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## Welcome to our governance news update

The end of January has finally arrived and spring looks to be just around the corner.

We hope to see lots of you at our **governor briefing** on Monday. Details of how to book towards the end of the newsletter.

Quite a few updates for you this week, including some important updates from other OCC teams.

As always, if you have any questions about the contents of the newsletter, please do get in touch.

### Contact us

For **governance** queries  
email: [governorservices@oxfordshire.gov.uk](mailto:governorservices@oxfordshire.gov.uk)  
Phone: 0330 0249 046  
For **clerking** queries  
email: [clerking.service@oxfordshire.gov.uk](mailto:clerking.service@oxfordshire.gov.uk)

## News Update

### Oxfordshire Updates

## Early Year Good Level of Development (GLD) Has your school downloaded their 'Compare my GLD' report?

'Compare my GLD' is a government tool that helps schools benchmark their Early Years Foundation Stage (EYFS) outcomes against national and contextual data.

The report is specific to your school and is a summary of your GLD data for the 2024/25 academic year. It includes the overall percentage of children with a GLD compared to Local Authority, regional and national averages, and a contextual GLD score, along with other useful information.

It is accessed via the 'View your education data (VYED)' platform.

### Why It Matters

**Spot Strengths and Gaps:** Identify areas where children excel and where support is needed.

**Fair Comparisons:** Contextual scores account for demographics and socio-economic factors.

**Drive Improvement:** Use trends to plan interventions and close attainment gaps.

### Benefits for Leaders

**Strategic Planning:** Inform resource allocation and staff development.

**Quality Assurance:** Support evidence-based discussions with staff and governors.

**Professional Development:** Highlight training needs in key areas like literacy and motor skills.

**How to Use:** Combine 'Compare my GLD' data with teacher observations and professional judgement for a complete picture.

Find out more here: [Compare your good level of development \(GLD\) data - GOV.UK](#)

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## News Update

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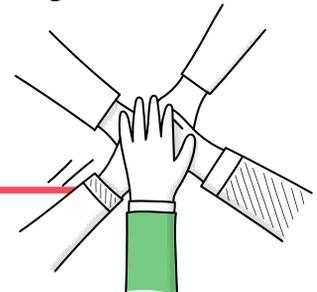
### Virtual School Update - Safeguarding Important Guidance on Name Changes Prior to Adoption

The Virtual School has identified an ongoing risk regarding the way names are being logged on systems.

Please follow the link below for further details and ensure that all relevant staff in your school or setting are made aware of these requirements.

Vigilance and adherence to these procedures are essential in safeguarding our children and protecting their identities.

[Virtual School Update - ACTION REQUIRED | Oxfordshire Schools](#)



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### Heads and Chairs

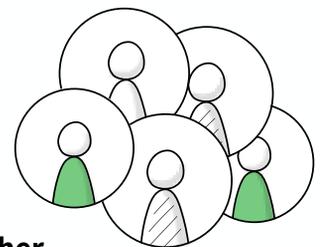
**Annette Perrington, Interim Deputy Director of Education and Inclusion wants to thank all who attended the latest 6 weekly Heads and Chairs briefing.**

“Thank you all for your time and dedication in making our recent Heads and Chairs meeting such a success. Your insights and commitment are what make these sessions both productive and enjoyable.

The next meeting is on **26 February**. Please mark it in your diaries, and don't hesitate to send any agenda suggestions to CEF Director Requests [CEFDirectorRequests@Oxfordshire.gov.uk](mailto:CEFDirectorRequests@Oxfordshire.gov.uk).”

Booking will be available on GovernorHub nearer the time.

**NOTE – this briefing is specifically for Chairs to attend with their Headteacher. If your Chair is unable to attend, please send another governor to deputise.**



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## News Update

### National Updates



#### Generative AI: product safety standards

Guidance on the safety standards for generative AI products and systems developed for use in educational settings has been updated in line with legal changes to the Online Safety Act and to reflect emerging risks from generative AI.

[Generative AI: product safety standards - GOV.UK](#)

#### Ofsted education blog:

“What the government’s updated guidance on mobile phones means for school inspections”

You may have seen that the Department for Education (DfE) is tightening its guidance on mobile phones in schools. Chief Inspector, Sir Martyn Oliver, has said many times that you already have his and Ofsted’s full backing to ban mobile phones ...

<https://educationinspection.blog.gov.uk/2026/01/23/what-the-governments-updated-guidance-on-mobile-phones-means-for-school-inspections/>

• [Mobile phones in schools - GOV.UK](#)

The local authority is putting together some guidance around this topic which will be made available later this term.



#### Improving behaviour in Schools

A new document [Evaluation of the behaviour hubs programme: final report - GOV.UK](#) has been added to the resources to support schools and trusts in developing, implementing and maintaining a whole-school behaviour culture.

[Improving behaviour in schools - GOV.UK](#)

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## News Update

### Measuring the carbon impact of schools

Eco-Schools and Keep Britain Tidy have published their first [Count Your Carbon](#) report: [‘Towards Net Zero: Measuring the Carbon Impact of Schools in England’](#).

“Drawing on data from over 1,600 schools in England, this world-first report provides the most comprehensive picture to date of the education sector’s carbon footprint. As you are aware, the Department for Education expected all schools in England to have a Climate Action Plan in place by 2025. This report is designed to provide the data you need to meet those expectations and prioritise the areas where action will be most effective.

#### Key findings:

- **The school run is the #1 contributor:** In a major shift in our understanding, the data shows that pupil commuting is now the single largest source of emissions (21%), outweighing electricity use (11%).
- **Transport dominates:** When including staff travel and school trips, transport accounts for roughly 41% of a school’s total footprint—more than the heating and powering of buildings combined.
- **The power of the plate:** Hot school dinners account for approximately 16% of emissions. Small, manageable adjustments to menus and sourcing offer a practical route to measurable progress.
- **The rural/urban divide:** Due to travel distances, rural schools have a carbon intensity 22% higher than urban schools, highlighting the need for localised action plans.



#### Turning data into action

Under the DfE’s Sustainability and Climate Change Strategy, schools are tasked with a 50% reduction in carbon emissions by 2030.

This report moves beyond ‘best guesses’ and provides the evidence base schools—with the support of local authorities—need to prioritise actions.”

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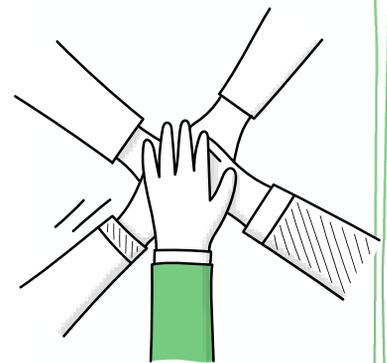
## News Update

### Governor Services Training

#### Spring term training programme

Our Spring training programme is now in full swing. Full details of our Spring term training programme are now available on the Schools website here: [Governor training | Oxfordshire Schools](#) and all sessions are available to book on [GovernorHub](#)

Don't forget to have a look at our free Bitesize training which you can access at any time [here](#)



FREE

#### Governor Briefing

Our next Governor Briefing is taking place next **Monday 2<sup>nd</sup> February 18:00-19:00.**

Topics this time will include updates on Ofsted and the Rise programme, Health and Wellbeing, Early Years, Safeguarding and the latest updates and reminders from the Team.

We look forward to seeing you there. [Book Here](#)

#### Charging for training – a reminder

Please check if your board has subscribed to the Governor Services training package before booking. Governors at schools that subscribe can register for as much training as you like at no additional cost.

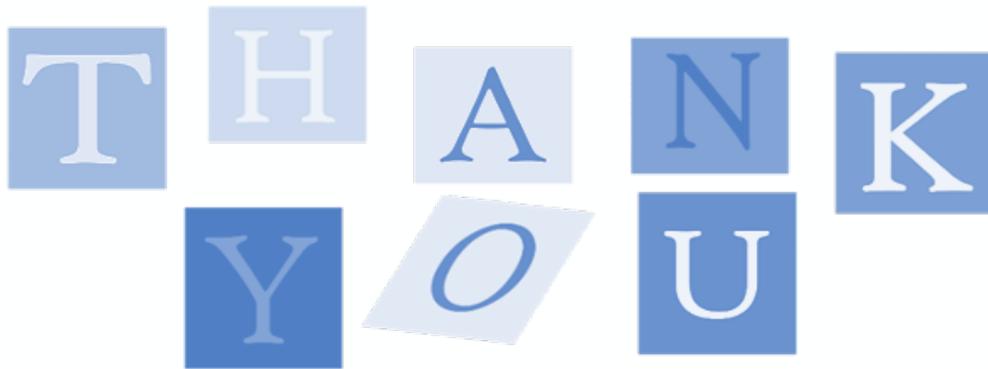
**For governors at schools that do not currently subscribe, there is a charge to attend, and schools will be invoiced after the event. Any free briefings or events are clearly indicated**

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## News Update

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...for everything you do for children in Oxfordshire

Our next newsletter will be published on 13 February 2026.

With best wishes

*The Oxfordshire Governor Services Team -*

*Jeremy, Helen and Ruth*

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