



Welcome to our termly bulletin for governors and trustees in IPC Services schools and academies.

Inside this issue...

Teachers' Pay Award 2019 - p.1

The Timpson Review of Exclusion - p.2

Changes to the Academies Financial Handbook - p.3

Ofsted Framework - p.4

The Audit Committee - p.4

Academy Leaders' Executive Pay - p.5

Safeguarding Children in Education 2019 - p.5

IPC Telephone Number

The former contact number (01482 661925) is no longer in operation. This is because the most common form of contact has been direct to clerks' mobile numbers or email addresses.

All contact details can be found on page 7.

Teachers' Pay Award 2019

The DfE accepted all of the recommendations from the independent School Teachers' Review Body and announced in July a 2.75% increase in the upper and lower boundaries across all teacher pay ranges. The DfE has assessed that schools can afford to pay a 2% increase, so schools will need to cover the first 2% of the raise. The DfE will provide an additional £105m (to be paid through the teachers' pay grant) to cover the difference.

Pay progression reviews will be taking place this term, so we thought it would be helpful to provide guidance for members of pay committees/sub-committees:-

- Recommendations need to be based on a range of criteria, including:-
 - the extent to which the teachers' standards have been met, taking into account career stage expectations;
 - performance against appraisal targets;
 - quality of teaching, based on pupil outcomes and work scrutiny; and
 - overall performance and wider contribution to the school.
- Appropriate evidence needs to be made available to support recommendations.
- The Committee needs to be confident that the process has been fair and there has been effective moderation.
- If pay progression is not recommended, the Committee needs to check that performance concerns have been shared with the teacher during the appraisal cycle.
- Enhanced pay progression is only possible where the quality of teaching is outstanding.

Any qualified teacher may apply for progression to the UPR, but there must be a two year evidence base.

The Timpson Review of Exclusion

The Timpson Review of exclusion was published in May. The Government has agreed in principle all 30 recommendations, which are summarised below:-

1. Update statutory guidance on exclusion to provide more clarity on the use of exclusion. Ensure all relevant, overlapping guidance is clear, accessible and consistent.
2. Set the expectation that schools and LAs work together, and clarify the powers of LAs to act as advocates for vulnerable children.
3. Ensure there is well-evidenced, meaningful and accessible training and support for new and existing school leaders, to develop, embed and maintain positive behaviour cultures.
4. Extend funding to equality and diversity hubs beyond the current spending review period and at a level that widens their reach and impact.
5. Ensure that accessible, meaningful and substantive training on behaviour is a mandatory part of initial teacher training and is embedded in the Early Career Framework.
6. Review the training and support available to SENCOs to equip them to be effective in their operational and strategic role as SEND leaders.
7. Strengthen guidance so that in-school units are always used constructively and are supported by good governance.
8. Establish a Practice Improvement Fund of sufficient value, longevity and reach to support LAs, mainstream, special and alternative provision (AP) schools to work together to establish effective systems to identify children in need of support and deliver good interventions for them.
9. Promote the role of AP in supporting mainstream and special schools to deliver effective intervention, and recognise the best AP schools as teaching schools.
10. Ensure AP is an attractive place to work and career choice, with high-quality staff well-equipped to provide the best possible academic and pastoral support for the children who need it most.
11. Rename PRUs to reflect their role as both schools and places to support children to overcome barriers to engaging in their education.
12. Invest significantly in improving and expanding buildings and facilities for pupils who need AP.
13. Continue to invest in approaches that build multi-disciplinary teams around schools.
14. Make schools responsible for the children they exclude and accountable for their educational outcomes. Funding should also be of a sufficient level to ensure schools are able to put in place alternative interventions that avoid the need for exclusion where appropriate.
15. Look carefully at the timing and amounts of any adjustments to school funding following exclusion, to make sure they neither act as an incentive for schools to permanently exclude a pupil at particular times, nor discourage a school from admitting a child who has been permanently excluded from elsewhere.
16. Recognise those who use exclusion appropriately and effectively, permanently excluding in the most serious cases or where strategies to avoid exclusion have failed.
17. Build the capacity and capability of governors and trustees to offer effective support and challenge to schools, to ensure exclusion and other pupil moves such as managed moves and direction into AP are always used appropriately.
18. Require local authorities to include information about support services for parents and carers of children who have been, or are at risk of, exclusion, or have been placed in AP, in their SEND Local Offer. Produce more accessible guidance for parents and carers.
19. Ask governing boards, academy trusts and local forums of schools to review information on children who leave their schools, by exclusion or otherwise, and understand how such moves feed into local trends.
20. Publish the number and rate of exclusion of previously looked after children who have left local authority care via adoption, Special Guardianship Order or Child Arrangement Order.
21. Consult on options to address children with multiple exclusions being left without access to education. This should include considering placing a revised limit on the total number of days a pupil can be excluded for or revisiting the requirements to arrange AP in these periods.
22. Review the range of reasons that schools provide for exclusion when submitting data and make any necessary changes, so that the reasons that lie behind exclusions are more accurately captured.
23. Use best practice on managed moves to issue clear guidance on how they should be conducted, so that they are used consistently and effectively.

24. Ensure there is sufficient oversight and monitoring of schools' use of AP, and require schools to submit information on their use of off-site direction into AP through the school census.
25. Systematically track when children move out of schools, where they move to and why.
26. Ask Ofsted to continue its approach of routinely considering whether there are concerning patterns to exclusions, off-rolling, absence from school or direction to alternative provision and reflecting this in their inspection judgements.
27. Consider any possible unintended consequences and mitigate the risk that schools seek to remove children from their roll in other ways.
28. Change relevant regulations and guidance so that social workers must be notified, alongside parents, when a Child in Need is moved out of their school, whether through a managed move, direction off-site into AP or to home education, as well as involved in any processes for challenging, reconsidering or reviewing decisions to exclude.
29. Routinely share real-time data on exclusion and other moves out of education with Safeguarding Partners, so they can assess and address any safeguarding concerns such as involvement in crime.
30. Make the Youth Endowment Fund open to schools, including AP, to enable the development of workable approaches of support, early intervention and prevention, for 10 to 14 year olds who are at most risk of youth violence.

Changes to the Academies Financial Handbook

The 2019 Academies Financial Handbook has been published and the main changes are as follows:-

- Updated information about trustees including emphasis on robust governance [1.11]
- More about the clerk to the board [1.38]
- Links to information on good estates management [2.14]
- More about the requirements for producing management accounts including what they contain [2.18, 2.21 and 2.23]
- Explaining the board's review of executive pay includes other payments/benefits to such individuals [2.30 and 2.31]
- More information on gender pay gap reporting [2.32]
- More about ensuring senior employees are on payroll [2.33]
- Mandating a risk register [2.36]
- More about whistleblowing [2.41 to 2.46]
- More about notifying the Department of information about key individuals, including contact details for all members and trustees [2.51 to 2.55]
- Additional information to maintain internal scrutiny over controls and risks, including the role of the audit committee, and a new requirement to send an annual internal scrutiny report to ESFA [3.1 to 3.22, and 1.17]
- Emphasising trusts' audited accounts must be provided to the members [4.4]
- Emphasising the need for prior ESFA approval for certain financial transactions [5.1]
- Providing additional clarification on the reporting and approval of related party transactions [5.40 to 5.43]
- A requirement for trusts under a financial notice to improve to publish it on their website [6.15]
- Listing the delegated authorities revoked if under a financial notice to improve [6.17]
- More about how the Secretary of State may intervene over concerns about an individual managing an academy trust [6.19 to 6.23]
- Further links to supporting guidance so navigation is easier.

Ofsted Framework

The new Ofsted Education Inspection Framework was published in May and was effective from September 2019. The key changes outlined in the new Framework include:-

- A single “quality of education” judgement has replaced the “quality of teaching, learning and assessment” and “outcomes for pupils” categories. Inspectors will consider whether the school offers a “broad and rich learning experience” that gives all learners - particularly the most disadvantaged or those with special educational needs and/or disabilities (SEND) - access to the knowledge and cultural capital they need to fulfil their potential. Pupil attainment will be assessed in the context of the school and inspectors will also consider whether schools are narrowing the curriculum or “teaching to the test”.
- The “personal development, behaviour and welfare” judgement has been split into two separate categories - “behaviour and attitudes” and “personal development”. Inspectors will consider how the school sets high expectations for learners’ behaviour and conduct, including how bullying is managed.
- To allow inspectors’ sufficient time to gather evidence during section 8 inspections (currently a one day “short” inspection of good and non-exempt outstanding schools), the time inspectors’ spend on site has been extended to two days for the majority of schools. In small schools (150 pupils or fewer on roll) inspection will remain at one day.
- Inspectors will not use internal data as evidence during inspection. They will be interested in the conclusions drawn and actions taken from any internal assessment information, but will not examine or verify that information first hand. National performance data will continue to be used as a starting point on inspection.
- Inspectors’ off-site preparation and contact with the school will be assisted by a 90-minute phone call between the lead inspector and the headteacher (or their nominated delegate) on the afternoon before the inspection begins.

The Audit Committee

Academy trust boards with an annual income over £50 million must have a dedicated audit committee and other trusts must either have a dedicated committee or combine it with another committee.

The audit committee should meet at least three times a year and its role must include directing the trust’s programme of internal scrutiny and reporting to the board on the adequacy of financial and other controls and management of risks.

Employees of the trust should not be audit committee members, but the accounting officer and chief financial officer should attend to provide information and participate in discussions. The chair of trustees should not be chair of the audit committee. Where the audit committee is combined with another committee, employees should not participate as members when audit matters are discussed.

The committee must:

- have written terms of reference;
- agree a programme of work annually to deliver internal scrutiny that provides coverage across the year;
- review the risk register to inform the programme of work, ensuring checks are modified as appropriate each year;
- agree who will perform the work;

- consider reports at each meeting from those carrying out the programme of work;
- consider progress in addressing recommendations;
- consider outputs from other assurance activities by third parties including ESFA financial management and governance reviews, funding audits and investigations; and
- have access to the external auditor as well as those carrying out internal scrutiny, and consider their quality.

In multi-academy trusts, the committee's oversight must extend to the financial and other controls and risks at constituent academies. Oversight must ensure information submitted to DfE and ESFA that affects funding, including pupil number returns and funding claims (for both revenue and capital grants) completed by the trust and (for MATs) by constituent academies, is accurate and compliant with funding criteria.

Academy Executive Leaders' Pay

The Academies Financial Handbook requires trustees to ensure decisions about executive salaries (and any other benefits) are made following a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities.

Boards of trustees must discharge their responsibilities transparently, proportionately and justifiably, and are required to adhere to the following:-

- The procedure for determining executive pay and benefits, and keeping them proportionate, must be agreed by the board in advance and documented.
- Decisions about executive pay and benefits must reflect independent and objective scrutiny by the board and that conflicts of interest are avoided.
- Factors in determining pay and benefits must be clear, including whether educational and financial performance considerations, and the degree of challenge in the role, have been taken into account.
- Pay and benefits must represent good value for money and be defensible relative to the public sector market.

The rationale behind the decision-making process, including whether the level of pay and benefits reflects value for money, must be recorded and retained.

There is a basic presumption that executive pay and benefits should not increase at a faster rate than that of teachers (in individual years and over the longer term) and inappropriate pay and benefits can be challenged by ESFA, particularly in instances of poor financial management of a trust.

Keeping Children Safe in Education 2019

The 2019 version of the statutory safeguarding guidance is now in force. Key actions for schools are as follows:-

- Include upskirting and serious violent crime in safeguarding training.
- Carry out section 128 checks on maintained school governors - these were already required for academy trustees.
- Know and follow the new local arrangements set by safeguarding partners - which will be in place by 29 September.
- Use the DfE's new online safety guidance.

Termly Planner - Autumn 2019

1 September	Academies financial year begins Academies Financial Handbook comes into effect
30 September	Normal resignation deadline for maintained school headteachers wishing to leave at the end of the Autumn term
3 October	Autumn census day
30 October	Deadline for Autumn census return
31 October	Normal resignation deadline for maintained school deputy headteachers wishing to leave at the end of the Autumn term
6 November	School workforce census day (academies)
6 December	Deadline for school workforce census return
31 December	Deadline for submission of 2018-2019 audited accounts (academies)

IPC Professional Development

IPC is committed to ensuring our staff are well trained and up to date.

All IPC clerks are accredited by the National College for Teaching and Leadership.

Training/events attended:

Mary: Being Ofsted Ready from September 2019 and Beyond - May 2019
Yorkshire and Humber Governance Support Group - June 2019

Lisa: Being Ofsted Ready from September 2019 and Beyond - May 2019

Tony: HCAT Development Day - 3 September 2019

Training for Governors and Trustees

The following courses will be available during the Autumn term:-

“Introduction to Governance” - Friday 4 October 2019 at 9.30am

“Safeguarding Children” - Wednesday 16 October 2019 at 1.30pm

“The New Ofsted Framework” - Thursday 24 October 2019 at 2.00pm

“Effective Governance” - Saturday 16 November 2019 at 9.30am

“Exclusions” - Tuesday 19 November 2019 at 1.30pm

The training is free to governors and trustees in IPC Services schools and academies.

Please see our training programme for full details of venues, timings and how to book.

How to Contact Us

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If you have any comments or suggestions about this bulletin, please let us know!