DIRECTOR’S REPORT TO GOVERNORS

SUMMER TERM 2018
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### Key Items

**All governors**
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1. GOVERNANCE

1.1 NATIONAL INFORMATION

1.1.1 OFSTED INSPECTION FREQUENCY - CHANGES

All governors

Ofsted has announced some changes to the inspection time frame which have come into immediate effect.

The usual timeframe within which good schools receive a short inspection has been extended from approximately 3 to 4 years. The maximum period in which Ofsted would return remains the statutory 5 years from the end of the academic year of the previous inspection, as is currently the case for schools.

Alignment of the re-inspection window for requires improvement, serious weakness and special measures schools will now be up to 30 months (from 30, 18, and 24 months, respectively).

Please refer to Sean Harford’s blog for some further information. Sean Harford is National Director, Education at Ofsted. You may also wish to refer to the amended School Inspection Handbook, paragraphs 21, 23 and 97.

1.1.2 BEING STRATEGIC – A GUIDE FOR GOVERNING BOARDS

To assist governors and trustees in their strategic role, the National Governance Association (NGA) and Wellcome have published a new guide to support governing boards of schools and academies in being strategic. “Being Strategic” provides an annual cycle for creating, monitoring and reviewing strategy. It provides advice, poses questions for governing boards on each stage of the cycle, and supports school leaders in taking a broad and long-term perspective.

To access the guide follow this link.

1.1.3 THE GENERAL DATA PROTECTION REGULATION (GDPR) - UPDATE

A number of training sessions for school staff took place last term and a session specifically designed for governors took place on 23rd April 2018. The aim of this session was to help governors understand the changes to data protection law and thence be able to monitor preparation for the implementation of the GDPR and monitor compliance thereafter.

A further session is planned for governors in the new academic year. Details will be posted on TPDOnline. If you are interested in attending such a session please contact Alison Thomas (athomas@wandsworth.gov.uk).
The DfE has just released a toolkit for schools to support them with data protection activity including the GDPR. The toolkit includes guidance on how to develop policies and processes for data management, from collecting and handling the data through to the ability to respond quickly and appropriately to data breaches. Follow this link to access the toolkit. Please note that the toolkit is a beta version and an informal consultation exercise is running until 1st June 2018. The document will be updated in the light of feedback and once the Data Protection Bill is finalised.

1.1.4 GOVERNORS’ ROLE IN DRIVING IMPROVEMENTS IN CAREERS/EMPLOYABILITY PROVISION

Governors for Schools and the City of London Corporation have been working together to launch a campaign to highlight and promote the integral role London’s school governors can play in driving improvements in employability provision across schools. Governors from professional backgrounds are brilliantly positioned to access the support that young people need in gaining advice on careers and experience in the workplace. They can act as a conduit between their school and their company to give access to that advice and experience, and can provide leadership to encourage schools to engage more proactively with the workplace.

Through consultation with schools, governors and supporting organisations, Governors for Schools has developed a series of resources for both primary and secondary schools which are now available via the website. These are designed to help schools appoint Link Governors for Employability and to enable governors to begin to have an immediate impact on provision within their schools whilst highlighting some of the excellent work already taking place across the city.

In the coming months Governors for Schools will be developing further resources and training which are free to access and use, including: webinars; an E-Learning module; and networking opportunities.

1.1.5 NEW EXECUTIVE AGENCY OF THE DFE: THE TEACHING REGULATION AGENCY (TRA)

The former Teacher Qualifications and Teacher Misconduct Units became the Teaching Regulation Agency (TRA) on 1st April.

The statutory guidance on NQT induction was reissued on 1st April to reflect the change to the TRA.

1.2 WANDSWORTH INFORMATION

1.2.1 BRIEFING FOR GOVERNING BOARD CHAIRS AND VICE CHAIRS

The summer term briefing for Governing Board Chairs and Vice Chairs will take place on Wednesday, 9th May 2018 at 6.30pm at the Wandsworth Professional Development Centre, SW17 0AQ.

Dates for the next academic year will be announced in due course.
1.2.2 WANDSWORTH GOVERNOR SERVICES’ TRADED SERVICE OFFER

Governor Services are pleased to launch the 2018/2019 Traded Service offer to schools wishing to make use of the clerking and training services.

Much of the offer this year has remained the same as before. However, for those Wandsworth maintained schools purchasing one of the ‘All Inclusive’ packages, they will receive a year’s membership to the online resource “The Key for School Governors”. Each member of the governing body will be provided with individual log-ins.

The Key for School Governors is a national information service that provides governors with instant answers to questions on all aspects of school governance. Members use The Key to stay up to date, gain confidence in their role and quickly get to grips with important issues. The Key offers high-quality, impartial information and guidance from authoritative sources and a wealth of practical resources, including:

- clear explanations of governance roles and requirements
- timely summaries of key changes in the sector
- checklists and templates
- insights and case studies from governance experts
- regular news round-ups and more.

From setting the strategic vision for schools to financial monitoring, ensuring compliance to preparing for governing body meetings, The Key helps governors with every element of their role.

1.2.3 PROSPECTIVE GOVERNORS’ EVENING

Following a hugely successful prospective governors’ evening last term, a date has been set for the summer term. The event will take place on:

Summer Term – 13th June 2018

Invitations will be sent to Governing Board Chairs, Headteachers and Clerks.

The event takes place at 6.30pm at the WPDC, Burntwood Lane, SW17 0AQ. For directions click here.

For schools trying to fill vacancies, Wandsworth Governor Services will be supporting schools to register directly with School Governors’ One-Stop Shop’s (SGOSS) free service. In doing so, schools will have direct access to the prospective governors that are currently seeking positions as well as being able to use the specialist services that SGOSS offer. This makes it easier for schools to match candidates based on skills gaps that have been identified. Many of the governing boards in Wandsworth schools are still holding vacancies but with the support of SGOSS and the prospective governor events this needn’t be the case. If your governing board has vacancies that have been difficult to fill, please contact Donna Muir (DMuir@Wandsworth.gov.uk) who will be happy to add support.
Anyone interested in becoming a governor will be advised to register with SGOSS, which helps ensure that schools get the most comprehensive information about candidates before they are even selected for interview.

For more information on the service that SGOSS provide, please click here.

2. SCHOOL PERFORMANCE & CURRICULUM

2.1 SCHOOL PERFORMANCE

2.1.1 REU ANALYSIS SERVICE

Wnsdworth’s Research & Evaluation Unit (REU) is continuing to trade its analytical services this year. A wide range of comparative and contextual analysis and reporting will be available to schools soon after submission deadlines this summer and through the autumn. A full timetable for statutory and non-statutory data submission and analytical reporting, will be published at the start of the summer term. The REU will also offer a full range of training for Governors on ASP and IDSR through the autumn term. The training offer will be posted on TPD Online in due course.

2.1.2 RECEPTION BASELINE – NEW ASSESSMENT

Primary school governors

The DfE has just confirmed that the reception baseline assessment will be implemented from 2020, following pilots in 2018 and 2019. To read the full announcement, follow this link.

2.1.3 SECONDARY SCHOOL PERFORMANCE - GCSE

Secondary school governors

The number of subjects in which GCSEs are now graded 1-9, rather than G-A*, has expanded this year. You can find details of the expanded list for which qualifications this applies to for 2018 results and beyond here.

Following the Government’s EBacc consultation published in 2017, the Government has stated that they intend to change the headline EBacc attainment measure from the proportion of pupils achieving a grade 5 and above in the EBacc subjects to an EBacc average point in 2018.

The EBacc Point score from 2018 will measure pupils’ point scores across the five pillars of the EBacc. This will ensure the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential. To help schools prepare for this new headline measure, the Government shared the 2017
EBacc average point score shadow data with schools earlier this year. This 2017 shadow data will not be published and schools will not be held accountable. The EBacc average point score will not appear in performance tables until October 2018.

Some AS level qualifications in the same subject pillars can also count towards the EBacc.

Full details of the consultation are available here.

In 2018 Progress 8 measure there will be a change in methodology to limit the effect on schools’ results of pupils with extremely negative progress scores. Where a pupil’s score is more negative than the minimum score, the minimum score will replace the pupil’s original progress score when calculating a school’s Progress 8 average. This will normally be no more than 1 or 2 pupils in any school.

Full guidance on KS4 accountability can be found here.

**2.1.4 SCHOOL PERFORMANCE – 16-19**

The 2018 accountability measures are still under development and the DfE will publish more information as it becomes available. The Accountability guide for 16-19 performance will be reviewed in summer 2018.

Developments planned for 2018:

- **Multi-academy trusts:** In 2016, the government committed to publishing multi-academy trust (MAT) performance measures. We plan to release 2018 MAT performance tables for 16 to 18 education alongside the school and college performance tables in January 2019. More details of the measures to be included in the MAT performance tables will be included in the next update of this technical guide.
- **Apprenticeships:** The 2018 school and college performance tables will include qualification achievement rates (QARs) for 16-18 year old apprenticeships. This data is currently published in National Achievement Rate Tables but will be additionally brought into the performance tables from 2018.
- **Tech level measure:** This additional measure will show the proportion of students entering tech levels as a proportion of all students entering level 3 vocational qualifications. The level 3 comparison group will include all level 3 vocational qualifications at least equivalent in size to 1 A level (minimum 325 guided learning hours) with the exception of applied general qualifications.
- **English and maths progress measures:** The existing headline measure (average progress) will be supplemented by data showing the proportion of students in scope for either the English and/or maths measures that enter an approved qualification.

The current guide can be found here.

As with GCSE the subject qualifications will extend for 2018 and beyond – details can be found here.
2.2 CURRICULUM

2.2.1 SEN: GUIDANCE ON EFFECTIVE EVIDENCE-BASED PRACTICE

The DfE has announced the publication of a new interactive ‘what works’ resource for those working with these children and young people. The resource – “SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges” – provides school and colleges with information and evidence-based practice that can be effective for SEN support. Wandsworth has shared the resource with all mainstream school SENCOs and also with primary headteachers. Both the development of the resource and the underpinning research were undertaken by ASK Research and Coventry University. The resource is hosted on Nasen’s SEND Gateway.

The Communication Trust hosts the website What Works for children with speech, language and communication needs. What Works is designed for early years practitioners, SENCOs, teachers and school leaders, and is a free and easily accessible overview of the evidence base and evaluation of intervention and training programmes. To find out more, visit the What Works for Education Settings web page.

3. SPECIAL EDUCATIONAL NEEDS AND DISABILITY

3.1 SPECIAL EDUCATIONAL NEEDS AND DISABILITY - REFORMS

3.1.1 PROGRESS IN IMPLEMENTATION OF THE SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) REFORMS

All school governors

From 1st September 2014 the Children and Families Act placed new duties upon local councils, health service providers and schools in relation to children and young people with SEND. These reforms were intended to support the development of a multi-agency approach to delivering services focused on outcomes agreed with the parents/carers and children and young people.

This is an update on the progress in implementation of the SEND reforms which are most relevant to governors and school governance.

All schools are required to publish and update annually a SEN Information Report setting out how they meet the needs of children and young people with SEND. The Council has published its local offer of services for children and young people with SEND and this is now well-established. Here is the link.

- Governors should ensure that their school has published the SEN Information report and that it is up to date and reflects the SEN provision made by the school. It should also contain
a link to the Council’s local offer and information on how parents can raise concerns or make a complaint.

A further reform was, in mainstream schools, a move from two levels of identification of SEN prior to an Education Health and Care Plan (EHCP), (School Action and School Action+), to one level known as SEN support, with a greater focus on the role of the class teacher in providing for children with SEND.

- All SENCOs have now ensured that children identified as being at school action or school action + have moved to SEN support or are receiving support within the class as part of “quality first” teaching. **Educational outcomes for children and young people on SEN Support are better than the national average in both primary and secondary schools.** However, Wandsworth schools are identifying a greater number of children and young people with social, emotional and mental health needs than other LAs. Further analysis will take place to establish the reasons for this and if necessary discussions will take place with schools.

- **Governors** should be aware of the progress that different groups of children make within the school and be satisfied that children identified as having special educational needs are making appropriate progress.

*Parents/carers are expected to be involved in all aspects of developing the local approach to implementation both strategically and in schools with much greater involvement in producing their own child’s EHCP.*

- **Governors** should be aware of the arrangements in their own schools for involving parents/carers in the agreement of outcomes and provision for both children with EHCPs and at SEN support. They should be satisfied that arrangements are in place for regular communication with parents and opportunities for their views to be taken into account.

*Children and young people are to have a greater voice in both deciding what the outcomes should be from their education, health and care provision made locally and at school and the strategic development of services.*

- In schools there is evidence that overall children and young people are having greater involvement in developing their EHCPs. **Governors** may wish to ask how children and young people with SEND have opportunities to become involved in local arrangements for consulting with pupils, such as the School Council, as well as being able to contribute their aspirations and views to assessments and reviews of their own progress.

### 3.1.2 LOCAL AREA SEND INSPECTION

Although the implementation of the reforms is an ongoing development now that the deadline to transfer all statements to EHCPs has passed it is expected that all Councils, CCGs, schools and other providers will have made good progress in implementing the reforms. Ofsted have started a 5 year programme of inspection of local area provision for children and young people with SEND which has been running for about 18 months. The inspection will cover education, health and social care services. Whilst Wandsworth may be inspected at any time over the next 3 years there is a possibility that the inspection may take place shortly after the full re-inspection of children’s social
care services which will take place in April and May. As part of the inspection Ofsted will visit a range of mainstream and special schools as well as schools with bases. At those visits they will speak to parents/carers and children and young people about their experience. The schools visited are not themselves being inspected but the findings will feed into the overall outcome of the inspection.

3.1.3 IMPACT OF HIGH NEEDS FUNDING REFORMS

The funding reforms for the high needs block are now being implemented. As a result of these reforms any increase to the high needs budget is likely to be limited for the foreseeable future as the government seeks to address an imbalance in levels of funding for children with SEND in different areas of the country. Any increase to the high needs block is likely to be restricted to 0.5% moving forwards. Last financial year the high needs block was overspent by about £1 million. In collaboration with the Schools Forum the Council is taking steps to bring this back into balance.

3.1.4 OUTCOME OF CONSULTATION ON EDUCATION PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH SEND

The Council carried out a wide-ranging consultation on provision for children and young people with SEND with parents/carers, children and young people, and schools and other providers. A link to the committee report setting out the full results of the consultation (Paper 18/44) is [here](#).

Key themes which came out of the parents’ responses regarding positive aspects of their placements were:

- **Communication:** the positive point raised most often by parents, and in relation to every type of placement, was good communication. This included the school keeping parents informed about their child’s progress and any issues that have arisen, generally being available and approachable if a parent would like to know more or would like to raise anything, and also listening to parents’ expertise of young people and the expertise of outreach services (in mainstream schools).

- **A welcoming, flexible environment:** many parents mentioned examples of how their child’s school had developed a positive, nurturing environment in which their child felt welcome. This was often expressed in the school being willing to adapt policies and think creatively to meet the young person’s needs. Parents mentioned the benefits of senior leadership being involved and on board. There were examples of this inclusive behaviour across mainstream and specialist provision.

- **Expertise and understanding young people’s needs:** Parents particularly valued the expertise in ASD that could be found in special schools, but there were other examples where a school understood the challenges that young people faced and had empathy for the difficulties that this might cause for the child and family.

- **Individual or small-group support:** parents mentioned how they valued the individual or small group support that their children received at school, and saw that it had made a difference to their child’s development.
- **Positive transitions**: a number of parents, particularly at special schools, noted that their child’s experiences of transition had been impressive and thorough.

Key themes which came out of the parents’ responses regarding negative aspects of their placements were:

- **Scope to improve communication in some instances**: although most comments around communication were positive, there were instances where parents said communication could be improved across all types of schools.

- **Lack of understanding of the needs of young people with SEND, especially in certain mainstream schools, and a lack of willingness to be flexible to meet their needs**: A clear theme that arose in a minority of responses was that certain schools, especially mainstream schools, did not feel welcoming to young people with SEND. Schools, especially senior leadership, could be unwilling to be flexible to the additional needs of the young people. Some parents attributed this to a lack of understanding of the needs of the child, for example by seeing challenging behaviour as “bad”.

- **Aspects of EHCPs not being followed and difficulties in accessing therapies at school**: this issue was identified in both mainstream and special schools

Governors should note that whilst it is clear that there is pressure across the system there is also some excellent work taking place in schools which is highly valued by parents and the children and young people. Academic outcomes for children and young people with SEND in mainstream schools are good. There is, however, pressure across the system on budgets, staff recruitment and retention, and balancing the conflicting pressure being placed on schools. Wandsworth is relatively well-funded for pupils with SEND and is therefore unlikely to receive significant increases to its high needs budgets in the near future. In common with other London authorities it is over-spending on the high needs block of the DSG, which ultimately must be managed.

One factor that distinguishes provision in Wandsworth from that in other LAs is the relatively high numbers of children and young people placed in specialist provision, and the relatively low numbers included in mainstream schools outside the specialist bases. This is placing pressure on capacity in specialist provision and resulting in increasing numbers of children and young people being placed in specialist independent placements at a high cost. Ultimately this reduces the funding available for all schools.

**Next steps**

Following the consultation and review the Council will be adding some further capacity to its specialist provision by opening a resource base for children with ASD and speech, language and communication needs at Riversdale School, and further increasing capacity for children with ASD and learning disabilities at Paddock School. This is in addition to the base which opened at Ravenstone School this year. It is also discussing with in-borough specialist providers how their provision might be flexed to enable them to admit children with more complex needs. The total capital cost of these additional places is £2.7 million of which £1.9million is covered by a special provisions capital grant from the DfE.

The Council will be working with further education and training providers to ensure that the offer for young people when they leave school matches their aspirations to work and develop their
independence. The aim will be to develop more training and supported internship placements that offer young people a realistic opportunity to secure paid employment, and where necessary supports them as they learn skills in the workplace.

Key to managing the pressures on the budget is to support mainstream schools to deliver a high quality education to children with SEND in their local community. The Council will be working with schools to address the factors that are challenging them and to explore how the numbers of children with SEND in mainstream can be brought more in line with those in similar local authorities. The aim will be to ensure that as much of the high needs budget as possible is spent in local schools.

4. PUPIL WELFARE: SAFEGUARDING, BEHAVIOUR, ATTENDANCE, HEALTH AND WELL-BEING, SCHOOL MEALS

4.1 SAFEGUARDING

4.1.1 SAFEGUARDING AND SAFER RECRUITMENT TRAINING

Wandsworth offers a comprehensive programme for governors and school staff on safeguarding and related issues.

Dates have been set for the autumn term and spring term core sessions “Safeguarding – governors’ roles & responsibilities”. Refer to Item 7.1 below for details.

Sessions on the following areas are currently being arranged:

- Safeguarding – understanding Ofsted’s expectations and securing outstanding evidence and practice
- Safeguarding principles, policies and practice for headteachers and governors
- Safer Recruitment for governors and school staff
- Safeguarding against radicalisation & extremism – new course specifically designed for governors
- Children Missing Education, Child Sexual Exploitation, FGM

Details will be posted on TPD Online as soon as they are available.

Visit www.tpd.org.uk to access full details of Wandsworth’s training offer.

5. STAFFING & SCHOOL FUNDING

5.1 FREE SCHOOL MEALS & UNIVERSAL CREDIT
Following a consultation exercise, the Government has confirmed that it will proceed with plans to expand the eligibility of free school meals (FSM), the early years premium and free early years entitlement. Under the proposals, families on Universal Credit (UC) earning under £7,400 a year would be eligible for FSM and the early years pupil premium. Households with a net income of under £15,400 and in receipt of UC would be eligible for the 15 hour free early education entitlement. The policy will protect all children in receipt of FSM at the point at which the threshold is introduced and every child who gains eligibility before the end of the rollout of UC. The changes came into force on 1st April 2018.

The Department for Education (DfE) has published guidance on the updated eligibility criteria and this is available here.

5.2 CAPITAL DEVELOPMENTS

After the significant expansion of the past few years, primary rolls fell back slightly last year and look likely to remain at broadly the same level for 2018. Secondary on time applications continue to rise, by some 11% this year compared to the previous year and this is expected to continue upwards as the primary bulge feeds through with the peak Year 7 rolls expected in 2023/24. To meet that, the Council has approved the expansion of Ark Putney Academy by two Form Entry (FE), Saint Cecilia’s Church of England School and Chestnut Grove Academy by one FE each. Architects have been appointed to carry out feasibility studies at these schools, and at Graveney where there is a need to ensure sufficient capacity to meet the higher rolls as they pass through. Proposals were also approved for Brandlehow Primary School to revert to two forms of entry; and the further enlargement of Paddock Primary Special School to ensure enough places to meet the requirements for children with special educational needs within the borough. Proposals are also in hand to open an ASD unit at Riversdale Primary School. This represents a total capital investment of some £15.5m by 2020, derived from Basic Need and SEN capital grants awarded to the Council.

This year the Council also received £2.1m for planned maintenance and renewal schemes at community and foundation schools for 2018/19, plus some £800,000 for voluntary schools. This is being allocated to projects such as the external refurbishment of Honeywell and Smallwood; heating renewals at Alderbrook and Oak Lodge; further phases of new windows at Riversdale and Falconbrook; and dining improvements at Penwortham. In addition, a one-off capital grant of some £200,000 is being made available for community and foundation schools as a result of the Government’s ‘Sugar Tax’ for investment in health related projects (with £77,000 for the VA sector). Bid criteria are being developed and applications will shortly be invited. Schools should also be starting to prepare bids for next year’s maintenance programme, where the cost is likely to be over £50,000, bearing in mind that a contribution of 10% up to a maximum of £20,000 is usually required.
6. WANDSWORTH NEWS

6.1 SENIOR APPOINTMENTS

Liz Rayment-Pickard has been appointed Head of Young People and Education at the Mercers' Company. The Mercers' Company is one of the Livery Companies of the City of London. Although originally a medieval trade guild, the Mercers' Company today has philanthropy at its heart - funding its charitable activities through its investments. For many years, education has been a major part of the Mercers' philanthropic activities and Liz will lead a team to help to shape the Company's Young People and Education Strategy.

Kate Bond has been appointed to the substantive role of Assistant Director of Children's Services (Education, Performance and Planning), subject to the usual checks, with the expectation that she will take up post in Wandsworth in early-mid June. Kate’s current role is as Head of Standards and Inclusion with the London Borough of Lewisham, where she holds accountability for school improvement, together with access and inclusion services (school place planning, organisation and admissions; virtual school for looked after children; Education Welfare and exclusions).

6.2 ACADEMY UPDATE

High View Primary School has consulted local parents on its plans to convert to an academy and join the Ark network in September.

Academy Orders are in place for Franciscan Primary School to join the Graveney Trust and for Linden Lodge School to join the Southfields Academy Trust.

6.3 HEADSHIP APPOINTMENTS - UPDATE

New appointments with effect from April 2018: or September:

- Eardley Primary School – Emilie Haston appointed as substantive Head

New appointments with effect from 1st September 2018:

- Burntwood School – Helen McGrevey
- Fircroft Primary School – Denise York
- Swaffield Primary School – Julia Hamilton
- West Hill Primary School – Anna Healy and Lisa Carmen
7. GOVERNOR TRAINING & DEVELOPMENT

7.1 WANDSWORTH TRAINING & DEVELOPMENT PROGRAMME FOR GOVERNORS 2017/18

The importance of a well-informed, skilled governing board continues to be as high as ever. We therefore encourage governors to take up the numerous training opportunities offered by the Local Authority. Wandsworth’s training offer is held on TPD Online.

To view full details of the programme and course details (including course times and fees) and to book a place on a course, visit TPD Online (www.tpd.org.uk). Once you have logged on, click on to the Schools & Governors portal, search events and enter GOV or LEAD in the event code. Advance booking is required for all courses.

Below is a summary of the programme which has been organised to date. Additional courses will be added shortly including sessions relating to safeguarding; pupil achievement; strategic planning; Ofsted inspections; budget planning and monitoring; fundraising for schools; and more.

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<tr>
<th>Course Title</th>
<th>Date</th>
<th>Time</th>
<th>Course code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governors’ Essentials: Induction for new &amp; recently appointed governors</td>
<td>23rd &amp; 30th April 2018</td>
<td>18:30 – 20:30</td>
<td>SCH GOV93</td>
</tr>
<tr>
<td>Governors &amp; the General Data Protection Regulation (GDPR) - how to ensure your school is compliant</td>
<td>23rd April 2018</td>
<td>18:30 – 20:30</td>
<td>SCH GOV111</td>
</tr>
<tr>
<td>Safer Recruitment for school staff &amp; governors</td>
<td>1st May 2018</td>
<td>09:00 - 16:00</td>
<td>SCH GOV110</td>
</tr>
<tr>
<td>Using data to support and challenge – an overview of performance information</td>
<td>24th May 2018</td>
<td>18:30 – 20:30</td>
<td>SCH GOV112</td>
</tr>
<tr>
<td>Governors’ Essentials: Induction for new &amp; recently appointed governors (parts 1 &amp; 2)</td>
<td>12th June 2018</td>
<td>09:30 - 13:30</td>
<td>SCH GOV95</td>
</tr>
<tr>
<td>Governors’ Essentials: Induction for new &amp; recently appointed governors (parts 1 &amp; 2)</td>
<td>19th September 2018</td>
<td>09:30 - 13:30</td>
<td>SCH GOV113</td>
</tr>
<tr>
<td>Taking the Chair (NEW)</td>
<td>1st October 2018</td>
<td>16:00 – 20:30</td>
<td>SCH GOV114</td>
</tr>
<tr>
<td>Safeguarding - governors' roles and responsibilities</td>
<td>4th October 2018</td>
<td>18:30 – 20:30</td>
<td>SCH GOV120</td>
</tr>
<tr>
<td>Safer Recruitment for school staff &amp; governors</td>
<td>17th October 2018</td>
<td>09:00 - 16:00</td>
<td>SCH LEAD84</td>
</tr>
<tr>
<td>Governors' Essentials: Induction for new &amp; recently appointed governors</td>
<td>6th &amp; 13th November 2018</td>
<td>18:30 – 20:30</td>
<td>SCH GOV115</td>
</tr>
<tr>
<td>Safer Recruitment for school staff &amp; governors</td>
<td>22nd January 2019</td>
<td>09:00 - 16:00</td>
<td>SCH LEAD85</td>
</tr>
<tr>
<td>Safeguarding - governors' roles and responsibilities</td>
<td>5th February 2019</td>
<td>18:30 – 20:30</td>
<td>SCH GOV121</td>
</tr>
<tr>
<td>Governors’ Essentials: Induction for new &amp; recently appointed governors</td>
<td>27th February &amp; 2019</td>
<td>18:30 – 20:30</td>
<td>SCH GOV117</td>
</tr>
</tbody>
</table>
To ensure that you receive information about new courses, ensure that you have activated the option to receive email alerts. You can do this by selecting My TPD Online, then “update your email alerts” and select the following subject options: governance and leadership and target audience option: governors: all and governors: chair /vice chair as appropriate. Ensure that the “Activate event alerts by email” option is ticked.

For maintained schools that have signed up to one of the Governor Services’ all-inclusive governance packages, their governors are entitled to free access to the vast majority of Wandsworth’s central training & development programme for governors. It does not include Safer Recruitment nor courses with course code prefix SCH LEAD, nor bespoke training.

For “LEAD” courses, discounted rates may apply if your school has subscribed to the Primary School Improvement Traded Service.

TPD Online/booking queries: email profcenttraining@wandsworth.gov.uk or phone 020 8871 8743.

Governor Training & Development Programme enquiries: email athomas@wandsworth.gov.uk or phone 020 8871 8707.

7.2 CPD IN WANDSWORTH

As raised in previous reports, it is important that governing boards recognise the value of CPD for staff and the difference it can make to pupil outcomes, good practice, staff retention and well-being.

Details of the LA’s programmes for school-based staff are available on TPD Online. The offer includes a range of opportunities including the CPD programmes for headteachers; deputy and assistant heads; curriculum leaders; phase leaders; classroom teachers and much more.

Exciting opportunities this term include the residential conference for school business managers; a day with Shirley Clarke (the foremost expert on the practical application of formative assessment); and next term, a new project with Michael Rosen on developing poetry.