

Governor Briefing 3

02 February 2026

18:00-19:00



Agenda

1. Welcome and introduction from Jeremy Masson
2. Ofsted update and the Rise programme
3. Health and well-being: Ofsted update
4. Early Years update
5. Safeguarding update
6. Latest updates and reminders from the Team
7. Thank you



Jeremy Masson

Interim Service Manager Schools and Governance

Ofsted update and the Rise programme

Rachel Caseby

Governor Services Officer

Feedback from recent inspections

The Expected Standard is not the same as the old 'Good'

Likely to see more 'colourful' report cards

More collaboration and discussion throughout the process

Time built in for reflection and 'keeping in touch'

Focus on learning walks and leaders talking about their school

Documents used to support discussions- narrative is key

Focus on safeguarding, inclusion, handwriting, attendance and foundational skills

Governor questions around...

Attendance and safeguarding

Strategic knowledge of alternative provision

Training impact, compliance and board processes

How do you know how to fulfil your role if you are not from an educational background?

How do you know the information you receive is accurate?

What impact have you had as a governing board?

Expected standard report card quotes include:

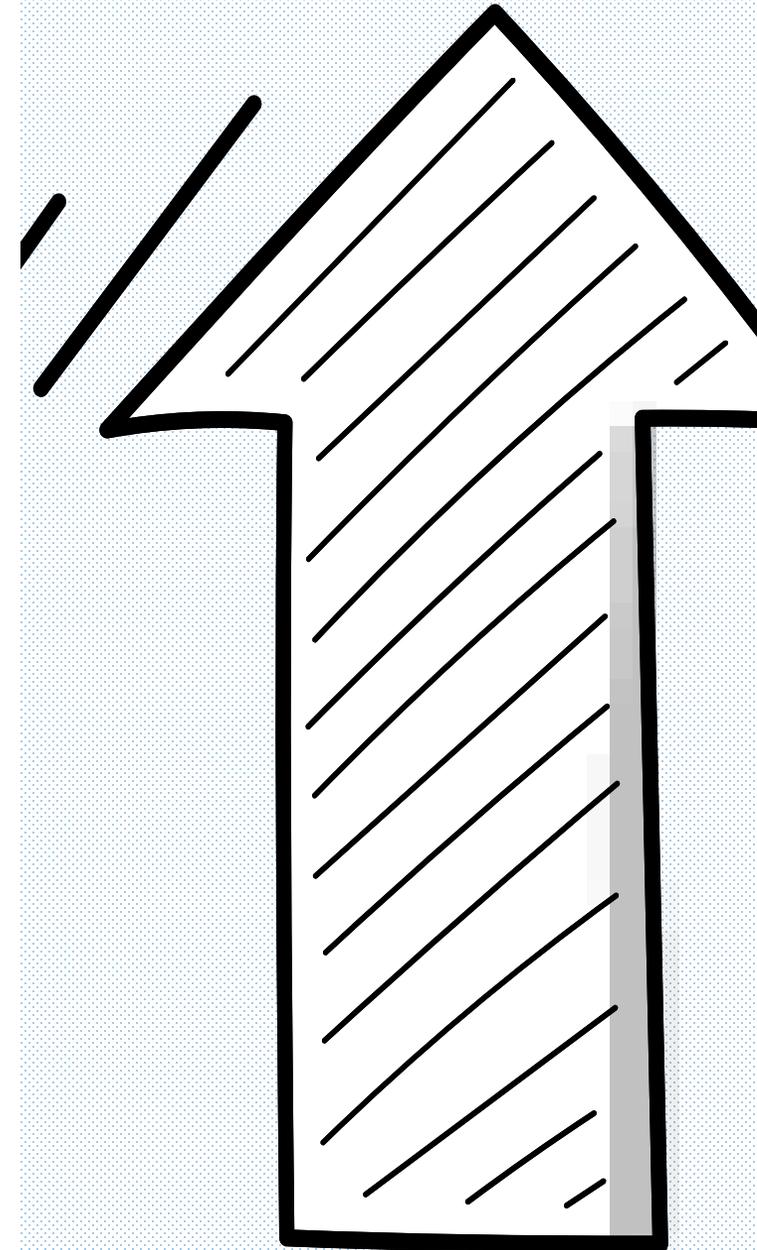
'Leaders and governors are ambitious for all pupils. They are committed to providing pupils with a rich and engaging curriculum that helps them to develop both personally and academically.'

'Governors are skilled and knowledgeable. They perform their roles well, understand their statutory duties and carry them out effectively. Governors have a secure grasp of the school's strategic approach to improvement. They provide timely support and challenge.'

'They ask the right questions of leaders to assure themselves that the school is taking the right steps to improve. They check the school is making a difference to the life chances of disadvantaged pupils. They demonstrate confidence and wisdom as they fulfil their roles.'

The RISE Teams

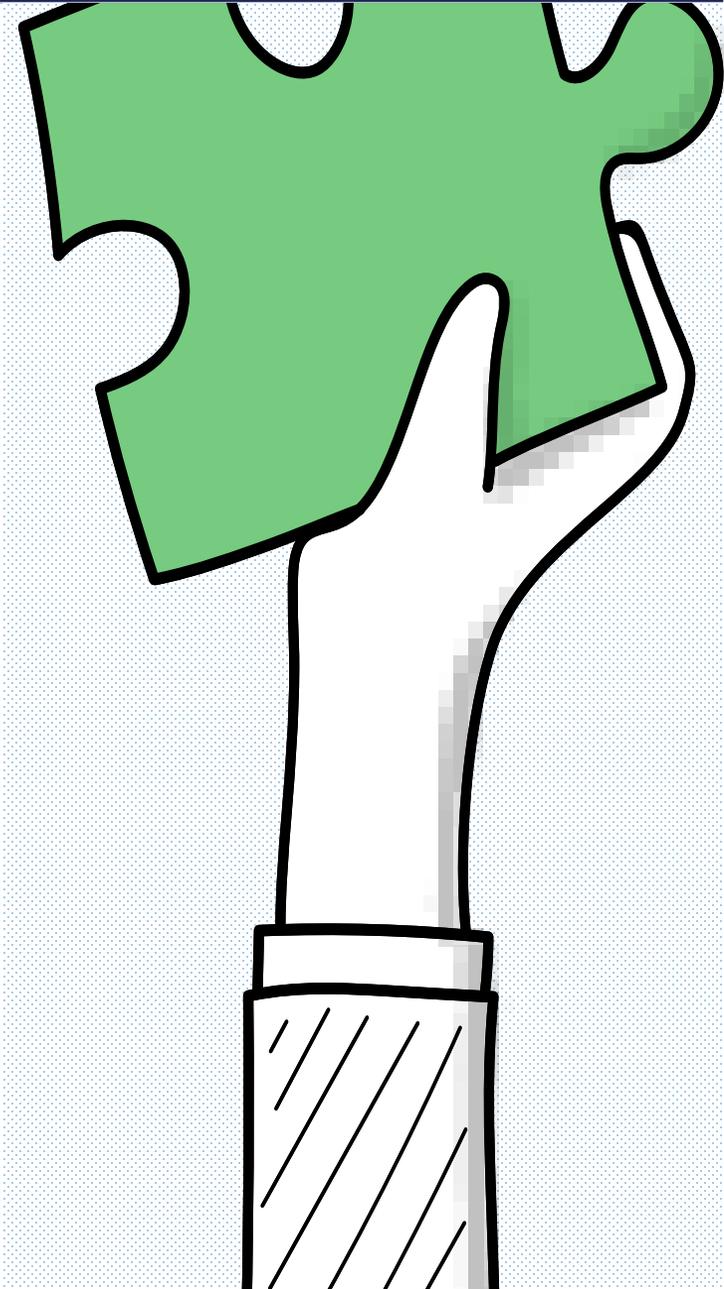
- **Regional Improvement for Standards and Excellence**
- Aim to drive up standards in classrooms
- Provide ‘mandatory, **targeted intervention** for schools identified by Ofsted as needing to improve’
- Initially, they will ‘work with schools that have received multiple Ofsted judgements below ‘Good’ or equivalent’
- Ensure the schools receive ‘the necessary resources and expertise to implement improvements’
- Also offer a wider, **universal service** to help all schools to improve, especially by promoting collaboration and shared learning.



How will the teams help?

- Work directly with the school that needs extra support
- An adviser will visit to understand the school's situation
- Support is tailored to each situation
- Funding is available to cover the cost of additional support where necessary
- The RISE teams are also exploring a universal service to all schools.

Please remind your Heads to let Kim Wilson know if a RISE adviser contacts your school.



Health and well-being: Ofsted update

Natalie Robb

OCC School Food and Activity Advisor

Ofsted: Personal Development and Wellbeing

Based on DfE guidance (2025).

Inspectors look for the extent to which schools are successfully supporting pupils to:

- gain knowledge of how to keep themselves healthy
- make informed choices about healthy eating, and fitness

Leadership: Key Questions



What steps have you taken to ensure there is a whole school approach to healthy eating and teaching children how to stay healthy ?



Who is responsible on the senior management team and governing body for healthy food provision and education about how to stay healthy?



How do you monitor and evaluate the health education you provide, the school food provision and food education?



How do you involve the wider school community, including parents and governors, in promoting healthy lifestyles and healthy eating?

Examples of Leadership: Evidence

- a current ‘whole-school’ food policy shared widely with stakeholders
- understanding of how and when the school teaches about healthy lifestyles
- strategy references to health education and healthy eating in the school development plan and self-evaluation form
- using premium spending to promote healthy eating and learning, including breakfast and after school clubs
- school meal take-up data
- pupil and parent voice
- senior leadership and governor engagement with what children are learning about health, and eating and drinking
- awards and quality assured schemes such as Food for Life, Schools Award, Children’s Food Trust, Healthy Schools

Food Provision: Key Questions



How do you know food is tasty and meets the food standards across the whole day?



What do children think about the food and drink provided? How are they involved in decision-making?



How do you ensure your meal provision best meets the needs of your school community?



What advice is provided for those who choose not to take a school lunch, for example, a healthy packed lunch policy?

Food Provision: Evidence

- an attractive, happy and calm dining environment
- staff and children eating together
- catering staff, including midday supervisors who are happy and engaged with school staff and children
- children and parents being actively consulted
- a cashless payment system to reduce queues and stigmatisation of free school meal pupils
- independent verification that school food standards and relevant Government Buying Standards are met across the school day
- making water the drink of choice, freely and easily available

Food Education: Key Questions



How do you measure progress of children's knowledge and skills about healthy eating?



How do you ensure that learning about healthy eating, including nutrition advice and practical cooking, is possible for all students and across subjects?



Does your school use a qualified subject specialist to teach food education?

Food Education: Evidence

- consistent messaging across subjects
- ensuring there is enough timetabling, space and practical resources (equipment, ingredients)
- food education schemes of work are in place with a focus on savoury cooking and appropriate training for staff
- using pupil premium or budgets to provide ingredients for pupils unable to bring from home
- food growing and gardening activities

Wider wellbeing: Questions

How does the school link healthy eating within the wider personal development, behaviour and welfare judgement?

What continuing professional development (CPD) and training is in place for all teachers and support staff to support their knowledge of health and wellbeing?

Do all the children in your school access their 30 active minutes in school everyday?

What is in place to support children with their mental health?

Who is your swimming governor (they may also have a wider health and wellbeing focus)?

What do playtimes look like in your school? Do they provide active and engaging opportunities for your children and young people?

Wider Wellbeing: Evidence

- drawing on expertise from outside agencies
- events, assemblies, displays and messaging themed around health and wellbeing
- a culture of exercise and healthy eating
- staff development plans and CPD records
- active curriculum (including active travel promotion)
- governor monitoring of swimming provision and wider wellbeing initiatives
- play monitored and developed as a key part of the school day
- pupil and parent voice.

Further support & guidance

[Creating a culture and ethos of healthy eating - GOV.UK](#)

Well Schools Oxfordshire Partnership

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Early Years update

Michelle Jenkins

Foundation Years Leader

'Compare my GLD' report

- GLD = Good Learning Development. This is the statutory assessment of children at the end of the Reception year
- New government tool to help schools benchmark your Early Years Foundation Stage outcomes against local authority, regional and national averages
- Provides a contextual GLD score along with other useful information
- Specific to your school
- Summary of your GLD data for the 2024-2025 academic year
- Accessed via the View Your Education Data (VYED) platform.

Why it matters

- Allows schools to spot strengths and gaps
- Fair comparison using the contextual scores
- Allows leaders and governors to drive improvement

Benefits for Leaders and Governors

- Strategic planning: inform resource allocation and staff development
- Quality assurance: support evidence-based discussions
- Professional development: highlights training needs in key areas for your school
- Can be combined with other monitoring information for a complete picture
- Find out more here: [Compare your good level of development \(GLD\) data - GOV.UK](#)

Best start in life part 1: setting the scene - GOV.UK

<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene>

Best start in life part 2: the 3 prime areas of learning - GOV.UK

<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning>

Best start in life part 3: the 4 specific areas of learning - GOV.UK

<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning>

Giving every child the best start in life

https://assets.publishing.service.gov.uk/media/689b39d55555fb89cf3f5e7d/Giving_every_child_the_best_start_in_life_web_version.pdf

Safeguarding update

Jo Lloyd

Service Manager: LADO and ESAT

Annual Safeguarding self-assessment 175/157 for 24/25



Thank you
for your on
time
submissions



Thank
You!

Governance, Oversight and Audit

2 schools do not have a DSL as part of their SLT. This is a KCSIE requirement.

93% of schools state that the Governing Body has the knowledge and oversight to ensure the schools safeguarding policies and procedures are effective, with 7% of schools having work required. Positively this number has continued to increase.

Academic year	% of schools that said Yes that the Gov body have the knowledge and oversight required
21/22	83%
22/23	90%
23/24	92%
24/25	93%

75% of schools have had an ESAT safeguarding advisory review in the last 3 years, this is the opportunity for an independent audit of safeguarding practice and processes.

Academic year	% of schools that have had an ESAT review in the last 3 years
23/24	72%
24/25	75%

82% of schools state that their letting policy has a clear emphasis on safeguarding, with 8% of schools having work required.

78% of schools have attended the ESAT school safeguarding forum

175/157 data- academic year 24/25

69% of schools have a
Prevent risk assessment

53% of Oxfordshire schools
work with another Local
Authority- the most being 16

83% of schools are aware of
the Resolve policy to support
escalation and managing
professional disagreement

79% of schools have used
professional tools to aid
practice/understanding/
decision making

15% of schools have used a
Genogram with a family

83% of schools are aware of
the Resolve policy

Allegation Management & Low-level concerns (LLC)

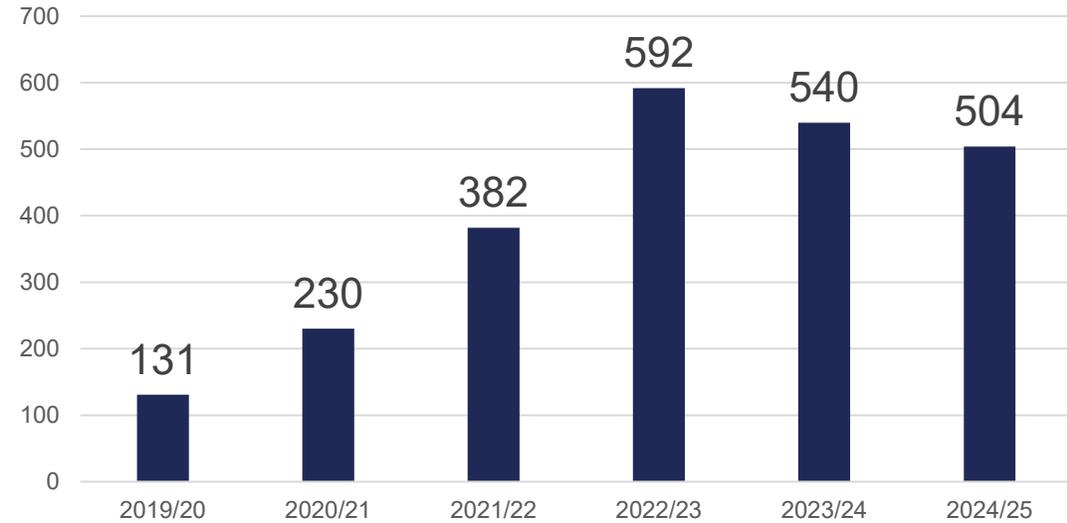
Schools consulted with the LADO 504 times in 24/25- the most for any school was 17 times.

This was 57% of schools.

136 low level concerns was the most for any one school

102 schools had ZERO low level concerns

What is the total number of times schools have consulted with LADO?



Low level concerns (LLC) about staff/volunteers

Academic year	Total no. of overall LLC
23/24	1338
24/25	1564

MASH referrals & Strengths and Needs

- ▶ Reduction in both MASH referrals and Strengths and Needs
- ▶ 4379 MASH education checks were completed- 152 checks the most for any school.
- ▶ Most MASH referrals for any school was 54 for a school.
- ▶ 25% of these MASH referrals had the primary concern of neglect
- ▶ Most Strengths & Needs completed for any school was 22.
- ▶ 26% of these S&N had the primary concern of neglect
- ▶ 68% of schools led 888 TAF meetings. The most for any school was leading 47 TAF's.
- ▶ 21 schools did not complete either a Mash referral or a Strength & Need

Academic year	Total MASH referrals	Total Strength & Needs
2021/22	2521	1156
2022/23	2675	1463
2023/24	2189	1417
2024/25	2140	1358

Type of School	S&N Offered	S&N Completed
Primary	1509	914
Secondary	593	306
Special	133	51
Independent	90	66
Colleges	18	21
Total	2343	1358

Operation Encompass and Domestic Abuse

- Positive increase in notifications received overall.
- The most Op Encompass notifications for any school was 53.
- 22% of schools received ZERO reports
- 44% of schools have a DA champion
- 70% of schools are aware of the young persons DA pathway

Academic year	Operation Encompass notifications received by all schools
23/24	970
24/25	1803

Type of School	Operation Encompass notification received
Primary	1023
Secondary	627
Special	42
Independent	86
Colleges	25

49% of schools have had at least 1 student access Alternative Provision- 60 children the most for any one school.

61% of schools said that they have a calming room/suite in school

45% of schools had at least one incident of reasonable force being recorded

How many children left school roll for EHE?

23/24	545
24/25	577

Of the 577 children who left roll, 52 have since returned –which is 9% of pupils

29 pupils was the most leaving any school roll for EHE

41% of schools had at least 1 pupil leave roll for EHE

46% of schools have attended the OSCP multi-agency neglect practitioner's forum

54% of schools completed the School safeguarding standards for neglect (OSCP website)

18% of schools have used the exploitation screening tool.

227 were completed across all schools.

The most for any one school was 21 screening tools.

59% of schools have had at least 1 student known to have self-harmed

45% of Oxfordshire schools have a least 1 child with a parent in prison

57% of schools have at least 1 young carer,

with 189 children the most identified at any school

Academic year	Number of young carers identified
23/24	1947
24/25	2414

Governor Services Update

Helen Tate *Governor Support Officer*

SFVS Reminder

[Schools Financial Value Standard \(SFVS\) | Oxfordshire Schools](#)

The Schools Financial Value Standard (SFVS) is due for return by 13 February.

- 'Helps to provide schools with the assurance that they are meeting the basic standards necessary to achieve a good level of health and resource management'
- Needs to be agreed by the governing board
- Signed by Chair of Governors



Have you reviewed and agreed yours yet?



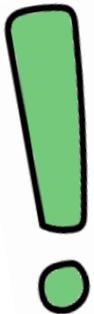
Budget 2026/26

Deadlines for 2026/27 budget approval:

Usually first two weeks in May (**awaiting confirmation of actual dates from Finance**)

Plan to discuss and review drafts in resources committee or FGB before agreeing the final version after the Easter holidays

Final draft is approved online by chair of governors after approval



Chairs – check you have a login ahead of the deadline!



Reasonable Force Guidance

Restrictive Interventions, including the use of reasonable force, in schools (DfE)

Effective from 01 April 2026

Questions for Boards:

- Will your behaviour policy be compliant on 01 April?
- Is your school ready to record every incident of the use of force and report these to the parents of the child? Is this procedure already in place?
- Is the non-statutory guidance for recording the use of seclusion and restraint also in place?
- When will you review and analyse this data to understand your school better and to help school improvement?

[Use of reasonable force in schools - GOV.UK](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)

Data Accuracy

Details to keep up to date on GovernorHub (Maintained Schools):

- ✓ Name, email address, and contact number for all governors
- ✓ Role and term dates for each governor on the Constitution page
- ✓ Assignment of role of Chair/Vice Chair/Clerk on the Roles page
- ✓ Committee Chairs and committee membership
- ✓ Link governor roles (at minimum, Safeguarding, SEND and Finance)



The school's own website

[What maintained schools must publish online - GOV.UK](#)

[What academies, free schools and colleges must or should publish online - GOV.UK](#)

Get Information About Schools (GIAS)

[Get Information about Schools - GOV.UK](#)



Recruitment and Succession Planning

Locally

Social media

School communications

Chamber of Commerce

Local media

Neighbouring schools

Community spaces and events

Headhunting

Alumni

Professional groups

Church

Local employers

Parish Magazine

Organisations which can help

[Governors for schools](#) - finds, places, and supports skilled volunteers as governors and trustees on school and academy boards.

[Do IT](#) national database of volunteering opportunities, including school governance.

[Reach Volunteering](#) - allows organisations to post vacancies and search their community to find new volunteers.

[National Black Governors Network \(NBGN\)](#) represents black people seeking to become trustees and governors across all levels of education.

[Young Trustees Movement](#) - specialises in promoting trustee positions for volunteers under 30 years of age.

[Governor recruitment | Oxfordshire Schools](#)

National School Governors' Awareness Day

Making a Difference in 2026: The Power of Governance

- Thursday 12 February 2026
- Free day-long programme of webinars from leading experts and experienced governors/trustees
- More information here:

[National School Governors Awareness Day](#)



Finally...

Thank you to you all.

