

The

Sheffield GOVERNOR

September 2019

Sheffield's School Governors' Newsletter

HEALTHY MINDS

Healthy Minds is a whole school approach to emotional well-being, developed by Sheffield Children's NHS Foundation Trust CAMHS service working in collaboration with local schools.

Staff Well-Being

Sheffield's SEND action plan approved by Ofsted

RELATED PARTY TRANSACTIONS

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Governance in
Faith Schools

Governing Board
Self-Review

The New OFSTED Education
Inspection Framework

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From the **Editor**

Welcome to the Autumn 2019 Sheffield Governor Newsletter. We hope that you'll find this edition useful and relevant to your work as a governor or trustee. This term's issue includes important updates about the new Ofsted Inspection Framework as well as recent finance and accountability guidance from the DfE for academies. Alongside this, we hope you will be interested in a couple of articles on whole school approaches to key issues – Healthy Minds and Healthy eating! Thanks also to Five Rivers MAT, who tell us about the steps they have taken to improve staff well-being.

We welcome your feedback on all the recent changes – please do get in touch with us by email at: governance@learnsheffield.co.uk

Also, look out for us on Twitter – we tweet about news, events, resources and training for school governors and trustees, – follow us at: www.twitter.com/sheffgovernance

Andy Wynne
Editor

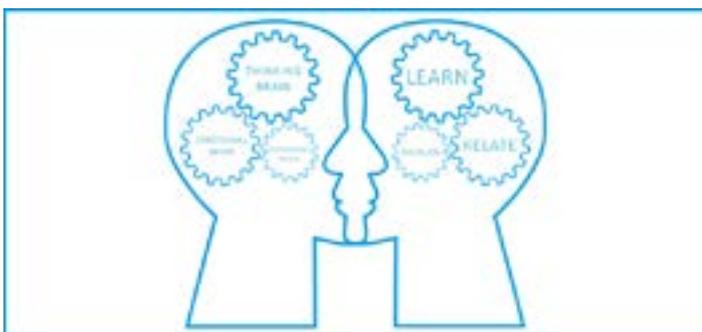
Healthy Minds

Healthy Minds is a whole school approach to emotional well-being, developed by Sheffield Children's NHS Foundation Trust CAMHS service working in collaboration with local schools. Following initial investment by NHS England and the Department for Education, it is now locally commissioned by Sheffield City Council and Sheffield NHS Clinical Commissioning Group. 96 Sheffield schools including infants to sixth form and the Sheffield Inclusion Centre are currently involved, with the eventual aim to include all Sheffield schools. Further applications are welcome - please see www.sheffieldchildrens.nhs.uk/healthy-minds.

Healthy Minds offers an integrated approach to mental health. It works on the principle that schools are in an excellent position to not just teach about mental health and signpost but to provide environments that enable children and young people to experience emotional well-being and thus build their emotional resilience.

Feedback indicates that this model makes great sense to school staff who have then been able to utilise these principles across school and develop further interventions and resources to better support children and young people, staff and parents. When schools address emotional well-being, they also provide the ideal conditions for the whole school community to engage in learning. It's win-win!

From over 20,000 Healthy Minds Surveys, children and young people's overall response when asked "what more they would like from their school to support their emotional well-being" was a school culture in which staff have the time to care, ask and listen.



The top five issues students report as having a significant impact on their emotional well-being are: friendship difficulties, sleep, low mood, anxiety, and academic pressure.

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We have used these findings to draw up individual action plans for schools and develop further ways of working – for example: working with the specialist sleep clinic at SCH, MAST parenting and Sleep Charity to develop sleep workshops for

school staff to support students and parents; developing whole school approaches to supporting CYP friendships; development of sensory breaks to enable CYP emotional regulation; and training in active listening skills for school staff.

Andy Wallace is the Commissioner for Mental Health and he is currently reviewing the Mental Health Strategy for the city. The strategy will be 'all age' and this is the first time it has been completed this way. This means that young people's mental health needs and requirements will be included in the citywide strategy. Andy would like to hear your views, email him on MHFeedback@sheffield.gov.uk.

Governing Board Self-Review

Here's how to use the National Governors Association (NGA) 20 Key Questions exercise to carry out a self-review of your governing board together with a Self-Review Tool which is now available from the School Governance Improvement Service.

One of a governing board's three key functions is to support and challenge Headteachers; holding them to account so that pupils get the best possible education.



Strong governance is essential for good schools. In too many schools, governing boards are not effective or confident enough. One of a governing board's three key functions is to support and challenge Headteachers; holding them to account so that pupils get the best possible education. But governing boards themselves also need support and challenge.

Five years ago the NGA set out to encourage governors to challenge themselves as the best governing boards already did. The first edition of 20 questions for governing bodies was developed in 2012 and since then the questions have been used extensively by many governing boards across England when reviewing their governance practice, and it was timely to review them in the light of that experience. The second version of the twenty questions was launched in 2015.

So what do you do once you have carried out the 20 questions exercise? We have developed a self-review tool which you can record and RAG-rate your answer to each of the 20 questions, you can then list your evidence for each of the answers and finally agree actions for each area.

The value of this tool is in the emerging action plan and training you will identify from the evaluation. Whilst recognising its use would be enhanced

by facilitator input, the document and task can be tackled without facilitation. The order in which your approach the questions is up to you, but we have stayed with the order from the twenty questions.

Against each question the tool enables you to grade your governing board as red, amber or green. Where the criteria are not met you should grade yourself 'red' and where they are partly met you should grade yourself 'amber'. Where a red or amber judgement is reached you should use the 'action' column to detail the action required to move yourself to 'green'.

Self-Review Tool now available from School Governance Improvement Service
(contact governance@learnsheffield.co.uk)

When completed, transfer the actions to the action plan template at the back of the document. Relevant timescales and a training package should be agreed. It could also be used to measure the performance of individual governors, including the chair.

As part of this process of self-review, we would signpost you to a number of documents that you may find useful.

- Skills audit – contact the Sheffield School Governance Improvement Service (SGIS) for a copy of this document
- 360° questionnaire about the chair, vice-chair and committee chairs – contact the SGIS for a copy of this document. We can also provide this as an online form.

The value of this tool is in the emerging action plan and training you will identify from the evaluation.

TOP TIP

Once you have completed the review, you may decide to undertake a more formal external review of governance in your school and if you would like advice about this, contact the SGIS.

Sheffield's SEND action plan approved by Ofsted

In November 2018 there was an inspection of how the Special Educational Needs and Disabilities Reforms (set out by law in 2014) have been introduced in Sheffield. The inspection was carried out by Ofsted and the Care Quality Commission (CQC). It considered how the local area is identifying, assessing and meeting the needs of children and young people with SEND across Education, Health and Care provision.

The inspection found that improvements are needed in seven areas. This included 'inconsistencies in identifying, assessing and meeting the needs of children and young people with SEND in mainstream primary and secondary schools'.

Sheffield City Council and Sheffield's Clinical Commissioning Group worked with a range of partners including schools, Learn Sheffield and the Sheffield Parent Carer forum to develop a local area written statement of action (an action plan) setting out what actions will be taken to make improvements, and by when.

Ofsted have now confirmed they approve the action plan which is available online at www.sheffield.gov.uk/sendinspection. You can view the inspection report at the same link.

Ofsted and the CQC will revisit Sheffield within 18 months to see if enough improvement has been made. This is expected around October 2020.

The Council and CCG will continue to work with school leaders, including governors, to bring forward changes. Some of the actions in the plan will happen quite quickly but others will take more time to complete. Local leaders remain committed to ensuring that all children and young people with additional needs receive the education, health and care support they need, to help them reach their goals and lead a happy and full life.

You can stay up to date with SEND developments by signing up to Sheffield City Council's new SEND newsletter at www.sheffield.gov.uk/sendinspection

GOVERNANCE IN FAITH SCHOOLS

For 75 years, education in our country has had faith schools – that is those schools with a particular religious character – as part of the state’s provision. The main providers of faith schools have been the Church of England and the Roman Catholic Church, for pupils in Voluntary Aided and Voluntary Controlled schools and, increasingly, in Faith Academies, but with other World Faiths also represented in smaller numbers.

Governors of faith schools have the same core responsibilities as those in all schools or academies:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the leadership to account for the school’s performance
- Overseeing the financial management of the organisation



Governors of faith schools have the same core responsibilities as those in all schools or academies.

With many faith schools already in, or moving towards, multi-academy trusts, this should enable local governance to spend more time focussing on the first of these responsibilities as its overriding priority. To borrow from the latest update from the DfE governance handbook (2019), the key feature of effective governance in this regard is ‘Strategic leadership that sets and champions vision, ethos and strategy’. ‘Champions’ - What a brilliant word that is to enthuse and motivate governance in any school! It conjures a picture of a group standing up for all that a school values and holds dear, and actively supporting the school in living out its stated vision...

There is a great commonality of shared values in all that faith communities espouse in their school aims. Catholic schools aim to share their faith with all who wish to be a part of it, assisting parents who are recognised as the ‘prime educators’ of their children, but also to be a ‘service to society’ and to work for the ‘common good’. They aim for excellence, recognising the uniqueness of each individual, and the importance of educating the ‘whole person’ within a moral framework. Church of England documents too have faith at their

forefront, but also speak of the ‘pursuit of excellence’ and ‘serving the common good’, and the beautiful phrase ‘educating for life in all its fullness’. These priorities are echoed in Jewish and Muslim schools aims, where educational excellence and a love of learning is prized, but also a sense of serving the wider community, as in ‘promoting a sense of social awareness and responsibility among our pupils to enable them to make a positive contribution to the wider world.’ (Jewish school) ; and ‘mould students into good citizens, with a sense of responsibility for their actions, and to encourage positive social participation within their community’ (Muslim school).

Therefore, one can see that governance in every faith school shares the same responsibility of all school governance, of ‘championing’ the very best standards for their pupils, within their own faith context, while also ensuring that they participate in and serve the wider community, for the good of all. Happy Championing, governors!

Related Party Transactions



In April this year, the DfE Changed the rules for Academy Trusts governing 'Related Party Transactions' (RPT). Related Party Transactions are financial transactions involving (usually benefitting) individuals who are also in key positions in a trust. This often involves the purchase of goods or services by the trust from individuals or businesses who are also involved in the running of the trust.

The new rules follow the parliamentary Public Accounts Committee report in April 2018, following an investigation into the finances of academy trusts. The report, which also focused on executive pay, highlighted issues arising from a potential conflict of interest between trustees' business interests and their role in leading the trust. The PAC focused on a number of high profile cases in which academy trusts were found to have awarded lucrative contracts to companies associated with individual members of the trust. For example, Wakefield City Academies Trust purchased IT services worth £316,000 from a company owned by the Trust Chief Executive and paid a further £123,000 for clerking services from a company owned by the Chief Executive's daughter.

The PAC called for a tightening up of the rules surrounding related party transactions - the new rules are now included in the latest version of the Academies Financial handbook. From April 2019, academies are required to recognise that "some relationships with related parties may attract greater public scrutiny", such as transactions with individuals in a position of control and influence; payments to organisations with a profit motive and relationships with external auditors beyond their statutory duty.

Trusts are also now required to report all contracts and other agreements with related parties to the Education & Skills Funding Agency (ESFA) using a new online form. Any contracts over £20,000 (individually or with a cumulative value of more than £20,000 in the same year) are now subject to prior approval from ESFA.

Questions for Trustees:

1. Does the trust have any Related Party Transactions?
2. Is the trust aware of the new guidance and do we have measures in place to monitor compliance?

Trustees can read the new Guidance in the Academies Financial Handbook 2019 (page 38)

Staff Well-Being

In our last newsletter, we included a piece about national guidance on improving health and well-being of staff and improving retention of the workforce. Five Rivers Multi Academy Trust, which includes Tinsley Meadows and Abbeyfield Primary Academies, tells us about the steps they have taken to address staff well-being.

With the ever-increasing pressures and demands placed on our teachers and wider workforce, we know that in order to sustain our success and continue to provide the highest standards for our children we must invest in the well-being of our team.

Five Rivers MAT is a high performing trust with two recently judged 'good schools' with above average results in 2019. The Trust is passionate about delivering inspirational teaching that enables its pupils to realise their full potential.

We're incredibly proud of these high standards and we know that our dedicated and passionate workforce is the foundation of our success. With the ever-increasing pressures and demands placed on our teachers and wider workforce, we know that in order to sustain our success and continue to provide the highest standards for our children we must invest in the well-being of our team.

Our strategy is a wide ranging one which started with the development of our trust wide policy. Our policy was developed with staff, for staff and sets out our core values as an employer. As part of the strategy we now have eight Mental Health First Aiders who have received accredited training to be able to identify, assess, assist with and respond to staff members requiring support.

We've reduced the number of emails sent out of working hours...

Underpinning our strategy are a number of initiatives that have seen great results and positive feedback from our staff:

- an Employee Assistance Programme which provides every staff member (and their families) with a free telephone helpline and 6 sessions of counselling which can be accessed at any time and in confidence.
- we listen to our staff teams and take on board their suggestions on how we can reduce workloads and improve our practices. As a result of these conversations we have been able to

make adaptations to policy and practice that better support well-being. An example of this is the introduction of PPA at home.

- joint planning sessions across the trust which brings year group teams together to plan lessons and resources.
- 'on the run' feedback which better supports children and reduces the time spent marking books after school. A staff task group has also created a bespoke marking policy with the aim of improving children's learning whilst reducing workload.
- management time alongside PPA time to support teachers with additional management responsibilities. We cover this time by providing supported opportunities for our senior teaching assistants to experience classroom cover.
- we've reduced the number of emails sent out of working hours in response to feedback from staff.
- following a review of the school day, we adapted the timetable to allow for parent meetings and team meetings to take place during the school day.

We ensure all staff who are working with particularly vulnerable children receive regular supervision.



team meetings to take place during the school day.

- we gave the whole trust team a day off last year to reward them for working over and above. We had the flexibility to do this as the children receive additional term time learning hours within teachers' contracted hours.
- our teams engage in after work fitness sessions, which are run by staff members.
- we facilitate flexible working for our teams including accrued hours / TOIL for teachers and support staff.
- we ensure all staff who are working with particularly vulnerable children receive regular supervision.
- our performance management policy has been overhauled with a new focus on ethical leadership and professional development.

Once a year we hold a whole trust event, bringing all staff together to celebrate our successes. This year we held a well-being event designed to showcase strategies to help individuals remain mentally healthy and promote positive well-being.

The day focused on the NHS 5 stages to positive mental health and well-being; 'Be physically active, Connect with others, Learn something new, Give to others and Take notice'.

Our morning session set out the theory behind positivity, which was led by two inspirational guest speakers. The afternoon provided an opportunity for our staff to engage in different activities such as mindfulness, art therapy and Tai Chi. We are now working with staff to identify activities that we can continue to facilitate as a means of enhancing the support for our teams.

**TOP
TIP**

Visit www.fiveriversmat.co.uk for more information.



THE NEW OFSTED EDUCATION INSPECTION FRAMEWORK

From 2 September 2019 there will be a new Ofsted education inspection framework (IEF).

What is the aim of the EIF?

The aim of the EIF is to refocus Ofsted inspections on the real substance of education – the curriculum – what children, young people and adults actually learn. This means inspectors will look beyond data and test results to understand how schools, nurseries, childminders and colleges are preparing children and learners for the next stage in their lives.

What judgements will be made under the new EIF?

Inspectors will continue to make a judgement (outstanding, good, requires improvement or inadequate) on the 'overall effectiveness' of all providers. In addition, inspectors will make four key judgements:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management
- Early years

Inspectors will check that school leaders are behaving with integrity by putting children's interests first.

What is the difference between the current common inspection framework and the new education inspection framework?

The EIF will have a stronger emphasis on curriculum, which is the real substance of education. The curriculum will sit at the core of the EIF, recognising the close connection between curriculum content and the way that this content is taught and assessed to support children and learners to build their knowledge and to apply that knowledge as skills.

The EIF will support schools to reduce the focus on the generation and monitoring of internal data about achievement and progress. There is a much sharper focus on quality of education rather than on data and Ofsted believe this focus will reduce the pressure on schools to produce endless reams of data. It will also ease the pressure on teachers, leaders and inspectors, enabling them to focus on the things that made them want to come into the sector in the first place.

Inspectors will look at how a school contributes to pupils' broader development, including their character, citizenship and resilience. They will also look at how the school manages behaviour, low-level disruption and bullying, so that parents can be assured that the school is one in which pupils are safe and able to learn.

Inspectors will check that school leaders are behaving with integrity by putting children's interests first. Inspectors will also check that schools are not removing pupils from the school's roll without a formal,

permanent exclusion when this is not in the child's best interests. Ofsted refer to this as 'off-rolling'.

How have Ofsted developed the new framework?

Ofsted has spent nearly two years developing the new EIF. This has involved a great deal of research, working closely with inspectors and consulting (both formally and informally) with external stakeholders. Ofsted has also undertaken the largest programme of piloting for any education inspection framework. There have been approximately 250 pilot inspections.

Ofsted has listened and consulted widely before making the changes to the inspection framework. They launched a public consultation on the proposals that was open from 16 January to 5 April 2019. Key stakeholders from across the sectors fed into the consultation. There were over 15,000 responses, the majority of which were from teachers, practitioners and leaders, and Ofsted received responses from those working in all the remits covered by the EIF and from parents/carers.

Inspection reports

Ofsted want to give parents clear and helpful information. This is to reassure parents about the education children are receiving now, as well as informing choices about their children's future education.

Reports will be shorter and clearer. They will tell parents what it's like to be a child in that school, what the school is doing well and what it could be doing better.

Reports will tell parents what behaviour is like at the school, how it tackles bullying, and whether children are learning the things they need to learn to get ahead in life.

What do governors need to know and do?

Many of the questions governors need to ask, in order to know that you can demonstrate the effectiveness of governance to Ofsted, have not changed. They include:

- How do governors know that all pupils, including SEND and disadvantaged, have access to a wide curriculum that is appropriate for their needs
- How can governors explain the vision and strategic direction they have developed supports curriculum development?
- Is there a full curriculum offer for all pupils?
- Is the curriculum ambitious?
- How do governors fulfil their statutory duties in relation to the equalities act 2010?
- How do governors ensure pupils are safeguarded effectively?
- How do governors ensure that resources are managed well and that leaders are held to account for the quality of education?

From the new framework, among the questions governors should ask, you might also consider the following questions:

- How does your monitoring (for example during learning walks or reviewing head teacher and subject reports) enable you to be confident about the quality of education and curriculum provision?
- How is the leadership ensuring that the focus on in-year data is not over-burdensome for teachers and leaders?
- How effectively the school is contributing to pupils' personal and educational development so they are well prepared for their next stage of education?
- How well are pupils supported to develop their early reading and phonics?

EAT SMART SHEFFIELD



The governing board is responsible for the provision of school food. As a governor you play a crucial role in creating and embedding a great school food culture. It is the statutory responsibility of the governing body / trustees to ensure the School Food Standards are being met and Ofsted are putting a much greater focus on how schools are creating a culture and ethos of healthy eating . A great school food culture improves children’s health and academic performance.

*A great school food culture
improves children’s health and
academic performance.*

Sheffield City Council has commissioned Learn Sheffield to develop and deliver a “Whole School Approach to Food and Nutrition” Programme. Named ‘Eat Smart Sheffield’, this programme will work with schools and settings to focus on encouraging and supporting pupils and their families to adopt healthier eating behaviours.

The programme will work with all primary and secondary schools, as well as some additional settings including Special Schools and Pupil Referral Units, and has two main aims:

1. To give schools the tools they need to make long term changes to their food culture and their curriculum to support healthy behaviours
2. To give pupils and their families the confidence, skills and knowledge they need to cook, grow and enjoy good quality affordable food, as well as increasing understanding of food sources and sustainability

Working with some of our key partners including Food for Life (a national charity) and Sheffield Hallam University, the programme aims to contribute to reducing both childhood obesity and child tooth decay in the 20% most deprived areas of the city.



As part of the programme, schools can expect:

- A vast array of Food for Life resources including teaching and lesson planning resources, evaluation tools, training & awards
- Data dashboard with national, city-wide & local area public health data
- Information, guidance & support via key contacts
- Links to local & national food organisations & healthy eating campaigns
- Ability to share best practice with other schools

In addition to the universal offer, a small number of targeted schools will receive a more intensive support package. Intensive support schools are identified using data related to such factors as levels of overweightness, food insecurity, food choice, and overall health. Targeted schools will receive a minimum of one year's support, and can expect a higher level of intervention including:

- On-site support, including help to set up and facilitate a 'School Nutrition Action Group' (or similar) with bespoke School Action Plan
- Additional data collection and analysis resulting in informed support
- Food for Life priority training
- Set up support for Gardening and/ Cooking Clubs

The Eat Smart Sheffield programme requires no financial outlay by the school; some time and resources will be necessary in order for it to be delivered and utilised effectively but we mainly need your engagement and commitment to making it a success!

For more information please contact Lisa Aldwinckle, Programme Manager, Eat Smart Sheffield on 0114 250 7417 or e-mail eatsmartsheffield@learnsheffield.co.uk

TOP TIP

Be aware of the governors' responsibilities in relation to school food. Ask your senior leadership about the school's measures to improve healthy eating among pupils.

RELATIONSHIPS, SEX AND HEALTH EDUCATION Statutory Guidance 2019

You may recall that Wednesday the 27th March 2019 was an eventful one in the House of Commons with all the country seemingly to be glued to its news feeds to see the various convoluted Brexit votes unfold. However, in a rare display of cross party unity, the bill to update **Relationships and Sex Education Guidance** for all schools and academies and **Health Education** for state funded schools and academies, had a much smoother passage, and was passed by 538 votes to 21. The guidance was the culmination of open and widespread consultation with a large number of organisations including young people, parents, leaders from all the major faith communities, teachers, health professionals and charities.

Sex Education is covered in primary schools as part of the Science National Curriculum and the factual content of this remains unchanged.

This is the first update to the guidance since the year 2000. Life for us all, but particularly young people, has changed dramatically since that time when flushed with the relief of escaping from the predicted catastrophes of the “Millennium Bug”, we were watching the first series of Big Brother on terrestrial T.V. and phoning or even texting our friends on the latest Nokia ! It would be another seven years before the first iPhone was released and 14 years until same sex marriage became legal in the UK so clearly a refresh was very much needed and many would say long overdue.

The guidance and the forward by the Secretary of State for Education Damien Hinds, makes the need for partnership between parents and schools in this area explicit and whilst advocating that values should ideally be introduced at home it stresses the need for children and young people to be given high quality information and guidance to equip them for a life in England in the 2020's. For Primary age children the guidance is based firmly on the importance of being happy, healthy and having safe, loving and respectful relationships. The content of the curriculum is intended to reflect priorities locally and within the setting with an emphasis on coverage in an “age appropriate” manner on topics including caring friendships, the importance of families, safety on and off line, dental hygiene, the importance of sleep for mental well-being, puberty and menstruation.

Sex Education is covered in primary schools as part of the Science National Curriculum and the factual content of this remains unchanged. Parents have the right to withdraw their children from the Sex Education which a school chooses to teach in addition to the content of the Science Curriculum in primary settings, but not from the Relationship or Health Education part of the curriculum. The media coverage around RSE resulted in increased interest in Sex Education provision and it may be judicious for schools to not modify their teaching in this area in the short term.

For Primary age children the guidance is based firmly on the importance of being happy, healthy and having safe, loving and respectful relationships.

In the secondary phase content develops to reflect the physical and emotional development of the young people covering for example, the need for stable safe relationships particularly for bringing up children, sexual relationships and sexual health, consent, gender identity and issues around mental health. The online and offline complexities of these issues are explored alongside the laws about sex and relationships and broader safeguarding issues for example around gun and knife crime and extremism. Secondary schools are encouraged to involve young people in the design of the curriculum and to tailor it to local priorities. Parents in key stages 3 and 4 have the right to withdraw young people from Sex Education except in the last 3 terms before the one which marks a young person's 16th birthday. After sensitive negotiation and discussion with parents their wishes should be upheld however, in exceptional circumstances, head teachers can refuse that request in the interest of the child particularly if the child has SEND or for other safeguarding purposes.

Much has been made in the media of the teaching of LGBT+ relationships to young children. Settings are required to ensure that the needs of all pupils are appropriately met and that their curriculum

is underpinned by the Equality Act of 2010 under which sexual orientation and gender reassignment are protected characteristics. The guidance is clear that LGBT+ relationships should not be taught as a separate component of the curriculum but should be incorporated into programmes of study reflecting local need and priorities to ensure that everyone is treated fairly and respectfully. For example within a programme of work on the importance of families with children in KS1, there may be reference to some families having two mummies or two daddies particularly if that family configuration is represented in the school.

Schools and academies are required to review their policies around RSE and make these available to parents and interested parties via their website.

share and discuss this work with faith leaders, charities and representative parent groups within the city in the hope of avoiding the community division which has been experienced elsewhere.

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Further Information

- [DFE Documents and Guidance](#)
- [FAQ](#)
- <https://www.pshe-association.org.uk/pshe-education-guide-governors-schools-and>

Schools and academies are required to review their policies around RSE and make these available to parents and interested parties via their website. Recommendations about the content of the policy are included in the guidance and given the current sensitivities around RSE then this may well be an area of increased consideration for governors and trustees.

Learn Sheffield had been commissioned by local public sector partners including Sheffield City Council and NHS to produce a curriculum for Sheffield schools signposting to high quality resources and commissioning resources from within the city where appropriate. It is intended to



Learn Sheffield Governance Training & Development Offer 2019-2020

This is the Learn Sheffield Governance Training & Development Offer for the 2019/2020 school year. It has been developed further by using the feedback from last year and we are confident that it offers excellent value for money and a comprehensive offer to all schools and academies.

As previously, the offer will be delivered by a wide range of quality assured providers including, amongst others, The National Governance Association (NGA), Teaching Schools, National Leaders of Governance, Universities and Learn Sheffield's own team. We believe it constitutes an offer by the city to the city, and is an excellent example of Sheffield's school led system at work.

**BOOK TRAINING
ONLINE**

The New Ofsted Education Inspection Framework Governing Body Preparation (Secondary Schools)

Primary Schools - Tuesday 22 October 2019, 5.30-7.00pm
Secondary Schools - Wednesday 9 October 2019, 5.30-7.00pm
Audience: Chairs and Vice chairs – open to all governors

Course Description

This session will update governors on the Ofsted Education Inspection Framework and the changes that have been introduced in the new updated 2019 framework. The course will provide an insight for governors/trustees so that you can be effective in ensuring that your school/academy is well prepared for an inspection.

New Governor Induction Training – Cohort 1 (1 Session), Cohort 2 (2 Sessions)

(Cohort 1) Saturday 12 October 2019, 9.30-4.00pm
(Cohort 2) Wednesday 6 & Wednesday 13 November 2019, 5.00-8.00pm
Audience: New School Governors

Course Description

The programme is relevant for governors from all phases and settings. The programme aims to support new governors to better understand: The role of governing bodies and why they exist, how to be an effective member of a governing body, the key roles and responsibilities of governing bodies in contributing to school improvement, the different and complementary roles of the Headteacher and the governing board and the roles of different stakeholders and their relationship with the governing board.

Governor Briefing – Autumn Term

Wednesday 6 November 2019, 6.00-8.00pm
Audience: All Governors

Course Description

The autumn termly briefing is an important chance for governors to hear about the latest developments in the world of school governance. In the autumn 2019 session, we'll be looking at Sheffield's outcomes in primary and secondary schools from summer of 2019 and we'll also be hearing about an exciting new programme to promote healthy eating in schools. The agenda will be out soon – look out for it!

Understanding School Data (Primary) – Cohort 1 (2 Sessions)

Tuesday 12 & Thursday 21 November 2019, 5.30-7.00pm
Audience: Chairs and members of curriculum/standards committees

Course Description

This course is aimed at primary governors and will help governors to understand schools published data. Session one will look at the Ofsted Inspection Dashboard and session two will focus on Analyse School Performance, which replaced the former "RAISEOnline" tool recently.

e-Learning Alternative: [Monitoring performance data and targets](#)

Chair & Vice Chair Development / Effective Leadership (2 Cohorts)

Tuesday 5 & Tuesday 19 November 2019, 6.00-8.00pm
Audience: Chairs and Vice chairs – open to all governors

Course Description

As effective leadership is such a broad and important subject in the context of school governance in both maintained schools and academies, each cohort will need to attend two sessions:

Session one will focus on 'Governance impact on the school'. Session two will move on to consider 'Governance and leadership'.

The sessions will be delivered through a mixture of pre-course work, short presentations, focussed discussion and use of unique source materials.

Special Educational Needs & the SEND Code of Practice / Inclusive School - Cohort 1

Tuesday 19 November 2019, 6.00-8.00pm
Audience: SEND governors

Course Description

This course will provide an overview of the SEND code of practice and will enable governors to gain an understanding of recent changes to the code of practice. The course will consider the implications for schools of this legislation and provide an opportunity for governors to discuss and share their response to these expectations.

e-Learning Alternative: The role of the SEND governor

Making Sure Money is well Spent

Monday 25 November 2019, 6.00-8.00pm
Audience: Members of governing board/trust finance committees

Course Description

This course aims to create a common understanding amongst governors (at whatever level) of the governance implications of being part of a MAT. Through input and group discussion we encourage them to consider the government's expectations for schools becoming MATs, as well as the reasons why some schools are choosing to form or join MATs.

e-Learning Alternative: Resources: Making the most of what you've got and Managing Academy Finance

In some cases, there is an e-Learning alternative programme via NGA Learning Link. This is a suite of online courses to which all governors in subscribing schools have access, free of charge. The full list of courses is available [here](#).

Online courses can be undertaken as an alternative to, or as a preparatory material to help you get more out of face to face learning. Where there is a suitable e-learning alternative, we have listed it below each course description.

If you have any queries about the programme, or suggestions about how to improve the offer for your governors, please do get in touch at governance@learnsheffield.co.uk.