

# **Termly update for school governors**

## **Autumn 2017 – 18**



**London Borough of Brent  
Children and Young People**

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<b>Item 1: 2017 Provisional Key Stage Results</b>	
<b>Key Action Points</b>	For information
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This year's provisional results for Brent show increases at most key stages, and that Brent is in line or close to the national averages for most performance indicators.

### **Early Years Foundation Stage Profile**

Brent's proportion of children attaining a good level of development in the prime areas, and literacy and mathematics has risen to 70 per cent, an increase of two percentage points compared to 2016 (68 per cent).

### **Year 1 Phonics**

The proportion of Brent pupils working at the required standards for phonics is 81 per cent just below 2016 (82 per cent).

### **Key Stage 1**

Brent's proportion of pupils attaining the expected standard in reading, writing and mathematics combined is 64 per cent in line with last year and this year's provisional national average.

The proportion of pupils attaining the expected standard in reading is 74 per cent compared to the national average of 75 per cent. The proportion of pupils attaining the expected standard in writing (68 per cent) in line with the national average. Brent's proportion of pupils attaining the expected standard in mathematics is 75 per cent which is also in line with the national average.

### **Key Stage 2**

The provisional proportion of Brent pupils attaining the expected standard in reading, writing and mathematics increased by six percentage points to 61 per cent which is in line with the national average.

The proportion of pupils attaining the expected standard in reading is 70 per cent compared to the national average of 71 per cent. The proportion of pupils attaining

the expected standard in writing (76 per cent) in line with the national average. Brent's proportion of pupils attaining the expected standard in mathematics is 79 per cent above the national average of 75 per cent.

#### **Key Stage 4**

The provisional results for Key Stage 4 show that the proportion of students attaining five GCSE grades A\*-C including English and mathematics has risen by three percentage points to 66 per cent compared to 2016 (63 per cent). The headline measures of school GCSE performance introduced in 2016 will be published in January 2018 and will not include this measure.

#### **Key Stage 5**

Brent's provisional A Level pass rate has increased to 99 per cent compared to 98 per cent in 2016. This is one percentage point above the national pass rate (98 per cent). Brent's proportion of A\*-B grades has increased to 57 per cent, a three percentage point increase compared to last year, and four percentage points above the national average of 53 per cent.

<b>Item 2: Agenda items for the autumn term</b>	
<b>Key Action Points</b>	Clerks and governors to ensure that the items listed are on the agenda for the autumn term meeting of the governing board and given consideration and decision
<b>Contact details</b>	Helen Tulloch, Governor Services Coordinator
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The autumn term is usually the time to include the following items on one of the agendas at a full governing board meeting. Some actions can be delegated to the relevant committee but should be brought back to the governing board for ratification.

Regular items:

- Election of chair and vice chair
- Review committee structure and membership, and nominated governors
- Review the terms of reference for each committee and delegation of functions
- Agree a list of policies which will be reviewed during the academic year and agree which committee/governor will take responsibility
- Ensure that all governors complete and sign a 'Declaration of business interest' proforma\*
- Review and approve the Scheme of Delegation, financial procedures and regulations
- Review the progress of the School Development Plan/School Improvement Plan
- Review public examinations results/national curriculum test and assessment results
- Review admissions policy (voluntary aided, foundation schools and academies)
- Confirm arrangements for the headteacher's performance management which should be completed by 31 December
- Ensure that at least one governor and the headteacher have a current Safer Recruitment certificate
- Organise the governing board calendar for the academic year.

In order to assist governors to carry out these duties the following courses will take place during the autumn term:

- Headteacher's Performance Management
- Safer Recruitment
- Schools Finance
- Schools Financial Value Standards.

For full details, please see the accompanying Learning and Development Programme for Governors – 2017-18 academic year.

The most up to date Department for Education (DfE) timeline, which sets out important mandatory information to help headteachers, principals and governing boards plan ahead, and to prepare for and implement mandatory legal requirements during this academic year and beyond can be found at:

<https://www.gov.uk/government/collections/mandatory-and-useful-timelines-information-for-schools#mandatory-timelines>

The most recent list of statutory policies and documents for schools can be found at:

<https://www.gov.uk/government/publications/statutory-policies-for-schools>

<b>Item 3: Statutory information to be published on a website by the governing board</b>	
<b>Key Action Points</b>	Governors to ensure that information is updated and published on the school website or signposted
<b>Contact details</b>	Helen Tulloch, Governor Services Coordinator
<b>E-mail address</b>	<a href="mailto:helen.tulloch@brent.gov.uk">helen.tulloch@brent.gov.uk</a>

Every maintained school must publish specific information on its website to comply with The School Information (England) (Amendment) Regulations 2016. The Ofsted School Inspection Handbook states that inspectors should check whether the school complies with the requirement to provide information online and may do so prior to the inspection visit.

The Setting and School Effectiveness Service advises that one or two governors carry out a monitoring exercise to ensure that all the relevant information is published or correctly signposted.

On 16 June 2017, the DfE updated the requirements and in summary the information required (with changes in bold) is:

- School contact details: the school's name, address, phone number and a contact name for enquiries, **and the name and contact details of the SENCO (special educational needs coordinator)** must be given
- School admission arrangements
- Most recent Ofsted report
- Key Stage 2, Key Stage 4 and 16-18 results\*
- Where school performance tables can be accessed
- Information on the school's curriculum by subject for each academic year
- The behaviour policy
- **The complaints procedure**
- Pupil Premium\*
- **Year 7 literacy and numeracy catch-up premium\***
- PE and sport (for primary schools including PE and sport premium funding)
- The school's policy and provision for pupils with Special Educational Needs and Disabilities (SEND) including the school's annual report on SEND and accessibility plan, and the link to the local offer. **Any arrangements for handling complaints from parents of children with special educational needs about the support provided by the school**
- **Equality objectives**
- Governors' information and duties
- The charging and remissions policy
- The school's values and ethos

\* *Further information below*

The school's safeguarding policy must also be published on the school's website.

If a parent requests a paper copy of the information, arrangements must be made for it to be provided free of charge.

Full details of the requirement are published on the Department for Education's website:

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>  
<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

## Key Stage 2, Key Stage 4 and 16-18 results

The information that governors of maintained schools must now publish about pupil performance is given in The School Information (England) (Amendment) Regulations 2016: <http://dera.ioe.ac.uk/26412/1/9780111145975.pdf>. The regulations specify that the information published must include:

### Key Stage 2:

- Percentage of pupils achieving the expected standard in reading, writing and mathematics
- Average progress in reading
- Average progress in writing
- Average progress in mathematics
- Percentage of pupils achieving a high level of attainment in reading, writing and mathematics
- Average scaled score in reading
- Average scaled score in mathematics.

### Key Stage 4:

- Progress 8 score
- Attainment 8 score
- Percentage of pupils achieving **grade 4 or above** in English and mathematics
- Percentage of pupils achieving the English Baccalaureate.
- **A Key Stage 4 results statement, which reflects the changes which come into effect in the performance tables from January 2018.**

### 16–18:

- Progress
- Attainment
- English and mathematics progress
- Retention
- Destinations
- **A Key Stage 5 results statement, which must now include results information shown separately for A Levels, academic, applied general and tech level qualifications.**

The regulations amend the School Information (England) Regulations 2008 (S.I. 2008/3093) and came into force on 1 September. They are available on: [http://www.legislation.gov.uk/ukxi/2016/451/pdfs/ukxi\\_20160451\\_en.pdf](http://www.legislation.gov.uk/ukxi/2016/451/pdfs/ukxi_20160451_en.pdf).

## **Pupil Premium**

The same regulations specify what information must be published about the school's use of the Pupil Premium:

- For the previous academic year:
  - (i) how the pupil premium allocation was spent
  - (ii) the impact of that expenditure on eligible and other pupils
- A statement as to the school's strategy in respect of the pupil premium allocation for the current academic year ("pupil premium strategy"):
  - (i) The amount of the school's pupil premium allocation
  - (ii) A summary of the main barriers to educational achievement faced by eligible pupils of the school
  - (iii) How the pupil premium allocation is to be spent to address those barriers and the reasons for that approach
  - (iv) How the school is to measure the impact and effect of its expenditure of the pupil premium allocation
  - (v) The date of the school's next review of its pupil premium strategy.

**NB: The publication of a 'pupil premium statement' is no longer required.**

## **Year 7 literacy and numeracy catch-up premium**

If the school has received this funding it must publish:

- The funding allocation for the current academic year
- Details of how the school intends to spend the allocation
- Details of how the previous year's allocation was spent
- How last year's allocation made a difference to the attainment of the pupils eligible for funding.

<b>Item 4: Publication of governors' details and Register of Interests</b>	
<b>Key Action Points</b>	Governors to ensure that information is updated and published on the school website
<b>Contact details</b>	Helen Tulloch, Governor Support Coordinator
<b>E-mail address</b>	<a href="mailto:helen.tulloch@brent.gov.uk">helen.tulloch@brent.gov.uk</a>

As of 1 September 2015 it became a statutory requirement for governing boards to publish, on the school website information, about their members. It is also a requirement that some of this information is uploaded onto Edubase, and kept up to date.

The full list is as follows:

- The structure and remit of the governing board and any committees, and the details of any positions of responsibility such as chair or vice chair of the governing board or a committee.
- The details of all governors who have served, at any point, over the past 12 months including:
  - Their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the governing board's instrument of government).
  - Relevant business and pecuniary interests (as recorded in the register of interests)
  - Any material interests arising from relationships between governors or relationships between governors and school staff (including partners and close relatives)
  - Their attendance record at governing board and committee meetings over the last academic year.
  - Governance roles in any other educational setting.

Governing boards should also publish the information for associate members, making it clear the committee they serve on and whether they have voting rights.

Please note that Edubase will be replaced later this year by a new system called 'Get information about schools'. A test version of the replacement service has been released, linked from the existing Edubase site. Governors must continue to use the existing service until the DfE confirms that the new system is live. The test page is available in order for you to familiarise yourself with the site:

<http://www.edubase.gov.uk/edubase/home.xhtml>

Brent Council has previously recommended that governing boards adopt a code of conduct. Governing boards should update their code of conduct in light of the guidance to state that any governor who fails to register their interests could be in breach of the code of conduct and as a result bring the governing board into disrepute, which could lead to suspension.

*\* A register of business and personal interests proforma is attached to this report.*

<b>Item 5: Governance updates</b>	
<b>Key Action Points</b>	For information. Governing boards are encouraged to evaluate themselves against A Competency Framework for Governance and have regard for The Clerking Competency Framework.
<b>Contact details</b>	Helen Tulloch, Governor Services Coordinator
<b>E-mail address</b>	<a href="mailto:helen.tulloch@brent.gov.uk">helen.tulloch@brent.gov.uk</a>

### **The removal of elected governors from maintained school boards**

The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2017, have been amended for maintained governing and federated boards. From 1 September 2017 maintained governing boards have the power to remove elected governors, i.e. parent and staff governors, in the same way that co-opted members can be removed, where there have been ‘... *serious or repeated instances of governance misconduct...*’

An elected governor, who has been removed from a board, will be disqualified from serving or continuing to serve as a school governor for five years from the date of their removal:

<http://www.legislation.gov.uk/ukxi/2017/487/made>

### **A Competency Framework for Governance**

At the end of January 2017 the DfE published ‘A Competence Framework for Governance’ in which the six features of effective governance are identified as:

- Strategic leadership
- Accountability
- People
- Structures
- Compliance
- Evaluation.

The 2017 Governance Handbook states that ‘Boards should carry out regular audits of the skills they possess in light of the skills and competencies they need, taking into account the department’s Competency Framework for Governance.’ During March 2017 the NGA published a new version of its skills audit, which is structured around the competencies.

The local authority strongly recommends that governing boards conduct a skills audit and review performance annually.

## The Clerking Competency Framework

Following A Competency Framework for Governance 2017, the DfE published The Clerking Competency Framework in April 2017. The framework is non-statutory guidance on the competencies required to deliver a professional clerking service to governing boards.

The framework details specific knowledge, skills and effective behaviours for clerks, grouped under the following competencies:

- Understanding governance
- Administration
- Advice and guidance
- People and relationships.

For further details refer to:

- The Governance Handbook and Competency Framework for Governance and the Clerking Competency Framework :  
<https://www.gov.uk/government/publications/governance-handbook>
- NGA Skills Audit and matrix:  
<http://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Skills-Audit.aspx>

<b>Item 6: The Key school governors' year planner</b>	
<b>Key Action Points</b>	For information
<b>Contact details</b>	Helen Tulloch, Governor Services Coordinator
<b>E-mail address</b>	<a href="mailto:helen.tulloch@brent.gov.uk">helen.tulloch@brent.gov.uk</a>

The Key for School Governors, is the national information service for governors in England and Wales. Similar to the National Governors Association (NGA) governing boards can subscribe to The Key and receive regular updates as well as access to practical resources.

The Key, in collaboration with a National Leader of Governance (NLG) has developed a list of tasks for governing boards, which has resulted in the publication of the governors' year planner which can be found online at:

<https://schoolgovernors.thekeysupport.com>

The information is regularly updated. Below are the items for the autumn and spring terms, and a list of ongoing tasks:

### **Autumn term 2017**

<b>Date</b>	<b>Topic</b>	<b>Detail</b>
Autumn term	Suggested tasks for the governing board	<ul style="list-style-type: none"> <li>• Elect chair and vice chair (and schedule next elections)</li> <li>• Set dates of meetings for the year</li> <li>• Decide committee structure, membership and terms of reference</li> <li>• Set objectives for the governing board for the year</li> <li>• Receive headteacher's report</li> <li>• Review headteacher's performance</li> <li>• Review the school's charging policy, for example for school trips</li> <li>• Draw up freedom of information publication scheme</li> <li>• Approve school improvement plan</li> <li>• Review appraisal policy (not statutory for academies)</li> <li>• Set pupil performance targets</li> <li>• Review public examination and national test results</li> <li>• Receive report from school improvement partner/external adviser</li> <li>• Approve budget (academies only)</li> </ul>

Date	Topic	Detail
September	Curriculum	First teaching of new GCSEs in some subjects, graded 9 to 1. <a href="#">Changes to GCSEs, AS and A-levels that will affect each current school year group, Section 7: year 9, GOV.UK – DfE</a>
September	Curriculum	First teaching of new AS and A-levels in some subjects. <a href="#">Changes to GCSEs, AS and A-levels that will affect each current school year group, Section 5: year 11, GOV.UK – DfE</a>
September	Finance	Removal of the education services grant (ESG). <a href="#">Education services grant, The Key</a>
30 September	Staff	Headteachers who wish to leave at the end of the autumn term 2017 must have handed in their resignation by this date.
31 October	Staff	Deputy headteachers who wish to leave at the end of the autumn term 2017 must have handed in their resignation by this date.
31 December	Finance	Academies to submit the audited accounts and auditor's regularity assurance report to the ESFA by this date. <a href="#">Academies accounts direction, GOV.UK – EFA</a>

## Spring term 2018

Date	Topic	Detail
Spring term	Suggested tasks for the governing board	<ul style="list-style-type: none"> <li>• Agree curriculum plans</li> <li>• Review school improvement plan progress</li> <li>• Publish proposals and admissions arrangements for next autumn</li> <li>• Review SEN policy</li> <li>• Review equality information and objectives</li> <li>• Review pay policy (maintained schools only)</li> <li>• Agree budget and staffing structure (maintained schools only)</li> </ul>
31 January	Finance	Publish the audited accounts on the trust's website by this date and file with Companies House (academies only). <a href="#">Academies Financial Handbook 2016, GOV.UK – EFA, see page 9 (Adobe pdf file)</a>

31 January	Staff	Headteachers who wish to leave at the end of the spring term 2017 must have handed in their resignation by this date.
28 February	Staff	Deputy headteachers who wish to leave at the end of the spring term 2017 must have handed in their resignation by this date.
1 March	Admissions	National offer day for secondary schools. <a href="#">School admissions code, GOV.UK – DfE, see page 27 (Adobe pdf file)</a>
15 March	Admissions	Admissions authorities must send a copy of their admission arrangements to the LA. <a href="#">School admissions code, GOV.UK – DfE, see page 19 (Adobe pdf file)</a>
31 March	Finance	Deadline for submission of schools financial value standard (SFVS) by maintained schools. <a href="#">Schemes for financing schools: statutory guidance for local authorities, GOV.UK – DfE, see page 18 (Adobe pdf file)</a>

## Ongoing tasks

Topic	Detail
Key tasks for the governing board	<ul style="list-style-type: none"> <li>• Monitor school improvement plan</li> <li>• Organise induction, support and training for governors</li> <li>• Arrange governors' visits to the school</li> <li>• Appoint clerk</li> <li>• Establish governing board committees</li> <li>• Review delegation of functions and committee structures</li> <li>• Review terms of reference of committees</li> <li>• Receive curriculum area reports</li> <li>• Write new policies/review existing policies</li> <li>• Complete asset management plan</li> <li>• Receive friends'/parents' association report</li> <li>• See and agree the school's self-evaluation</li> <li>• Prepare for Ofsted inspection</li> <li>• Review safeguarding arrangements</li> <li>• Review the quality of teaching</li> </ul>

	<ul style="list-style-type: none"><li>• Complete the School Financial Value Standard (SFVS) (annually from March 2013) (maintained schools only)</li><li>• Complete the Financial Management and Governance Self-assessment (academies only)</li><li>• Register new directors (trustees) with Companies House (academies only)</li><li>• Notify the Department for Education (DfE) via EduBase within 14 days of the appointment or vacating of the positions of member, trustee, local governor, chair of trustees, chairs of local governing boards, accounting officer and chief financial officer (academies only)</li><li>• Ensure governor details are updated on the national database of governors on Edubase</li></ul>
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<b>Item 7: Learning and development programme for governors 2017-18</b>	
<b>Key Action Points</b>	Governing boards are encouraged to identify their training needs, and governors who have gaps in their knowledge are expected to undertake relevant training.
<b>Contact details</b>	Helen Tulloch, Governor Services Coordinator
<b>E-mail address</b>	<a href="mailto:helen.tulloch@brent.gov.uk">helen.tulloch@brent.gov.uk</a>

The learning and development programme for school governors is attached to this report. This booklet includes the details of all the courses that governors can attend over the 2017-18 academic year. As the year progresses governors will be advised when additional courses are arranged.

The governing board has a strategic role in our schools and is also responsible for the safeguarding of the children in their care and the school's financial management. The local authority's expectation is that all governors and governing boards:

- Possess a basic understanding of school performance and financial data to be able to engage in debate and decision making processes
- Are able to deal with strategic issues and help bring both support and constructive challenge
- Maintain a strategic overview of standards, quality of teaching and setting targets
- Have robust and transparent financial procedures in order to oversee the strategic management of the school budget and ensure that money is well spent.

Although not mandatory, training is key to strong governance. It assists governors in fulfilling their statutory duties and responsibilities. It helps governors to keep abreast of the many changes taking place in education and supports them in raising standards in schools.

Brent Council provides training for all governors, and you are encouraged to attend the courses that are offered. It is essential that all new governors attend the new governors' induction course, finance course and safeguarding course within the first three months of taking up office.

All governing boards should have adopted a Code of Practice. Brent recommends the National Governors' Association (NGA) document, where governors and board members commit to '*...consider seriously our individual and collective needs for training and development, and will undertake relevant training...*'

It is also essential that governors who sit on the Finance/Resources Committee are able to answer correctly some key questions relating to the very serious and legal responsibility they are undertaking in relation to holding the school to account for its

finances. Experienced governors, especially members of the finance committee and pay committees are also strongly encouraged to attend refresher training every two years.

It is suggested that 'governor training' is a standing agenda item for governing board meetings. A member of the governing board should take responsibility for monitoring training and set up a file in which to keep copies of the certificates that members have attended. This file could be used as evidence to Ofsted that governors are taking responsibility for their own Continuous Professional Development.

Full details with booking codes are included on the following pages and can also be found with the booking process on: [www.bestbrent.co.uk](http://www.bestbrent.co.uk)

<b>Item 8 SEND (Special Educational Needs and Disabilities) Information Report reviews</b>	
<b>Key Action Points</b>	Governors to ensure that the SEND Information Report has been updated and published on the school website.
<b>Contact details</b>	Gillian Edwards, Team Leader Primary SEND Consultant
<b>E-mail address</b>	<a href="mailto:gillian.edwards@brent.gov.uk">gillian.edwards@brent.gov.uk</a>

In order to support schools to fulfil their statutory obligations, the Inclusion Service will be auditing SEND Information Reports on school websites.

Schools will be selected at random, and will receive feedback through a review sheet which will highlight areas of compliance and areas for development.

All schools are required to update their SEND Information Report annually for September and any changes to the information occurring during the year should be updated as soon as possible.

The SEND Information Report Guidance, which sets out the information that governing boards of maintained schools, maintained nursery schools and the proprietors of academy schools must publish on their websites about their policy for pupils with SEND, and a copy of the review form are attached for your information.

<b>Item 9: Revised exclusion guidance</b>	
<b>Key Action Points</b>	For information
<b>Contact details</b>	David Linford, Interim Team Leader Inclusion Support
<b>E-mail address</b>	<a href="mailto:david.linford@brent.gov.uk">david.linford@brent.gov.uk</a>

The DfE published revised exclusions guidance in July 2017 following a consultation to amend the existing guidance. The updated guidance replaces the current guidance (published in 2012) and comes into effect from 1 September 2017.

The law itself has not changed, however, some sections have been refreshed and contain further clarification. Key points include:

- Any pupil who was excluded before September 2017 and whose exclusion is still subject to review should be considered on the basis of the September 2012 guidance.
- Further information regarding the definitions of ‘parents’, ‘term’ and ‘academic year’.
- Clarification that schools cannot ‘extend’ a fixed term exclusion or ‘convert’ it into a permanent one. They must issue a further exclusion notice at the end of a fixed term exclusion.
- Further explanation as to the standard of proof that headteachers should use when deciding whether a fact is true.
- Specific reference to the fact that headteachers must “without delay, notify parents of the period of the exclusion and the reason(s) for it” both in respect of the first exclusion and any subsequent fixed term or permanent exclusion.
- Identification that the local authority may have to review the Education Health and Care Plan or reassess a child’s needs with a view to identifying a new placement.
- Details as to what schools should do where there are not enough governors available to consider an exclusion where a pupil would miss a public examination or national curriculum test.
- Greater detail in relation to the role of special educational needs experts at independent review panels (IRPs).
- Updated information concerning the exclusion review process and new non-statutory annexes (B and C) for head teachers and parents. The changes are factual and aim to provide clarity. They do not change the rights of, or requirements on, schools, children or parents.
- Appendix B gives further guidance to headteachers.
- Appendix C provides the same for parents and carers. Professionals may find this appendix helpful when working with parents and carers to provide further information on exclusion.

A copy of the new guidance is attached to the report and can be found at:  
<https://www.gov.uk/government/publications/school-exclusion>

<b>Item 10: HR termly update for Governors - School teachers' pay and conditions document 2017</b>	
<b>Key Action Points</b>	Information to be shared with Clerk
<b>Contact details</b>	Matt Cochrane, Senior HR Adviser
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The government has published a report of the school teachers review body (STRB) which sets out recommendations on the teachers' pay award for 2017:

<https://www.gov.uk/government/publications/school-teachers-review-body-27th-report-2017>

The government have accepted the recommendations of the STRB following a three week consultation period over the summer.

Brent Council intends to issue further guidance following a consultation with the teaching unions in September. Any changes will be reflected in a revised Pay Policy for 2017 which will be available mid-September.

### **Summary of changes**

The STPCD for 2017 currently states the following:

- 2 per cent uplift to the minimum and maximum of the main pay range (MPR)
- 1 per cent uplift to the minima and maxima of the upper pay range (UPR), the unqualified teacher pay range and the leading practitioner pay range
- 1 per cent uplift to the minima and maxima of the leadership group pay range and all headteacher group pay ranges
- 1 per cent uplift to the minima and maxima of the Teaching and Learning Responsibility (TLR) and Special Educational Needs (SEN) allowance ranges.

It is for school leaders and governing bodies to implement these changes to the national pay framework in accordance with their pay policies and within the funding available.

Actions required by Governors:

- Firstly, await publication of the Brent Model Pay Policy 2017-18 following consultation with the teaching unions.

Then:

- Adopt (as recommended by Brent Council) the Brent Model Pay Policy 2017-18 upon its publication.
- Ensure performance management/appraisals for all teaching staff are carried out by 31 October 2017. All teachers should then be provided with a written copy of their pay determination statement including whether pay progression will apply (payroll must be notified accordingly). All pay changes arising from this should be backdated to 1 September 2017.
- Carry out headteachers performance management/appraisals by 31 December 2017. Any pay progression would then be backdated to 1 September 2017.

Governing boards must ensure that headteachers present their pay recommendations for all teaching staff to the Pay Committee with their rationale. The decision on whether to accept the recommendations is then made by governors.

If you have any questions, please contact us in schools HR team (see contacts) or contact your own HR provider, if you do not use our service.

### **Further Information**

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<b>Item 12: Consultation on terms and holiday dates for community schools in Brent</b>	
<b>Key Action Points</b>	Governors to consider the attached dates and email your views, comments and suggestions to: <a href="mailto:schooltermdates@brent.gov.uk">schooltermdates@brent.gov.uk</a>
<b>Contact details</b>	Shirley Parks, Head of Forward Planning, Performance and Partnerships
<b>E-mail address</b>	<a href="mailto:shirley.parks@brent.gov.uk">shirley.parks@brent.gov.uk</a>

Please click on the following link for information on the proposed school term dates for the academic years 2018/19, 2019/20 and 2020/21  
<http://www.bestbrent.co.uk/Article/40827>.

In proposing these dates, Brent Council has considered the views and term dates of neighbouring local authorities.

In previous years the council has proposed term dates for only the next academic year. However, this year the council is proposing term dates for a period of three years, as recommended by the London Inter-Authority Admissions Group (LIAAG).

Please consider the attached dates and email your views, comments and suggestions to [schooltermdates@brent.gov.uk](mailto:schooltermdates@brent.gov.uk) by **Wednesday 18 October 2017**.

<b>Item 11: Public Health core offer to schools</b>	
<b>Key Action Points</b>	Governors are asked to: <ul style="list-style-type: none"> <li>• Communicate our public health offer</li> <li>• Invite the Public health team to a staff or school governor meeting to discuss the options available</li> <li>• Provide us with a named individual within the school for the Public health team to liaise with.</li> </ul>
<b>Contact details</b>	Marie McLoughlin, Consultant in Public Health
<b>E-mail address</b>	<a href="mailto:marie.mcloughlin@brent.gov.uk">marie.mcloughlin@brent.gov.uk</a>

The public health team wishes to highlight a growing concern in the borough – childhood obesity rates, poor oral health and the health and wellbeing of our children.

In 2015-16, the prevalence of obesity for Brent children in reception was 10.6 per cent, compared to the national average of 9.3 per cent. In Year 6, the prevalence was 24.2 per cent, higher than the national average of 19.8 per cent. The data also shows the rate of obese children in Year 6 is more than double that in reception year.

It is not just about being overweight or obese, it is the associated consequences and how this can have a damaging effect on a child’s health and well-being, educational attainment and quality of life.

The Brent Public Health Team are a trusted and qualified team of experts, providing support and free training in nutrition and healthy eating, oral health, mental health, physical activity, and drugs and alcohol to help improve pupils’ health and achievement. The team is happy to discuss the school’s needs and support accordingly.

This support will save the school time and directly assist schools in achieving the Healthy Schools London bronze, silver and gold awards. The team can help to reduce the number of pupils eating unhealthy snacks and junk food; increase the amount of time pupils are active and increase pupils’ self-esteem and confidence.

Please take time to read the information attached, and help to make Brent children healthier and happier.



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