DIRECTOR’S REPORT TO GOVERNORS

SPRING TERM 2019

CHILDREN’S SERVICES
WANDSWORTH COUNCIL
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1. **INTRODUCTION**

Welcome to the Spring Term Director’s Report to Governors. The purpose of governance as set out in the DfE Governors’ handbook is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. I firmly believe that effective governance lies at the heart of every effective school which is why it is so important that as a local authority we share our vision with you to ensure that we are all providing the right challenge and support to our school leaders.

Results in the Summer Term demonstrated that outcomes for pupils in Wandsworth remain good for pupils across all key stages, however, analysis of the results also identifies a number of priorities as follows:

**Primary**

- Narrow the gap in achievement, attendance and exclusions between Black Caribbean pupils and their peers.
- Further decrease the gap in achievement between disadvantaged pupils and non-disadvantaged pupils, at the expected standard and greater depth/high score.
- Improve attendance for pupils with SEND (SEN support and EHCPs), including addressing persistent absence.

**Secondary**

- Narrow the gap in achievement, attendance and exclusions between Black Caribbean pupils and their peers.
- Further decrease the gap in achievement between disadvantaged pupils and non-disadvantaged pupils in key stages 4 and 5.
- Improve performance in A level and academic courses of Black and Minority Ethnic (BME) groups.
- Improve attendance for pupils with SEND (SEN support and EHCPs), including addressing persistent absence.

You will see that, this term, we have developed the format of the report to include the question “What can the board do?” at the end of each item. We hope that this helps you focus on the key actions required by your governing board.

John Johnson
Director of Children’s Services
Wandsworth Council
2. GOVERNANCE

2.1 NATIONAL INFORMATION

2.1.1 OFSTED ANNUAL REPORT 2017/18

Her Majesty’s Chief Inspector published her annual report on 4th December 2018. The report provides a useful summary of Ofsted’s findings from inspections, visits and research over the past year. It presents a ‘state of the nation’ commentary on the quality of education, training and care services in England. It highlights areas of success and of concern and sets out action it plans to take next year. It finds the overall quality of education and care in England is improving, but more action is needed to support the children being left behind.

Here is a link to the press release and here is a link to the report itself.

What can the board do?

- Ask all governors to read this report.
- Discuss the report at your Governing Board meeting and reflect on the implications for your school. How well does your school compare to the national picture? Does your school have similar or different challenges?

2.1.2 NEW OFSTED INSPECTION FRAMEWORK – CONSULTATION

On 16th January 2019, Ofsted launched its consultation on its new Education Inspection Framework. The consultation period will close on 5th April 2019 and Ofsted will publish the final framework and inspection handbooks in summer 2019. As anticipated in last term’s Director’s Report there is an increased focus on the school curriculum and a new, broader “quality of education” judgement.

Here is a link to Ofsted’s press release which sets out a useful summary of the key proposals for consultation.

What can the board do?

- Review the proposals and submit a response should it wish.
- In the longer term, consider if there any implications for the school arising from the new framework. For example in relation to your school’s curriculum design; how your curriculum is leading teaching and learning; and how you can demonstrate the effectiveness and impact of your school’s curriculum for your children and young people.

2.1.3 RECRUITMENT AND DIVERSITY ON THE GOVERNING BOARD
Diversity on governing boards is a major concern. Earlier this year the National Governance Association (NGA) launched a campaign called Everyone on board to encourage people from ethnic minorities and those aged under 40 to become a school governor or trustee by demonstrating how their skills and lived experience can make a valuable and significant contribution to schools and the pupils and staff within them. Adding new governors/trustees to the governing board who are reflective of (but not representatives of) the community the school serves, can help it make better decisions in the interest of all pupils.

**What can the board do?**

- Consider ways to reach out to a more diverse audience. Actively consider diversity of age, ethnic group, gender and disability when recruiting to the governing board or succession planning for the role of chair and work to identify and remove barriers to participation.
- Put in place a mentoring or ‘buddy’ scheme to support governors and trustees from under-represented groups to progress to leadership roles on the governing board.
- Attend the prospective governors evenings outlined in Item 2.2.2 below.

**Recruitment**

For those schools that are trying to fill vacancies, Wandsworth Governor Services encourage schools to register directly with Governors for Schools’ (formally 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 utilise the specialist services that Governors for Schools have to offer. This will make it easier for schools to match candidates based on skills gaps that have been identified.

### 2.1.4 WORKING WITH SCHOOLS TO PROMOTE THE OFFER FOR TWO YEAR OLDS

Families with children aged two years old, who meet the eligibility criteria, are entitled to a maximum of 15 hours of free Early Education and Childcare per week. This entitlement applies to Wandsworth borough childcare providers for 38 weeks of the year from the term after their child’s second birthday. This will run up to the point when they are eligible for the 3 year old funding (term after their third birthday). Please follow this link to access further information.

**Wandsworth** has been identified by the DfE as one of the London boroughs with one of the lowest percentage of vulnerable two year olds accessing a place.

The Early Education and Childcare Places (EECP) team and the Wandle Early Years Hub (WEYH) introduced a new strategy in September to ensure that the take up of two year old places is increased. After consulting with parents/carers, professionals and reviewing models from other local authorities, one of the key areas of focus is to introduce funded two years olds into schools.

Currently, Wandsworth’s three maintained nursery schools offer the funded places for two year olds, as well as two primary schools (since September 2018). Another six schools are exploring ways to offer places for vulnerable two year olds.

Hempsalls have put together a guidance document with key information regarding the two year old offer delivered via schools. Here is a link to the document.

**What can the board do?**
2.1.5 PARENTS’ ATTITUDES AND OPINIONS

At the end of November 2018, Parentkind (a national charity which supports parents in taking an active role in their child’s education) released findings from its Parent Insight Survey. The survey looked at parents’ attitudes and opinions on a number of topics related to their children’s education.

To read the full reports follow this link. You will also find some informative infographics on the site.

What can your board do?

- Engaging with stakeholders, including parents, is an important function of a governing board. Does your board actively seek parents’ views?

2.1.6 WELL-BEING & THE GOVERNANCE ROLE

Recently there has been a strong focus on teachers’ well-being and workload – this is referred to later in the report (see Item 6.1 below). In addition to teachers’ well-being, governors need to monitor their own well-being - as a volunteer it can be difficult to maintain a board-life balance.

What can the board do?

- Think about the ways you can make time commitment more manageable, i.e. review the amount of meetings; set time limits on meetings; review committees annually for effectiveness.
- Share the load – ensure there is effective delegation.
- Have regular governor appraisals (annually?) to ensure that the board is working effectively, strategically & efficiently.

2.2 WANDSWORTH INFORMATION

2.2.1 BRIEFINGS FOR GOVERNING BOARD CHAIRS AND VICE CHAIRS 2018/19

Wandsworth Governor Services are pleased to continue to support Chairs and Vice Chairs from all Wandsworth schools with termly information briefings. Previous briefings and presentations can be accessed at any time here.

Briefing dates have been set for 2018/2019 as follows:
• Spring Term - 24th January 2019 – 6.30pm
• Summer Term – 8th May – 6.30pm

Invitations will be sent in due course to Chairs and Vice Chairs of governing boards. The events take place at 6.30pm at the Wandsworth Professional Development Centre, SW17 0AQ. For directions click here.

**What can the board do?**

• If you have suggestions for items you would like to be discussed at these meetings please contact the Head of Wandsworth Governor Services - Keith.Revell@richmondandwandsworth.gov.uk.

### 2.2.2 EVENINGS FOR PROSPECTIVE GOVERNORS 2018/19

Prospective governors evenings are informal events where schools can meet and be matched with prospective governors. Dates for 2018/2019 academic year as follows:

• Spring Term – 7th February 2019 – 6.30pm
• Summer Term – 12th June 2019 – 6.30pm

Invitations will be sent to governing board chairs, headteachers and clerks.

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

If your governing board has vacancies that have been difficult to fill, please contact Selina McClure (smcclure@wandsworth.gov.uk) who will be happy to add support.

For more information on the service that ‘Governors for Schools’ provide, please click here.

**What can the board do?**

• Use these evenings to address some of the issues raised in Item 2.1.3 above.

### 3. SCHOOL PERFORMANCE & CURRICULUM

**3.1 SCHOOL PERFORMANCE**

**3.1.1 PRIMARY SCHOOL PERFORMANCE TABLES**

In mid-December, the Department for Education (DfE) released the primary school performance tables for 2017/18. For each primary school, this includes the results for key stage two SATs and teacher assessments, and key stage one and two pupil progress measures in reading, writing and mathematics. The Governance Handbook 2017 states that “Boards need to make sure that at least
once a year they see national objective data so that they are empowered to ask pertinent and search questions.” The tables show that attainment has gone up for each subject nationally compared to 2017, with no changes to the headline figures published in the provisional data in September.

In school you will already have seen your school’s own analysis of performance. This should be for all year groups as well as the statutory end of Key Stage performance. The governing board may want to revisit some of the key questions mentioned in last term’s report in the light of the national data that has just been released. Some of the key questions you might ask are:

- How well have pupils done this year? Pupils reaching expectations and those working above?
- Are we improving (3 year trend)?
- How do we compare with local and national trends?
- How have pupils progressed taking into account their starting point?
- Are there any underperforming/over represented groups of pupils we need to look more closely at?
- How well have we done against our priorities/action plan/targets?
- Are there any other emerging themes to prioritise?
- What will we do next and how will we use resources to focus intervention?

**What can your board do?**

- Ensure that the board is adhering to the Governance Handbook requirements set out in Section 3.3 and 3.3.1 of the handbook. Specifically review the scope and format of the reports and requests to avoid creating unnecessary workload.
- Make sure that your governing board has got to grips with analysing your data in the Ofsted inspection data summary report (IDSR). Log in to Analyse School Performance (ASP) to view the data.
- Book a place on “Using data to support and challenge – demystifying Ofsted’s Inspection Dashboard (IDSR)” which is taking place on 29th January 2019 at 6.30pm at the WPDC.

### 3.1.2 SUCCESSFUL APPROACHES TO SUPPORTING THE MOST ACADEMICALLY ABLE DISADVANTAGED PUPILS

The DfE has published the findings of a piece of research into how secondary schools across England have supported the most academically able disadvantaged pupils.

The research took place in the spring and summer terms of 2017 to 2018. It aimed to identify what secondary schools were doing to support disadvantaged high attaining pupils from key stage 2 to key stage 4. Findings show that English secondary schools in diverse settings and with diverse pupil populations can be successful in promoting high achievement of their most able disadvantaged
students across Key Stages 2 to 4.

Here is the link to the report.

Key findings include:

- Successful support was not about a single intervention, such as mentoring or tutoring. Rather, it was about tailoring support to pupils’ needs across four areas: academic extension (and support if necessary); cultural enrichment; personal development; and addressing material poverty.
- This work depended on three aspects of school leadership: identifying the most academically able disadvantaged pupils; demonstrating commitment to their academic progress and achievement; and ensuring this aim was embedded into daily practices in the school. Its effectiveness was underpinned by partnerships beyond the schools gates: with parents, local businesses and employers, and universities.

What can your board/school do?

- Consider the main findings of the report and consider if your school might adopt similar approaches to support its most able disadvantaged pupils to achieve their potential.
- How effective is your governing body in championing the most disadvantaged pupils in your school?
- Do you have a governor who is responsible for championing the most disadvantaged pupils?

3.2 CURRICULUM

3.2.1 WORKING WITH PARENTS TO SUPPORT CHILDREN’S LEARNING

New guidance and ideas for schools to get parents involved in children’s learning has been published by the Education Endowment Foundation (EEF) — “Working with Parents to Support Children’s Learning”.

The report offers primary and secondary schools four clear and actionable recommendations on working with parents so that they can support their child’s learning at home.

1. Critically review how you work with parents.
2. Provide practical strategies to support learning at home.
3. Tailor school communications to encourage positive dialogue about learning.
4. Offer more sustained and intensive support where needed.

What can your board do?

- Use the guidance recommendations and be optimistic about engaging schools.
- Liaise with schools that offer two year old places.
- Contact the Early Education and Childcare Places team or the Wandle Early Years Hub for further information and support.
4. SPECIAL EDUCATIONAL NEEDS AND DISABILITY

4.1 SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

All school governors

4.1.1 LINK INSPECTOR VISITS

As part of the Local Authority’s strategy to work collectively with schools to meet the needs of pupils with SEND, link inspectors focussed their autumn term visit on schools’ self-evaluation in relation to the effectiveness of their work on outcomes for pupils with SEND. The intention is that this will contribute to the rigour of schools’ self-evaluation processes and enable them to articulate the impact of the school’s work to stakeholders, including parents, governors and Ofsted. It will also help to inform the local area SEND self-evaluation.

Key themes arising from the visits include:

**Governance.** The extent to which governors have oversight of outcomes for SEND pupils, and provide challenge for this group.

**Finance.** The financial oversight that SENCos have (in primary), and the breakdown of funding (at secondary) in order to demonstrate value for money.

**Attendance.** Attendance of SEND pupils, how this compares nationally, how this is linked to achievement, and whether there are any trends according to type of need.

**Reporting outcomes.** Differentiating between lower, middle and upper attainers of those with SEN support and with EHCPs. Can schools show this, and demonstrate if any groups are falling behind?

*What can your board do?*

- Reflect on the points above and consider your school’s practice in relation to these.

4.1.2 TRANSITION OF PUPILS WITH EDUCATION, HEALTH AND CARE PLANS (EHCPs) FROM PRIMARY TO SECONDARY SCHOOLS

The Local Authority is keen to improve the processes for transition because it knows that many pupils who have had their needs met successfully in mainstream primary school are moving into specialist provision at secondary transfer. In order to support closer working relationships between primary and secondary; share good practice in meeting the needs of pupils with SEND; and support parents’ to be confident in mainstream secondary provision a number of key meetings and events have been set up. These include:

- a joint primary and secondary forum in the Spring term;
- an evening meeting for year 5 parents to meet secondary SENCos supported by primary SENCos;
• secondary SENCOs to invite local primary SENCOs to visit; and
• secondary schools to invite parents of Y5 pupils with EHCPs to visit in advance of the Autumn term open parent sessions.

What can your board do?

• Consider how your school engages with feeder primary schools/local secondary schools in order to support transition of SEND and other vulnerable pupils.

4.1.3 AUTISTIC SPECTRUM DISORDERS (ASD) PATHWAY

A review has been undertaken of the current pathway of assessment, diagnosis and support for children and young people with Autistic Spectrum Disorders (ASD) and as a result proposals have been developed to create a more streamlined pathway for children / young people 0-19 years with a single team providing specialist advice and support. Council members will be asked to approve a consultation process on the proposals which is likely to start in March 2019 and schools will be invited to participate.

What can your Board do?

• Ensure your school participates in the consultation.

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

5.1 SAFEGUARDING

5.1.1 UPDATES TO STATUTORY GUIDANCE THIS ACADEMIC YEAR

All governors

As reported in last term’s report, the statutory guidance “Keeping Children Safe in Education” was updated. Key updates included:

• clear links between behaviour management and safeguarding
• robust processes to respond to any incidents of peer on peer abuse
• clear focus on safeguarding children with SEND – ensuring their additional vulnerabilities to abuse are recognised and understood
• safeguarding risk assessments undertaken and risk management plans in place

What can your board do?

• Ensure that the school has made necessary updates to its policy to take account of these changes.
5.1.2 **SAFEGUARDING AND SAFER RECRUITMENT TRAINING**

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

The next “Safeguarding – governors’ roles & responsibilities” course takes place on 5th February 2019.

The next Safer Recruitment training for school staff and governors will be held on 22nd January 2019 and repeated on 2nd May 2019.

Refer to Item 9.1 below for details of these courses.

Visit [www.tpd.org.uk](http://www.tpd.org.uk) to access full details of Wandsworth’s training offer.

*What can your board do?*

- Ensure that each member of your board is conversant with the latest DfE statutory guidance “Keeping Children Safe in Education” and understands their safeguarding duties.
- Ensure that all safeguarding training is up to date.
- Reflect on how the board evaluates how well the school is fulfilling its statutory responsibilities and their impact.

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5.2 **HEALTH & WELL-BEING**

5.2.1 **BULLYING IN ENGLAND: APRIL 2013 TO MARCH 2018**

The DfE has published key findings on bullying amongst 10 to 15 year olds based on analysis of the ONS crime survey for England (and Wales). The report provides information on the types of bullying respondents experienced (including cyber-bullying), the frequency of the bullying, where it takes place and how well respondents felt their school dealt with bullying.

Follow [this](http://this) link to find out more.

*What can your board do?*

- Ensure that the school’s anti-bullying policy is up to date and fit for purpose.
5.2.2 MENTAL HEALTH AND BEHAVIOUR - GUIDANCE

The DfE has published guidance on how schools can support pupils whose mental health problems manifest themselves in behaviour. It gives advice on:

- how to create a whole school culture (including promoting positive mental health);
- understanding the link between mental health and behaviour;
- how to identify children with possible mental health problems; and
- where and how to put in place support including working with external agencies, where required.

Follow this link to find out more.

What can your board do?

- Manage strategic oversight of:
  - The development of a stand-alone mental health policy or ensure existing related policies, eg. behaviour, attendance, safeguarding, curriculum (RSE/PHSE), and school improvement plan, clearly outline the ways in which the school promotes good mental health in its pupils.
  - The introduction of emotional health and well-being of pupils as a standing item on the relevant sub-committee of the governing board (eg. Children, Families & Community) and that the reasons behind fixed term and permanent exclusions, for instance, are explored and challenged where these affect the inclusion of more vulnerable groups, particularly CLA, young carers and those with SEND.
  - What the school does in the teaching of social and emotional aspects of learning, including attachment, resilience, healthy relationships, peer support strategies and pro-social skills as cross-curricular learning objectives - and monitor the impact of the school's work in these areas through attendance and attainment performance measures/outcomes.
  - The school's ability to access the local services available to promote good mental health and encourage the school to participate in programmes and initiatives, such as mental health champions.

6. STAFFING

6.1 TEACHER WELL-BEING

Her Majesty’s Chief Inspector commissioned research into teacher well-being at the beginning of the summer term 2018. The aim was to find out:

- What are the current levels of teacher well-being in schools and FE providers?
What are the factors that influence the well-being of teachers?

Ofsted published the interim findings of the teacher well-being and workload survey at the end of November and these are available [here](#).

Also in November, the Anna Freud Centre published a report called *Ten steps towards school staff well-being* to promote staff wellbeing in schools.

Staff well-being is a vital issue for governing boards - it can have implications for the quality of education provided and is important for teacher retention in schools. Boards should be holding senior leaders to account for their staff management and ensuring that there is a working environment which values the well-being of all members of the school community, as well as all staff (including the senior leadership team). Boards of maintained schools are *required* to support the headteacher and teachers to achieve a satisfactory work-life balance (as explained in the [Governance Handbook](#), page 19), but this is also good practice for boards of all schools. It is important that the Board maintains a strategic role in this area.

**What can the board do?**

- Monitor what your school is doing to promote well-being - ask your Head how the school promotes a positive culture of wellbeing among staff and seek ways to validate this information.

Here are some further suggestions from The Key for School Governors:

- Ensure that relevant policies and processes are in place to facilitate a healthy work-life balance among your staff.
- As a board do not make unreasonable demands on the time of school staff, including the Headteacher.
- Support the headteacher’s wellbeing and ensure that they too have a reasonable work-life balance.
- Provide appropriate challenge and support to the headteacher, asking probing questions and setting targets for improvement where feedback shows there are staff wellbeing issues.

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### 7. SCHOOL ADMISSIONS

The Council is consulting on proposed changes to the admission arrangements for Wandsworth community primary schools for 2020-21. The following two changes are being proposed:

1. **To introduce a new admission criterion giving priority of admission to children of school staff at Wandsworth community schools.**
2. **For Hotham Primary School to extend its French language provision across both classes.**
The consultation closed on 14th January 2019 with the Council’s Executive making a final decision in February. For further information, please visit this webpage.

Governing Bodies of Own Admission Authority (OAA) schools, ie academies, foundation schools, free schools and voluntary aided schools, who do not already give priority to children of staff may wish to consider doing so. At this stage, the earliest such schools could introduce such a priority would be for 2021-22 entry. Any changes are subject to statutory consultation. Local Authority guidance about consulting on and determining admission arrangements can be found here. For further information, please contact Adam Wells, Head of Pupil Services.

**What can the board do?**

- Consider if the school wishes to give priority of admission to children of staff if it doesn’t already do so.

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### 8. Wandsworth News

#### 8.1 Academy Update

The following schools have recently become academies:

Goldfinch Primary School (formerly Eardley Primary School) joined the Dunraven Educational Trust on 1st January 2019.

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### 9. Governor Training & Development

#### 9.1 Wandsworth Training & Development Programme for Governors 2018/19

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 latest training offer is held on [TPD Online](www.tpd.org.uk).

To view full details of the programmes and course details (including course times and fees) and to book a place on a course, visit TPD Online ([www.tpd.org.uk](http://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.

The table overleaf summarises the programme which has been organised to date.
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<td>14th January 2019</td>
<td>16:30 - 18:30</td>
<td>SCH GOV130</td>
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<td>Safer Recruitment for school staff &amp; governors</td>
<td>22nd January 2019</td>
<td>09:00 - 16:00</td>
<td>SCH LEAD85</td>
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<td>Using data to support and challenge – demystifying Ofsted’s Inspection Dashboard</td>
<td>29th January 2019</td>
<td>18:30 – 20:30</td>
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<td>Safeguarding - governors' roles and responsibilities</td>
<td>5th February 2019</td>
<td>18:30 – 20:30</td>
<td>SCH GOV121</td>
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<td>Strategic planning for governors</td>
<td>5th February 2019</td>
<td>18:30 – 20:30</td>
<td>SCH GOV129</td>
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<td>Measuring progress of children with SEND - how to demonstrate impact</td>
<td>12th February 2019</td>
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<td>Taking the Chair</td>
<td>28th February 2019</td>
<td>16:00 – 20:30</td>
<td>SCH GOV116</td>
</tr>
<tr>
<td>Strategic financial management for governors &amp; maximising financial efficiency</td>
<td>18th March 2019</td>
<td>18:30 – 20:30</td>
<td>SCH GOV131</td>
</tr>
<tr>
<td>Governors' Essentials: Induction for new &amp; recently appointed governors</td>
<td>2nd May &amp; 9th May 2019</td>
<td>18:30 – 20:30</td>
<td>SCH GOV118</td>
</tr>
<tr>
<td>Governors' Essentials: Induction for new &amp; recently appointed governors (parts 1 &amp; 2)</td>
<td>11th June 2019</td>
<td>09:30 - 13:30</td>
<td>SCH GOV119</td>
</tr>
</tbody>
</table>

Visit [www.tpd.org.uk](http://www.tpd.org.uk) to access full details of Wandsworth’s training offer.

To ensure that you receive information about new courses, ensure that you have activated the option to receive email alerts on TPD Online. 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.

If you are a governor at a Wandsworth maintained school that has signed up to one of Wandsworth Governor Services’ all-inclusive governance packages, you 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.

9.2 CPD IN WANDSWORTH

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; school business managers; curriculum leaders; phase leaders; classroom teachers and many more.

What can the board do?

- Demonstrate the school’s commitment to professional development for all staff in the budget setting process by ensuring that your school’s CPD budget is protected, even in the face of reductions elsewhere. Evidence suggests that effective professional development is a core part of securing effective teaching which can generate sustainable school improvement.

- The board may find it helpful to re-visit the DfE Standard for Teachers’ Professional Development (originally published in 2016). The Teacher Development Trust provides an interesting commentary which is available here.