

# GOVERNNEWS

## issue 75

Dear Colleagues,

Welcome to the autumn term 2023 and issue 75 of GoverNews.

Thank you to everyone who completed our survey in the summer term. We have picked out the main themes and given our responses in an article below. Some of the issues raised were particular to a school or MAT; remember that we are here to help so please get in touch with any individual questions or comments.

Our annual training programme covers the academic year and is out now. All the sessions can be booked on Services to Schools. Access to all our training sessions comes as part of our Service Level Agreements so there are no additional charges. As usual, we encourage boards to discuss their training needs and ensure they attend training and keep themselves up-dated. And a plea – if you cannot make a session, please let us know via Services to Schools or directly to [jane.edminson@newcastle.gov.uk](mailto:jane.edminson@newcastle.gov.uk).

We have a new session this year on primary and first school data and two new sessions on wellbeing. The wellbeing sessions are being offered by an educational psychologist and they are aimed at headteachers and chairs (or vice chairs) helping them make the conversations about wellbeing useful and supportive.

Over the summer, we have updated and tidied up our resources page on Services to Schools [Resources | Setup | SLA Online \(sla-online.co.uk\)](#). There you can find GoverNews and back issues, the training programme, the link governor pro-formas, other guidance documents we have published and DfE documents.

Finally congratulations to Bill Barnes a long-standing governor and former chair at St Cuthbert's Catholic Primary School, Walbottle on his MBE in the King's birthday honours in June. Very well deserved!

Best wishes

Jane Edminson

**Service Improvement Lead, Governor Effectiveness**

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## Letter from Mark Patton, Assistant Director: Education and Skills

Hello Governor Colleagues,

I hope that you had a great break over the summer – such as it was – and have come back to governorship refreshed and ready for the academic year 2023/24. We said farewell to a number of governor colleagues and friends at the end of the last school year. I want to take this opportunity to thank each and every one of them for their contributions to the city's schools over their years of service.

To those of you starting out on your school governor journey: welcome! You have an array of resources available to help you to carry out your role, and a wonderful team around you who will support you: your fellow school governors, of course; our fantastic Governor Support team led by Jane Edminson; staff in your school; and not forgetting other parents and carers, and those with an interest in the education of the children in your school. It will seem bewildering at the beginning, but please don't be afraid to ask if you're not sure. There is no such thing as a daft question.

Last year the local authority continued to invest heavily in support for schools and families where children and young people find it hard to be as successful as they could be in school. Over the past two years we have created multi-agency, multi-disciplinary support systems with a range of partners such as health, social care, early help and family support, as well as partners from the voluntary and community sector. These partners work directly with all schools, and directly with families where needed. This work has helped pupils to improve their attendance and to avoid suspension or exclusion from school. These multi-agency teams have also helped many families to get the right support more quickly than before.

I want to thank you for your continued support and challenge in making sure that we provide for and do the very best for each and every child and young person in our schools. School governance is a tricky role at times, as I know personally, but it is immensely rewarding to be a part of shaping the adults of tomorrow. I know from my visits to schools that staff and children really value governors **visiting school regularly** to see what's going on and talking with them about what they are doing.

### What does the year ahead hold for us in Newcastle?

What are our educational improvement priorities going forward? Newcastle's Children's Partnership will be launching the **Children and Young People Plan 2023-27** early in the autumn term. This will set out how partners will work together to a shared vision, outcomes and priorities to improve the lives of all babies, children and young people in Newcastle. Further details about the year ahead will follow in the Education and Skills Annual Report 2023 when this is published later this term. It will be no surprise though that two key improvement priorities for our education system remain: these are **attendance** and **exclusions**, in the context of continuing to build on the success of our work around **specialist and mainstream inclusion**.

Regular census information continues to confirm what schools are seeing on the ground – Newcastle is a growing city. The overall school-age population continues to rise meaning that we continue to work with our schools and academy trusts to ensure that there are **sufficient high quality school places** in the city. This includes mainstream school places, as well as specialist places.

Finally, last year also saw one of our school governors awarded an MBE for services to education and to the community. Bill Barnes has been a governor at St Cuthbert's, Walbottle for over two decades including a long stint at Chair. I want to congratulate him on his Honour and also to thank all of you for your service too.

I wish you all an exciting year ahead and I look forward to reading and hearing about the progress that our children and other learners make as a result of your support and challenge to our school leaders across the city.

Kind regards

Mark Patton

**Assistant Director: Education & Skills**

## Thank you to long-standing governors

Huge thanks to the following governors who have stood down from a board after serving at least two terms of office and, in some case, considerably more:

Paul Rayner, St Mark's Catholic Primary, stepped down after over 15 years' service to the school

Paul Hood, Ravenswood Primary, has left the GB after over 20 years on the board

## Judging the effectiveness of your board

Following on from an article and some questions in the last edition of GoverNews, we have created this longer set of questions to help you evaluate the effectiveness of your governance. The table can be completed by a single governor, a small group or the whole board. Anyone who would like to undertake this exercise as a facilitated session, please contact [jane.edminson@newcastle.gov.uk](mailto:jane.edminson@newcastle.gov.uk).

	Questions to help evaluate practice	We have consistently good practice across the whole board	We have some good practice in this area	We need to develop this area of our governance
<b>Attendance at board meetings</b>	Are we ever inquorate? Generally, is attendance at a high level? Are apologies sent and considered? Is any poor attendance addressed? Is attendance information on the website?			
<b>Vacancies</b>	Do we have long-standing vacancies? Do we have a range of strategies to fill vacancies thoughtfully and strategically? Do we use the outcomes from a skills audit to fill vacancies? Do we consider diversity and the school community when recruiting new governors?			
<b>Induction</b>	Do we have a plan to induct new governors? Do we encourage induction training? Do we have a "buddy" system?			
<b>Code of conduct</b>	Do we agree a code of conduct annually? Do we have meaningful discussions about the content?			
<b>GB Handbook</b> <i>(if applicable)</i>	Is there a Handbook in place? Does it accurately reflect procedures etc?			
<b>Academy documents</b> <i>(if applicable)</i>	Do board members see and have an understanding of the Articles of Association and the Scheme of Delegation?			
<b>Meetings</b>	Are meetings well organised? Are meetings well chaired? Are the agendas well-structured allowing for time to talk about priorities? Are meetings regularly longer than two hours? Are there challenges and questions from a range of governors?			
<b>Committee structure</b> <i>(if applicable)</i>	Does the committee structure reflect the needs of governance business? Do meetings happen as per a schedule? Are the remits of the committees clear? Is the Delegation Planner clear and understood by all? Are committee minutes shared and discussed at full board meetings?			

	Questions to help evaluate practice	We have consistently good practice across the whole board	We have some good practice in this area	We need to develop this area of our governance
<b>Minutes</b>	Do board and committee minutes show actions, discussion and challenge clearly?			
<b>Training</b>	Do governors attend a range of appropriate and relevant training linked to needs? Is there an obvious impact of any training attended?			
<b>Governance self-evaluation</b>	Does the board regularly evaluate and question its own practice?			
<b>Governor monitoring</b>	Is there a plan for monitoring? Does monitoring happen? Is monitoring impactful – does it increase governors' knowledge and is it useful to school leaders?			
<b>Teamwork</b>	Are there good relationships allowing open and honest discussions? Is there distributed leadership on the board? Is everyone engaged and showing a good level of commitment?			
<b>Vision and strategic directions</b>	Can governors talk confidently about the vision of the school? Can governors talk confidently about the strategic direction of the school – shorter and longer term?			
<b>Knowing the school</b>	Do governors know the school? Do governors understand the progress and attainment data well enough to hold the leaders to account? Do governors engage with the headteacher's report and ask questions? Can governors talk confidently about school improvement priorities? Can governors talk confidently about how the school evaluates its practice (SEF)?			
<b>Finances</b> <i>(if applicable)</i>	Is there evidence of appropriate monitoring of budgets? Is there evidence of spending plans?			
<b>Pupil Premium and other funding</b>	Do governors understand how the various funds (pupil premium, primary PE and sport, year 7 catch up, Covid catch up) are spent? Do governors understand the impact of the above spending?			
<b>Stakeholder engagement</b>	Is there evidence of engagement with pupils, staff and families? Is there evidence of meaningful consultation when required? Is the website up to date, accessible and does it reflect the ethos and work of the school?			

## Questions from recent Ofsted inspections

Thank you to Liz McLellan, chair at Sacred Heart RC Primary; Jeff Lough, governor at Gosforth East Middle; Chris Baker, chair at Our Lady and St Anne's Catholic Primary; Michael Willcock, chair at St Vincent's Catholic Primary; Liz Tufton, governor and Rhonda Crosby, chair at Havannah First and Joanne Lockey, chair at West Denton Primary for providing us with information on the questions they were asked in inspections last term.

### School 1

- How has the school changed and improved in the past three years?
- How does the governing body know what is going on in the school?
- What were the last curriculum presentations? What did you learn from them?
- Who is the safeguarding link within the governing body? What do they do?
- Who is the SEND link and what do they do?
- What are the leaders within the school working on at present?
- What are your focus areas for improvement within the curriculum?
- What are the characteristics of the school? What does that mean in reality?
- As a governing body, outside of your statutory responsibilities, what else do you do?
- What do you see the wellbeing lead and link governor doing for the school?

### School 2

- We had one inspector who met myself, my vice chair and two other governors in a 20 minute meeting.
- The first question was "tell me a bit about your school". We were then asked about how we maintained a strategic oversight of the school.
- We were asked what challenges the school faced?
- The inspector asked us to give her an example of challenges we had made and changes that had been brought about.
- As part of a MAT, we were asked about who was responsible for finances and who made the overall decisions?
- The inspector asked what kind of a relationship we had with the trust and how this was maintained. She wanted to know how we evaluated our impact as a local governing council and how often we did this?
- We were asked how we ensured that safeguarding was maintained and whose role it was? She noted that we had a safeguarding link governor and asked about reviews of CPOMS and whether we looked at this.
- She asked about the school improvement plan key areas?
- She noted that at times some of our input was operational and this led onto a discussion about how we felt that at times it was invaluable to have an 'outsider view' and how we could make suggestions during and on the back of monitoring visits. We explained that our relationship with the headteacher was such that she valued the input but would ultimately make the decisions.
- We were asked about the single central record and how frequently we looked at it.
- The inspector had clearly read the minutes of recent meetings. She asked about training we had received and where this came from."

### School 3

The questions covered the following aspects of governance:

- Our roles
- Characteristics of our school
- School priorities
- Our involvement in the life of the school and how we know what is happening in school
- Strengths and weaknesses
- Middle leadership
- Quality of teaching
- Curriculum planning / monitoring / development
- Assessment in foundation subjects
- Equality relating to Catholic ethos and other faith groups
- Working with the Trust

#### School 4

- Where do you think the school is now in term of performance? How do you know this?
- Is there a set monitoring programme for governors to come in and see what is happening in various areas of school?
- What are the link governor roles and what do you do?
- What is the role of the Trust and what how is the local board accountability to the Trust?
- What is the school's relationship with the Trust?
- What are the benefits for your school of being in a MAT?
- Performance management of the headteacher - how is this done? Governors or Trust? What happens?
- You have some statutory responsibilities which may be shared between governors and the Trust. How do you maintain a safe culture?
- How is a safeguarding culture created and what strategic oversight of safeguarding is there?
- Governors' duty to promote the Equality Act 2010 - what do you understand of the Act and how is it implemented in school?

"Some of the questions were quite open so we were able to talk about governor involvement in the Trust SEND review, in our working group with staff on the Relationships and Behaviour Policy, curriculum reports for governors, our parents' evening survey and headteacher reports to governors."

#### School 5

- How did we look after the headteacher's well-being?
- Which were the "best" subjects? Why? How did we know?
- How do we "do" governance? (we talked about meetings / stakeholder meetings / visits / triangulation etc)
- He asked about reading and what governors knew
- He asked about inclusion.

"He never asked about impact of governance but we shared that we were in the process of reviewing that and reporting back to the full board. He also did not ask about safeguarding but we showed him the minutes of our safeguarding and inclusion committee."

#### School 6

- What are the changes in the school in the last few years?
- What are the areas for improvement and what are you doing about it?
- What are the strengths of the school?
- How do you fulfil your strategic role as governors?
- How do you ensure safeguarding in the school? What are your concerns regarding safeguarding within the city / area?
- Do you have a schedule for visits to school? Is there a proforma you have to fill in?
- Do you have a SEND link governor and what is their role?
- How does school ensure children with additional needs are able to access the same curriculum/opportunities as their peers?

"I think it's worth pointing out to fellow governors that the inspector may not look at you as you answer and will be typing away on a laptop. I found this invoked a little anxiety or test-vibes!"

#### What governors need to know about web filtering

This is a key focus in 2023's Keeping Children Safe in Education. This video from LGfL (London Grid for Learning) working in partnership with the DfE explains the basics in three minutes.

[Broadband and Beyond - Web filtering for DSLs \(lgfl.net\)](https://www.lgfl.net/what-governors-need-to-know-about-web-filtering) – use this link and scroll down to the video for governors.



## Survey responses

Thank you to everyone who took the time to complete our survey.

The themes which came out of the survey and our responses are as follows:

- Services to Schools – most respondents found the platform easy to use and a useful way of accessing papers and guidance documents. If you struggle to access the system, please let your clerk or Services to Schools ([servicestoschools@newcastle.gov.uk](mailto:servicestoschools@newcastle.gov.uk)) know and we will see if we can help.
- Training – there were some very positive comments about our training offer (“training offer is excellent” and “vast amount of training on offer”) along with some suggestions for sessions. Some asked for a refresher session on roles and responsibilities – this has been added to our programme this year on 10 October, 5:00 pm. A few governors asked about networking opportunities; there are two in the programme this year with a focused discussion for part of the session (4 December, 4:00 pm and 8 March, 10:00 am). Another suggestion was a session on visits and specifically how to write reports; we will look at adding this to the programme later in the year.

Some governing in MATs asked about finance training specifically for academies; we would suggest talking to your CEO or governance professional about how this could be arranged to ensure the content is appropriate for the MAT.

Another request was training which could be completed as and when governors had time. We offer Learning Link from the National Governance Association for this and access to Learning Link can be purchased each spring through us at a reduced price.

- Timing of training sessions – as expected, there was a huge range of preferred times and days for training sessions. For this coming year, we have training on four Saturdays (induction on three and five bitesize sessions on another Saturday); 27 of our sessions are face to face and 20 via Teams; 20 are in the morning, 9 in the afternoon or late afternoon and 18 in the early evening.
- How Governor Services could help you – amongst many positive comments (“I think the service that Governor Services provides is excellent. Our clerk is very knowledgeable in their role and the work they do and the guidance they offer is very much appreciated”) were a range of suggestions:
  - Help make connections between governors or chairs in different schools – we suggest attending one of our networking events or if you would specifically like a mentor on another board, please contact [jane.edminson@newcastle.gov.uk](mailto:jane.edminson@newcastle.gov.uk)
  - Case studies for particular issues – we will have a think about this one but, in the meantime, please ask for help for any issues.
  - Make training compulsory – we cannot do this but within each board, an expectation of a certain level of training can be set.
  - Getting papers early – the clerking team work hard to ensure papers get to governors a week before a meeting. If yours are regularly “late” it is worth having a conversation at board level.
  - Help finding new governors – the clerking team have access to the Inspiring Governance and Governors for Schools sites so please ask for help if you are struggling to fill vacancies.
  - Access to National Governance Association – we do not offer this as part of our packages but schools can buy independently. We do offer access to the eLearning platform, Learning Link, at a reduced rate.
- Downsides of being a governor – most of the feedback to this question related to not having enough time to do justice to the governance role and worrying about not doing enough. This is a problem for many governors nationwide – our only advice is “do your best”. There were some other comments about late papers (see above) and the timings of meetings. We always suggest talking about the timings of meetings – the time and day might have been set to suit someone who left the board long ago.
- What you enjoy about being a governor
  - “Ensuring we make the right decisions for the children and young people to move forward and keep learning”
  - “Being involved in the school which I am very proud of”
  - “It is a joy to be part of 'school life', and being part of a team that only wants the very best school experience for our children so that they thrive, not just educationally, but creatively, mentally and emotionally”

- “Hoping that I have been able to contribute to the management of our MAT in a positive way”
- What could your board do to support you – mostly the comments reflected great support from fellow governors and the school staff. A few comments suggested that a mentor or buddy would be useful and others suggested more regular emails / contact in between meetings. And acronyms / initialisms are always raised as an issue in any survey we do; see this edition of GoverNews for the latest list.

Some of the issues raised were individual to school or MAT settings. Most MATs have someone in charge of governance so we suggest that individual queries about accountability structures, funding models and roles should be raised with them. Or speak to your clerk and we will try to advise on your setting.

There were lots of lovely comments about the Governor Services team and individual clerks including “You’re doing a fab job in very difficult times!!!”. Thank you.

## Newcastle Sings, Georgina Biddle, Senior Specialist, Music Service

**Newcastle Sings** <https://www.newcastlesings.org> has been created by Music Partnership North Newcastle (Music Service) [Music Partnership North, Newcastle \(musicpartnershipnorthnewcastle.co.uk\)](https://musicpartnershipnorthnewcastle.co.uk) in collaboration with Newcastle University Music department. It is a project that was initially launched to encourage schools to start singing again after the pandemic. It has been a challenge to re-establish singing – however many studies have shown the enormous benefits of singing for individual children, adults, and school communities.

Last Summer many schools took part in Newcastle Sings activities:

- 350 children and young people were involved in Newcastle Youth Choir Project
- 450 children from 15 schools sang in the Schools’ Festival Day
- 800 singers and instrumentalists involved in pop-up choirs and come-and-sing events
- 60 members of staff attended a CPD day at John Marley Centre and enjoyed a fabulous day of singing with Sing for Pleasure tutors. We will be holding a similar day in March 2024 (details will be shared with schools soon)

### 5 Core Songs Project <https://musicpartnershipnorthnewcastle.co.uk/5coresongs>

Several schools accessed the resources for our project and joined us for our Schools’ Festival. In July 2022 we held a very successful Festival Day in the City Centre. The Schools’ Festival provides a class or choir with an opportunity to enjoy a great day out and perform at different venues in our wonderful city. This term, our two-day festival took place in the Ouseburn Valley on 14 June and in the City Centre on 6 July. Locations included the Cycle Hub, Ouseburn Farm, Seven Stories, Newcastle Cathedral, Central Library and the Great North Museum: Hancock.

A big “thank you” to all our schools that took including Archibald First, Atkinson Road Primary, Christ Church CE Primary, Cragside Primary, Dinnington First, English Martyrs Catholic Primary, Hotspur Primary, Kington Park Primary, Simonside Primary, Stocksfield Avenue Primary, St Teresa’s Catholic Primary, Waverley Primary, Westerhope Primary and West Jesmond Primary.

### Free Weekly Singing

- **Newcastle Youth Choir Project (10-18 year olds)**  
<https://musicpartnershipnorthnewcastle.co.uk/newcastle-youth-choir>  
This takes place at Newcastle University on Tuesdays between 7:00 pm and 8:30pm. This is for year six pupils.

Formed last year, this is a wonderful group for young people who want to do more singing. Highlights this year have included a workshop and performance with Chris Bruerton from the renowned King Singers, a second summer showcase joining forces with Standing Upright Voices, North Tyneside Music Education Hub’s Choir, North Tyneside Youth Symphony Orchestra, Amberley Primary and Gosforth Central Middle and welcoming the Newcastle United Football team to a civic reception.





- **Gosforth Voices (7-9 year olds)**

<https://musicpartnershipnorthnewcastle.co.uk/gosforth-voices>

This takes place at Grange First School every other Wednesday, 3:45 pm - 4:45 pm.

Gosforth Voices is a choir aimed towards children in years three and four, primarily from first schools within the Gosforth Schools Trust. It's a fantastic way for children to make new friends from other schools, develop confidence in singing and learn new songs.

- **North Tyneside Children's Choir (6-11 year olds)**

<https://musicpartnershipnorthnewcastle.co.uk/north-tyneside-childrens-choir>

This choir meets at the Langdale Centre on Saturdays between 10:00 am and 11:00 am.

In partnership with North Tyneside Music Education Hub this children's choir is suitable for children aged six - eleven, either complete beginners to choirs, or young people who already enjoy singing in choirs during school time but would like to sing even more!

## Leadership wellbeing

Understanding where our schools are in terms of wellbeing and mental health is key. We need an overview of how our pupils and staff are supported with their wellbeing but, as governors and particularly as chairs and vice chairs, we must take responsibility for supporting our headteachers. This needs to go beyond the occasional "how are you?" although that is an important question. Below are some suggestions for how to monitor and support headteacher wellbeing.

The chair (and vice chair) and headteacher should meet regularly. These meetings should be scheduled at a time which works for all parties and wellbeing should be on the agenda.

During those meetings, questions might include:

- How are things? How are you?
- Are you managing your own work-life balance? What particular issues impact on your work-life balance? What might be done differently or not at all or be delegated? (work-life health is another way of thinking about this)
- Do you have good support from fellow leaders?

- Do you feel supported by board members? Are the levels of interaction positive and manageable? Do the timings of our meetings work for everyone involved? Are governors' expectations in terms of reports unreasonable? Is the headteacher having to manage aspects of the board's work?
- Do you have external sources of support (networks, fellow headteachers, coaching)?
- Is there anything we could do to help?

Meeting and asking these questions regularly allows a chair to see any changes in responses. Chairs should know their own headteacher well enough to be able to tell when they are stressed or fed-up. Changes in mood and behaviour are important signs that a headteacher may need additional support. Changes might include being more emotional, differences in the way they work and share information, loss of motivation, looking tired and anxious or increased periods of sick leave.

Chairs are not solely responsible for the headteacher's wellbeing – there are other sources of support. In a MAT, the CEO and other central office staff are there to help. The School Effectiveness team at the Local Authority keep an eye on headteacher wellbeing. Within the City, there is some great practice around networks and headteachers supporting each other within their geographical groups and beyond.

If you would like any further advice on any of the above, please contact Jane Edminson ([jane.edminson@newcastle.gov.uk](mailto:jane.edminson@newcastle.gov.uk)) in the first instance.

## SEND acronyms and initialisms

The more commonly used acronyms and initialisms are included in the main list below but this is a collection of SEND specific ones:

### Newcastle related terms:

SENDOS:	SEND Outreach Service
SEND SAR:	SEN Support, Assessment and Review
SEND ASAP:	SEND Advice and Support Allocation Panel
IPS:	Individual Pupil Support funding

### Cognition & Learning (C&L):

PMLD:	Profound multiple learning difficulties
SLD:	Severe learning difficulties
MLD:	Moderate learning difficulties
SpLD:	Specific learning difficulties

### Sensory and Physical

VI:	Visual Impairment
HI:	Hearing Impairment
MSI:	Multi-sensory Impairment
PD:	Physical Disability

### Communication and Interaction (C&I)

SLCN:	Speech Language and Communication Need
ASD:	Autism Spectrum Disorder

### Social Emotional Mental Health (SEMH)

ADHD:	Attention Deficit (Hyperactivity) Disorder
ACE:	Adverse Childhood Experiences

### Other:

SENCO:	Special Educational Needs Co-ordinator
EPS:	Educational Psychology Service
SENDIASS:	Special Educational Needs and Disabilities Information, Advice and Support Service
CYPS:	Children and Young People's Service
ARP:	Additionally Resourced Provision
EHCP:	Education, Health and Care Plan
SaLT:	Speech and Language Therapist

## Commonly used initialisms and acronyms (September 2023)

An initialism is a type of acronym that cannot be pronounced as a word but must be read letter-by-letter (CPD or NQT). An acronym is an invented word made up of the initial letters or syllables of other words (Ofsted or SENCO).

ADHD	Attention Deficit (Hyperactivity) Disorder
AP / SIP	Achievement Partner / School Improvement Partner
APP	Assessing Pupil Progress
APS	Average Point Score
ARE	Age Related Expectations
ARP / ARC	Additionally resourced provision / centre
ASD	Autism Spectrum Disorder
ASP	Analyse School Performance
AWPU	Age-weighted Pupil Unit
BSA	Books/Stationery/Apparatus
CAF	Common Assessment Framework
CATs	Cognitive Ability Tests
CEIAG/ IAG	Careers Education, Information, Advice and Guidance
CEO	Chief Executive Officer
CEOP	Child Exploitation and Online Protection Centre
CES	Catholic Education Service
CFO	Chief Financial Officer (in a MAT)
CiC	Children in Care (was LAC)
CiN	Child in Need
COO	Chief Operating Officer (in a MAT)
CP	Child Protection
CPD	Continuing Professional Development
CPOMS	Child Protection Online Monitoring System
CYPS	Children and Young People's Service
DBS	Disclosure and Barring Service (previously CRB)
DES	Disability Equality Scheme
DfE	Department for Education
DDA	Disability Discrimination Act
DSG	Dedicated Schools Grant
DSL	Designated Safeguarding Lead
DT	Design Technology
EAL	English as an Additional Language
ECT	Early Career Teacher (replaces NQT)
EEAST	Early Education Additional Support Team
EBSNA	Emotionally Based School Non Attendance
EEF	Education Endowment Foundation
EGPS	English Grammar, Punctuation and Spelling (see SPAG)
EHCP	Education, Health and Care Plan
EHP	Early Help Plan
EPEP	Electronic Personal Education Plan
EPS	Educational Psychology Service
ESFA	Education and Skills Funding Agency
EYFS	Early Years Foundation Stage
EYPP	Early Years Pupil Premium
FAP	Fair Access Protocol
FGM	Female Genital Mutilation
FFT	Fischer Family Trust (education charity)
FSM	Free School Meals
GAG	General Annual Grant (academies)
GCSE	General Certificate in Secondary Education
GD(S)	Greater Depth (Standard)
GLD	Good Level of Development (EYFS)
GPS	Grammar, Punctuation and Spelling
HIARP	Hearing Impaired Additionally Resourced Provision
HSE	Health and Safety Executive

HLTA	Higher Level Teaching Assistant
HMI	His Majesty's Inspector
ICT	Information and Communication Technology
IDACI	Income Deprivation Affecting Children Index
IDSR	Inspection Data Summary Report
IEB	Interim Executive Board
IEP	Individual Education Plan / Programme
IGCSE	International GCSE
IIE	Investment in Excellence
INSET	In-Service Education and Training
IQF	Inclusion Quality Framework
L & M	Leadership and Management
LA	Local Authority
LAC	Looked After Children (or CiC)
LADO	Local Authority Designated Officer (Safeguarding)
LAG	Local Advisory Group (in a MAT)
LGB	Local Governing Body (in a MAT)
LGC	Local Governing Committee (in a MAT)
LIP	Locality Inclusion Panel
MAT	Multi Academy Trust
MFG	Minimum Funding Guarantee
MFL	Modern Foreign Languages
MLD	Moderate Learning Difficulties
NEET	Not in Education, Employment or Training
NEU	National Education Union (replaces ATL and NUT)
NFF	National Funding Formula
NGA	National Governance Association
NLE	National Leader of Education
NLG	National Leader of Governance
NPQH	National Professional Qualification for Headship
NPQML	National Professional Qualification for Middle Leaders
NQT	Newly Qualified Teacher (now ECT)
OFSTED	Office for Standards in Education
OPAL	Outdoor Play and Learning
OSC	Out of School Clubs (or ASC – After School Clubs)
PAN	Published Admissions Number
PFI	Private Finance Initiative
PGCE	Post Graduate Certificate in Education
PLAC	Previously Looked After Child
PLASC	Pupil Level Annual School Census
PM	Performance Management
PP	Pupil Premium
PPP	Pupil Premium Plus
PPA	Planning, Preparation and Assessment
PPE	Personal Protective Equipment
PRU	Pupil Referral Unit
PSA	Parent Support Adviser
PSED	Public Sector Equality Duty
PSED	Personal, Social and Emotional Development (Early Years)
PSHE	Personal, Social, Health Education
PTA / PTFA	Parent Teacher (Friends) Association
PTR	Pupil / Teacher Ratio
R & R	Recruitment and Retention
RA	Risk Assessment
RAAC	Reinforced Autoclaved Aerated Concrete
RI	Requires Improvement (Ofsted grading)
RSC	Regional Schools Commissioner
SACRE	Standing Advisory Council on Religious Education
SATs	Standard Assessment Tests
SBM	School Business Manager



SCITT	School-centred Initial Teacher Training
SCR	Single Central Record
SEAL	Social and Emotional Aspects to Learning
SEF	Self Evaluation Form
SEMH	Social Emotional Mental Health
SENCO	Special Educational Needs Co-ordinator
SFVS	Schools Financial Value Standard
SIMS	School Information and Management System
SIP / SDP / SP	School Improvement Plan / School Development Plan / School Plan
SLA	Service Level Agreement
SLE	Specialist Leader of Education
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural
SMT	Senior Management Team
SoD	Scheme of Delegation
SSAT	The Schools, Student and Teacher Network
STA	Standards and Testing Agency
STEM	Science, Technology, Engineering and Maths
STPCD	School Teachers Pay and Conditions Document
TA	Teaching Assistant
TaMHS	Targeted Mental Health in Schools
TAS	Team around the school
T & L	Teaching and Learning
TLR	Teaching and Learning Responsibility
UIFSM	Universal Infant Free School Meals
UPS	Upper Pay Scale
UTC	University Technical College
VA	Voluntary Aided
VA	Value Added
VIARP	Visually Impaired Additionally Resourced Provision
VS	Virtual School

## REMINDERS

### Templates for link governors

We now have templates to be used by link governors for:

- Safeguarding (updated)
- Children in care (updated)
- EYFS (updated)
- SEN (updated)
- Pupil Premium / disadvantaged (updated)
- Behaviour (updated)
- Reading (updated)
- Health and safety (updated)
- Maths (updated)
- Attendance (updated)
- Equality and diversity (updated)
- Careers (updated)
- EAL (updated)
- Curriculum – subject links (**new**)
- PE – primary (**new**)

If you would like a copy of any of these, they are on the Services to Schools resources page or ask your clerk.



## Call for experienced governors

We have a few boards in the City which need governors – especially people capable of being vice chairs or chairs. If you have any capacity and some experience as a governor, please get in touch ([jane.edminson@newcastle.gov.uk](mailto:jane.edminson@newcastle.gov.uk)).

## Visiting other meetings

Many governors only have experience of their own board and how that operates. If you would like to visit another board and see how they conduct their business, we are able to facilitate that. This can be especially useful for chairs and potential chairs. Visiting governors need to respect confidentiality around the discussions and may not be offered a full pack of papers but this should not detract from the experience. If you are interested in this opportunity, please contact [jane.edminson@newcastle.gov.uk](mailto:jane.edminson@newcastle.gov.uk).

## Services to Schools

The clerking team use Services to Schools to record the membership of each board, terms of office, meeting dates and attendance. The site is also used to share and store papers for meetings and to book training and record attendance at sessions. All governors can access the site to check any of the above information and to book training sessions; if you are unsure how to log on, please ask your clerk.

Papers for meetings can also be accessed via Services to Schools:

1. Log on to Services to Schools from [www.servicestoschools.org.uk](http://www.servicestoschools.org.uk) using your usual email and password
2. From the calendar of up-and-coming meetings, choose the meeting
3. Locate the documents and download them from the list on the right-hand side of the screen

## Hard copies of meeting papers

Whilst many governors have moved happily to online copies, we understand that some governors still prefer some or all their papers hard copy. We are happy to provide paper copies but due to home working must do so via our print service; this can mean that we are not in control of when the papers are sent out and we are subject to any delays in the postal system. We will endeavour to get papers to the print service as soon as we can to ensure the best chance of governors getting their papers in time for the meeting, but there are no guarantees and all governors are encouraged to read papers in advance online. Clerks and school administration can support in any difficulties accessing your papers online.

## Information sent to chairs during the summer term

During the summer term, we forwarded the education updates to chairs. These were updates from a Local Authority / Promise Board team made up of Mark Patton, Assistant Director, Ian Dawson, Head of School Effectiveness, Matt Ward and Debi Bailey, Promise Board representatives. We also forwarded various links to guidance from the DfE and National Governance Association and shared some of our own guidance and training reminders.

## Contacting Governor Services

Our contact details are:

<a href="mailto:ruth.corless@newcastle.gov.uk">ruth.corless@newcastle.gov.uk</a>	(Clerk to Governing Bodies) 0191 277 3711
<a href="mailto:claire.hepple@newcastle.gov.uk">claire.hepple@newcastle.gov.uk</a>	(Clerk to Governing Bodies) 0191 277 3713
<a href="mailto:anne.jobson@newcastle.gov.uk">anne.jobson@newcastle.gov.uk</a>	(Clerk to Governing Bodies) 0191 211 5505
<a href="mailto:karen.miller@newcastle.gov.uk">karen.miller@newcastle.gov.uk</a>	(Clerk to Governing Bodies) 0191 277 3712
<a href="mailto:samantha.triggs@newcastle.gov.uk">samantha.triggs@newcastle.gov.uk</a>	(Clerk to Governing Bodies) 0191 211 5311

The above team clerk governing body meetings and offer advice and support.

For training, advice and support: [jane.edminson@newcastle.gov.uk](mailto:jane.edminson@newcastle.gov.uk)  
(Service Improvement Lead – Governor Effectiveness) 07538 089 117

**The team work from home and from the office; the best way to make contact is via email or by using the office numbers above.**