE Results

The GCSE results for 2024 have shown a notable decrease in pass rates for English and Maths compared to last year, with a wider gap emerging between top grades achieved in state and private schools.

GCSE Pass Rate Overview:

Overall Pass Rate: The percentage of students achieving grades 4/C or above across England stands at 67.6%, down from 68.2% last year. This return to pre-pandemic levels is comparable to 2019.

Top Grades: 21.7% of entries achieved a grade 7/A or higher, consistent with last year's 21.6%. The percentage of grade 9s is slightly higher at 5% compared to 4.9% in 2023.

English and Maths Resits:

English Language:

Overall Pass Rate: 61.6% of students achieved a grade 4/C or higher, down from 64.2% in 2023 and 61.8% in 2019.

For 17-year-olds: The pass rate is notably lower at 20.9%, down from 25.9% last year.

16-Year-Olds: 71.2% achieved grade 4 or above, a slight decrease from 71.6% last year.

Maths:

Overall Pass Rate: 59.6% of students achieved grade 4 or above, compared to 61% in 2023.

For 16-Year-Olds: 72% achieved grade 4 or above, slightly down from 72.3% last year.

For 17-Year-Olds: The pass rate improved to 17.4% from 16.4% last year.

Resit Numbers:

Approximately 182,000 16-year-olds will need to resit English Language.

Approximately 176,000 will need to resit Maths.

Private vs. State Schools:

The gap in achieving top grades has widened. Private schools saw nearly 48.4% of entries achieving a grade 7/A or above, compared to 21.2% in academies. This gap has increased from 26.5 percentage points in 2023 to 27.2 percentage points this year.

Regional Differences:

London: 28.5% of entries achieved grade 7/A or above.

North East: Only 17.8% achieved the same top grades, maintaining a 10.7 percentage point gap from London.

Gender Gap:

The gender gap has slightly narrowed with 70.8% of girls achieving grade 4/C or above compared to 64.1% of boys. Girls are also more likely to achieve top grades and grade 9s.

Key Takeaways:

- Ofqual has instructed examiners to return to "normal" grading standards this year after a transitional period.
- The increase in the 16-year-old population and the significant number of resits required have placed added pressure on colleges.
- There are growing concerns about the current resit system, with calls for a review and potential reform to reduce student demotivation.

A Level Results

A-level results for summer 2024 have been released, showing an increase in top grades across England. These results not only surpass pre-pandemic levels but also highlight a growing disparity in achievements between state and private schools, as well as among different regions.

Key Results for Summer 2024:

- **A Grades:** 9.3% of entries achieved an A*, an increase from 8.6% in 2023.
- **A/A Grades:** 27.6% of entries were awarded A or A*, up from 26.5% last year.
- **A-C Grades:** Increased to 76% from 75.4% in 2023.
- **Overall Pass Rate (A-E):** Remained steady at 97.1%, similar to 97.2% in 2023.
- **All A Grades:** 4,136 students achieved A* in all three A-levels, up from 3,822 in 2023.

Regional Disparities:

- **East Midlands:** 22.5% of entries achieved top grades.
- **London:** 31.3% of entries were awarded top grades, resulting in an 8.8 percentage point gap compared to the East Midlands.

Gaps Between State and Private Schools:

- **Independent Schools:** 49.4% of entries received A* or A, an increase from 47.4% in 2023.
- **Free Schools:** 37.1% of entries achieved top grades, up from 33.8% in 2023.
- **Academies:** 26.5% of entries received A* or A, a slight rise from 25.4% last year.
- **Smaller Comprehensives:** 22.3% of entries achieved A* or A, a modest increase from 22% in 2023.

Gender Disparities:

- **Girls:** 27.8% achieved A* or A, compared to 27.4% of boys.
- **Boys:** 9.5% of entries were awarded A*, compared to 9.1% for girls.

SATS Results

This year's SATS results for 2024 reveal a modest increase in overall performance, though still falling short of pre-pandemic levels. This year, 61% of Year 6 pupils achieved the expected standard in reading, writing, and maths combined, up from 60% last year, but below the 65% recorded in 2019.

Key Data Points:

Overall Results:

- **Expected Standard in Reading:** 74%, up from 73% in 2023.
- **Expected Standard in Writing:** 72%, up from 71% in 2023.
- **Expected Standard in Maths:** 73%, unchanged from last year.
- **Expected Standard in Grammar, Punctuation, and Spelling (GPS):** 72%, stable compared to 2023.
- **Expected Standard in Science:** 81%, slightly up from 80% last year.

Pass Marks:

- **Maths:** Reduced to 54 out of 110, down from 56 in 2023, addressing concerns over a "deliberately tricky" paper.
- **GPS:** Decreased to 35 out of 70, from 36 marks in 2023.
- **Reading:** Increased to 27 out of 30, up from 24 marks in 2023.

[Primary school accountability in 2024](#)

2023/24 key stage 2 performance measures

DfE will publish KS2 performance data at school level on Compare School and College Performance (CCSP) for academic year 2023/24 in December 2024.

As previously announced, it will not be possible to calculate KS1-KS2 progress measures for academic years 2023/24 and 2024/25. This is because there is no relevant KS1 data required to calculate KS1-KS2 progress measures for these cohorts, as primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption. DfE will continue to publish the usual attainment measures as set out on page 13. Information about the calculation of KS1-KS2 progress measures is in Annex A.

In July 2023 the previous government announced that, given the lack of a statistically robust alternative baseline to calculate primary progress measures,

DfE would not be producing or publishing primary progress measures for 2023/24 and 2024/25.

5.5% above-inflation pay award announced for September 2024

A [5.5% above-inflation](#) pay award has been announced for September 2024, which will also see increases in allowances such as teaching and learning responsibility payments and special educational needs allowances by the same percentage.

This pay increase will be implemented across all maintained schools, while academies have the option to adopt the same measures. The funding for this pay award will come from a new [core schools budget grant](#), which will be distributed in the autumn term of 2024. This grant will cover:

- All maintained schools and academies, including special schools
- Pupil referral units
- Alternative provision academies
- Non-maintained special schools
- Independent special schools

Additionally, new guidance has been introduced for [managing teachers' and leaders' pay](#), which is non-statutory but applies to all maintained schools and academies. This guidance outlines anticipated changes in the School Teachers' Pay and Conditions Document for 2024, expected to be published in October.

The new guidance will replace the previous document 'Implementing your school's approach to pay' and includes:

- The removal of the requirement for performance-related pay outcomes based on objectives and the appraisal process for teachers and leaders
- Increased support for flexible working arrangements

The STPCD 2024 is likely to be published in October, backdated to 1 September 2024.

Keeping Children Safe in Education 2024

The Department for Education has issued updates to the [Keeping Children Safe in Education](#) guidance, effective from 1 September 2024. While the changes are relatively minor, they aim to refine and clarify key aspects of safeguarding practice in schools. The main updates include:

Updated safeguarding definition

As detailed at the beginning of this guidance, the definition now places an emphasis on providing early help and support.

Additional indicators of the potential need for early help (Paragraph 18)

In addition to existing indicators, staff should be particularly alert to the potential need for early help for a pupil who:

- is frequently missing/goes missing from education, home or care (previously described as 'persistently absent')
 - has experienced multiple suspensions, is at risk of being permanently excluded
- Boards should seek assurances that suspension and exclusion data is reviewed regularly by relevant staff.

Unexplainable and/or persistent absences (Paragraph 29)

Reference to 'deliberately missing education' within the section covering safeguarding issues has been changed to 'unexplainable and/or persistent absences from education'. This emphasises the need for boards to ensure that attendance data is fully interrogated.

Data protection guidance added (Paragraph 93)

Reference to DfE Data protection guidance for schools has been added – this guidance is designed to help staff, governors and trustees understand how to comply with data protection law.

Alternative provision responsibilities (Paragraph 171)

The guidance clarifies that where a school places a pupil with an alternative provision provider, it continues to be responsible for safeguarding that pupil and should be satisfied that the placement meets the pupil's needs.

Governing boards should satisfy themselves that their school's approach reflects this.

Children who are lesbian, gay, bisexual, or gender questioning (paragraph 205 - 209)

The guidance has been amended to reflect the draft non statutory guidance, 'Gender Questioning Children'. However, the section remains under review, pending the outcome of the consultation.

Preventing radicalisation – under review (Annex B, page 156)

There is a disclaimer that this section of the guidance remains under review following the publication of a new definition of extremism on 14 March 2024.

Providing Remote Education Update

The guidance on providing remote education has been revised to include a link to the new regulations regarding school attendance. This update aims to ensure that schools have the most current information on how to manage remote education in alignment with attendance policies.

Remote education became essential during the COVID-19 pandemic, as schools rapidly shifted to online learning to ensure continuity. What began as a temporary solution has now become a crucial component of modern education, requiring ongoing guidance to support effective delivery.

Governors and Trustees play a key role in overseeing remote education, ensuring that it meets the needs of all students and aligns with the school's overall goals. This includes monitoring the quality of online teaching, ensuring engagement and progress, and addressing any challenges related to access or well-being.

Guidance published by the DfE to date can be accessed via:

[Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/providing-remote-education-guidance-for-schools)

Ofsted Updates

Headline Ofsted Grades Scrapped in Landmark School Reform

In summary:

- **the removal of single headline grades** (schools will still receive grades for the four existing sub-judgement areas) – Ofsted is developing report cards to replace this
- **the removal of 'deep dives'** from ungraded inspections

- a revised process for **raising complaints and for pausing inspections**
- **notice for all routine inspections** (graded and ungraded) in the form of a phone call will be given on a Monday with inspections to start on a Tuesday

The government has announced that single headline grades for schools will be scrapped with immediate effect to enhance school standards and transparency for parents.

Single headline grades, which have been criticised for providing a limited view of school performance, will be replaced with four separate grades across the categories of quality of education, behaviour and attitudes, personal development, and leadership & management.

This reform aims to give parents a clearer and more comprehensive view of school performance. It paves the way for the introduction of School Report Cards from September 2025, which will offer a detailed assessment of schools and better drive improvements.

In cases where schools are struggling, the government will focus on rapid improvement plans rather than solely changing school management. Starting in early 2025, Regional Improvement Teams will assist struggling schools directly.

The government will continue to intervene in cases of severe concern and offer support to schools receiving multiple 'requires improvement' judgements, aiming to boost standards through high-performing school partnerships.

These changes complement the upcoming Children's Wellbeing Bill, which focuses on ensuring every child is supported to achieve and thrive. We will update you as soon as an updated handbook is released.

[Early years inspection handbook](#)

Summary of changes:

September 2024

Throughout: we have clarified references to funded places and what should be considered on inspection.

Paragraphs: 50, 174, 203 and footnote 10: wording amended to reflect how the inspector will consider the context of the setting, including where relevant the ongoing impact of COVID-19.

Paragraphs 78, 130, 217 and 247: wording updated to align with part 2 and part 3 of the inspection handbook.

Good grade descriptor for Quality of Education: amendments to bullet 3 regarding an ambitious curriculum for all children.

Inadequate grade descriptor for Quality of Education: amendments to bullet 4 regarding disadvantaged children.

Academy Updates

Academy Trust Handbook 2024

The [Academy Trust Handbook has been updated](#) with changes coming into effect from 1 September 2024. This year's revisions introduce more flexibility in finance leasing and new rules for internal scrutiny. A summary of the main updates:

- Finance Leases: Trusts can now enter finance leases for assets on a new DfE-approved list without needing prior approval from the ESFA. This aims to streamline the process for improving facilities.
- Internal Scrutiny: Trusts with an annual revenue exceeding £50 million will need to employ either an in-house internal auditor or an external audit service starting from September 2025.
- Qualifications for Internal Scrutiny: The new guidelines specify that those conducting internal scrutiny must have relevant professional qualifications or experience. Trustees or peer reviewers involved must also have appropriate qualifications and/or experience.
- Intervention Powers: The ESFA is now empowered to issue a Notice to Improve (Ntl) if a trust fails to manage its school estate properly.
- Electric Vehicle Salary Sacrifice Schemes: Trusts must obtain ESFA approval before implementing new electric vehicle salary sacrifice schemes or adding employees to existing ones.

ESFA Update

The [ESFA Update](#) from 28 August 2024 outlines recent developments and actions required for academies, schools, colleges, local authorities, and further education providers. The update addresses changes in financial management, safeguarding, audit protocols, funding adjustments, and available training.

- Schools must review their financial management practices in light of updated guidelines on budget management and expenditure.
- New safeguarding procedures require schools to update their policies to align with the latest regulations, including enhanced checks and reporting mechanisms.
- Updated audit and inspection protocols necessitate schools preparing for changes to ensure compliance and avoid potential issues.
- Adjustments to funding allocations have been announced, and schools must review these changes and adjust their budgets accordingly.
- The ESFA is offering additional training and support, including workshops and resources focused on financial management, compliance, and policy updates.

News in Brief

Facial recognition technology in schools: What you need to know

Chelmer Valley High School in Chelmsford, Essex, faced a [reprimand](#) for using facial recognition technology in their canteen payment system without adequate data protection measures. The school didn't perform a necessary [Data Protection Impact Assessment](#) to assess the high risks involved in processing biometric data, nor did they properly obtain explicit consent from parents or students, initially relying on an opt-out method which is legally insufficient.

The reprimand highlights several missteps:

- The school did not consult its Data Protection Officer or engage sufficiently with parents before implementation.
- They sent letters in March 2023 for parents to opt out if they didn't want their child to participate, which doesn't meet the 'opt-in' consent requirement.

- Older students, capable of giving their own consent, were not given the chance to opt in or out personally, compromising their rights and freedoms.

Schools are reminded to involve their DPO early in the procurement process, complete a DPIA, obtain proper consent, and ensure any new technology complies with data protection laws and has appropriate safeguards in place. The recommendations aim to help schools balance innovation with privacy and compliance.

Moves to Repeal Controversial Strike Laws

In a significant policy shift, the government has announced plans to repeal the controversial Strikes (Minimum Service Levels) Act 2023.

The repeal of the legislation will also pave the way for the introduction of new policies aimed at improving industrial relations and supporting schools in addressing key challenges, including recruitment, retention, and infrastructure issues.

Permanent Exclusions

The latest data on school suspensions and permanent exclusions for the academic year 2022/23 reveals significant increases compared to the previous year. The statistics, published on 18 July 2024, highlight the following key points:

There were 787,000 suspensions recorded, up from 578,300 in 2021/22. This represents a rate of 9.33 suspensions per 100 pupils, an increase from 6.91 the previous year.

The number of permanent exclusions rose to 9,400, compared to 6,500 in the previous year, with a rate of 0.11 permanent exclusions per 100 pupils, up from 0.08.

Persistent disruptive behaviour was the most frequent reason for both suspensions and permanent exclusions, accounting for 48% and 39% respectively.

Further details can be found [here](#)

New Curriculum Changes to Teach Children How to Identify Extremist Content and Fake News

The DfE has announced a review of the school curriculum in England aimed at embedding critical thinking skills across various subjects.

The review will be lead by Professor Becky Francis, formerly the Chief Executive of the Education Endowment Foundation (EEF).

This initiative seeks to equip students with the ability to identify extremist content and misinformation online.

Planned changes may include lessons where students analyse newspaper articles to distinguish between fabricated stories and genuine reporting in English classes, identify fake news websites in computer lessons, and evaluate statistics in context during maths lessons. The goal is to arm young people against the "putrid conspiracy theories" and disinformation prevalent on social media.

This curriculum review is part of a broader strategy to tackle the spread of misinformation, which has been linked to recent far-right riots in the UK. The Online Safety Act, though now law, is under scrutiny for not being fully effective in addressing these issues. The government and law enforcement are investigating ways to strengthen social media regulations to prevent the spread of hate and violence.

Government Launches £3 Million AI Content Store to Support Teachers

The UK government is launching a £3 million initiative to develop a "content store" for artificial intelligence aimed at supporting teachers. Starting September 2, 2024, this project will gather and organise educational materials such as curriculum guidance, lesson plans, and anonymised pupil assessments. The goal is to improve the accuracy and quality of AI-generated educational content, including lesson plans and workbooks.

- £3 million allocated by the Department for Science, Innovation and Technology to fund the creation of the content store.
- An additional £1 million will be awarded to AI firms with innovative solutions to reduce teacher workload.

- AI firms are invited to apply for funding to develop tools for marking, teaching materials, and administrative tasks, with applications opening on September 9.
- The content store aims to increase AI accuracy to 92%, up from 67% with non-targeted data.
- No direct funding will be provided to schools for adopting AI technology.
- The initiative follows a "hackathon" event exploring AI's potential in reducing teacher workload.
- A safety framework for AI in education will be published later this year by the Department for Education.

New Government Funded Childcare Initiative Begins

Starting from Monday, 2nd September, a new government-funded childcare initiative will provide 15 hours of early education per week to eligible working parents of children aged nine months and older. This marks the beginning of a broader reform aimed at extending early education and childcare provisions, ultimately increasing from 15 to 30 funded hours by next September.

This expansion includes new "wraparound" childcare places for primary school-aged children, offering support before and after school hours. The goal is to enhance parents' ability to work and improve children's developmental opportunities. However, the rollout faces substantial challenges, including the need for a rapid increase in childcare places and staff. Consequently, some parents might not secure their preferred childcare provider immediately.

Education Secretary Bridget Phillipson highlighted that while the new policy promises significant benefits, the transition will be demanding. She pledged to work diligently over the next year to ensure the successful implementation of the 30-hour expansion.

The new scheme is a step toward creating a comprehensive early education system. To support this, the government plans to use primary school classrooms to establish new nurseries and extend the early years stronger practice hubs programme until at least March 2025. This programme will help nurseries by fostering collaboration and sharing best practices.

In addition, resources for early educators are being enhanced, with a new online training module and assessment guidance to better support children with special educational needs. More wraparound childcare places for primary school children are expected to be available from January 2025.

This initiative aims to address the growing demand for early years education and provide necessary support for families. It reflects the government's commitment to improving childcare provisions and ensuring that every child gets a strong start in their educational journey.

Post-16 Students Narrowing Their Subject Choices

The latest findings reveal a significant narrowing in the range of subjects studied by post-16 students. Since the decoupling of AS and A-levels in 2015, there has been a noticeable decline in the diversity of subjects chosen, with a growing trend towards specialising in single subject groups. This shift has particularly impacted the take-up of humanities and arts courses, highlighting a need for a review of the curriculum to ensure a broader educational experience for students.

Key statistics include:

- The proportion of students taking AS and A-levels from a single subject group has increased from 18% in 2003-04 to 35% in 2021-22.
- The percentage of students taking a combination of subjects from STEM, social sciences, and humanities has dropped sharply from 14% in 2015-16 to just 5% in 2021-22.
- The availability of certain subjects has diminished significantly, with the proportion of providers offering French AS/A-level falling from 78% in 2009-10 to 53% in 2021-22.
- The number of students taking humanities subjects has decreased from 56% in 2015-16 to 38% in 2021-22. Arts subjects have seen a drop from 42% in 2006-07 to 24% in 2021-22.
- Participation in STEM subjects has remained relatively stable, fluctuating between 48% and 54% of students. Social sciences have also remained steady, with 63% of students in 2021-22 compared to 62% in 2003-04.

Federation and school amalgamation

[DfE federation guidance](#)

A federation is defined in law as 2 or more maintained schools (including nursery schools) operating under the governance of a single governing body. Each federated school is treated as an individual school, meaning it:

- keeps its existing DfE category and does not gain, lose, or change its religious character through being part of a federation
- continues to have its admissions determined by the appropriate admission authority
- will receive individual budgets, noting that the local authority can allocate this as a single budget share to the federated governing body. Additionally, the federated governing body, upon receiving the delegated budget for all the schools in the federation, can allocate the budget to each individual school or pool all or part of the budget with the agreement of governors.
- is inspected individually by OFSTED

The initiative to federate should come from the headteachers or governors of the schools. However, the local authority and, where relevant, the diocese or other religious body must be involved in any considerations to federate

As a governing body, you should make sure you understand the federation process and recognise the timelines and commitments involved. You may find it useful to:

- get advice from your governance professional (clerk)
- talk to the local authority, diocese or other religious board (where appropriate)
- visit other federations
- receive your own legal advice

[DfE Amalgamation of schools](#)

An amalgamation would bring together two (or more) maintained schools as one single school, located on the same site and under the same leadership and governance arrangements. Amalgamation could reduce the number of surplus places in the area and ensure that the resulting school would have a stronger pupil roll and improved sustainability.

For staff, amalgamation will mean that they effectively work in a new school. It would be for the school leaders and governing board to agree on the ethos and approach of this new school.

For governors, an amalgamation would mean that the schools' individual governing board are disbanded, and a new single over-arching governing body is

formed to support the new school. The individual governing board would need to work together to agree the ethos, approach, and governance structure of the new school. The LA will work closely with governing board of schools affected to help them decide on the process and the best governance structures moving forward.

Governor and Clerk Training and Development Programme

Autumn term 2024 & Spring term 2025

To book a place on any course:

- Please follow the course link(s) where you will find full details about each course. You will then be able to register and book your place(s),
- You will receive an automatic email reply which will confirm each booking, together with a Microsoft Teams meeting link for the course.
- An automatic reminder email will be sent one hour before the course.

Any questions you have about a course, or any other queries please contact us:

Phone: 01895 717321 Email: office@governor.support

Clerks briefing meetings <i>Clerks only, book your meetings by clicking on the dates opposite please.</i>	Wednesday 9th October Thursday 7th November Tuesday 10th December	All at 10.00am- 11.00am	
Headteachers Performance Management <i>In case you missed this course in the summer term</i>	Wednesday 9 th October	6.30pm- 8.00pm	Register and book a place here
Question time Safeguarding, Exclusions, Behaviour & Attendance Just a selection of some topics we can talk about.	Thursday 17 th October	6.30pm- 8.00pm	Register and book a place here
Governance Essentials: A course for New School Governors <i>We strongly advise attending all three parts of the course</i> <i>Part 3 covers safeguarding</i>	Part 1: Monday 14 th October Part 2: Tuesday 22 nd October Part 3: Wednesday 23 rd October	All at 6.30pm- 8.00pm	Part 1 Part 2 Part 3 Register and book each part above
Class of 2023/2024 A review of your first year as a governor. <i>What worked well, & what would have been better if?</i>	Thursday 7 th November	6.30pm- 8.00pm	Register and book a place here

Making sense of the data	Wednesday 13 th November	6.30pm-8.00pm	Register and book a place here
Understanding the responsibilities of the board, clerk & headteacher in exclusion and IRP hearings <i>It is essential to attend part 1 & 2 of this course</i>	Part 1: Thursday 14 th November Part 2: Tuesday 26 th November	All at 6.30pm-8.30pm	Part 1 Part 2 Register and book each part above
Finance for governors of maintained schools & academies	Tuesday 14 th January 2025	6.30pm-8.00pm	Register and book a place here
The Inspector Calls Is your board prepared? <i>Update of current inspection framework & possible future structure</i>	Wednesday 12 th February 2025	6.30pm-8.00pm	Register and book a place here

Summary of autumn agenda items

- VA and foundation schools-any changes to admission arrangements
- Review safeguarding arrangements and procedures
- Review PE and Sport Premium impact report
- Review Pupil Premium statement
- Review pupil outcomes from performance data from previous academic year
- Review special educational needs information report before publication
- Update and publish boards register of interests
- Elect chair and vice chair, agree term of office
- Publish Governor attendance at meetings
- Review and adopt code of conduct
- Evaluate governing board diversity
- Review and conduct a governing board skills audit
- Review committee structure, membership and terms of reference
- Review and approve policies in accordance with policy schedule
- Conduct headteacher performance and pay review

- Review staff appraisal arrangements
- Skills audit and agree priorities

NSPCC

[Online safeguarding course for school governors and boards](#)