

COUNTY CONSULTATIVE COMMITTEE

(COUNTY FORUM)

WEDNESDAY, 25 JANUARY 2017

6.30 pm-8:00pm SUSSEX COAST COLLEGE, HASTINGS

MEMBERS - Councillor Nick Bennett (Chair)
Councillors Kim Forward, Roy Galley, Mike Pursglove, Alan Shuttleworth.

ALSO INVITED - Fiona Wright, Julie Dougill, Denise Kong, Ray Donelan, Jane McCarthy-Penman, Ian Pickard, Monica Whitehead, Geoffry Lucas, Matthew Jones, Stuart Ford, Richard Sage, Patricia Gray, Clare Cornford

A G E N D A

- 1 Minutes of the previous meeting (*Pages 3 - 6*)
- 2 Apologies for absence
- 3 Disclosure of Interests
Disclosure by all Members present of personal interests in matters on the agenda, the nature of any interest and whether the Members regard the interest as prejudicial under the terms of the Code of Conduct.
- 4 Urgent items
Notification of any items which the Chair considers urgent and proposes to take at the appropriate part of the agenda. Any members who wish to raise urgent items are asked, wherever possible, to notify the Chair before the start of the meeting. In so doing, they must state the special circumstances which they consider justify the matter being considered urgent.
- 5 Academies Update (standing item)
 - Fiona Wright
- 6 Multi Academy Trusts (MATs) and Education Improvement Partnerships (EIPs) (*Pages 7 - 12*)
 - Jessica Stubbings and Denise Kong
- 7 The Apprenticeship Levy (*Pages 13 - 16*)
 - Holly Aquilina
- 8 Ofsted update for Governors (*Pages 17 - 22*)
 - Julie Dougill
- 9 Governor Local Area Forums (*Pages 23 - 34*)
- 10 Any other items previously notified under agenda item 4

PHILIP BAKER
Assistant Chief Executive
County Hall, St Anne's Crescent
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17 January 2017

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Agenda Item 1

COUNTY FORUM: Autumn Term 2016

SUMMARY REPORT

Meeting: **County Forum Meeting** comprising County Consultative Committee and East Sussex Governors' Representative Group (ESGRG)

Date: 12th October 2016

Venue: County Hall, Lewes

Present: Cllr Nick Bennett (Chair), Richard Sage (RS), Julie Dougill (JD), Matthew Jones (MJ), Geoff Lucas (GL), Monica Whitehead (MW), Graham Pirt (GP), Denise Kong (DK), Fiona Wright (FW), Melanie Saunders (MS), Cllr Galley.

Apologies: Cllr Forward, Jane McCarthy-Penman, Patricia Grey.

Item	Decisions and Outcomes	Action																																		
1.	Apologies for Absence Apologies were received and noted as above.																																			
2.	Declaration of Interest Disclosures by all members present of personal interests in matters on the agenda, the nature of any interest and whether the member regards the interest as prejudicial under the terms of the Code of Conduct.																																			
3.	<p>Minutes of previous County Forum Meeting – 29th June 2016 The minutes were noted as a true record.</p> <p>The Spring and Summer 2016 Area Meeting attendance figures were noted as below:</p> <table border="1"> <thead> <tr> <th rowspan="2">Area</th> <th colspan="2">Total number of governors attending</th> <th colspan="2">Total number of schools represented</th> </tr> <tr> <th>Spring 2016</th> <th>Summer 2016</th> <th>Spring 2016</th> <th>Summer 2016</th> </tr> </thead> <tbody> <tr> <td>Eastbourne</td> <td>14</td> <td>13</td> <td>14</td> <td>11</td> </tr> <tr> <td>Hastings/Bexhill</td> <td>12</td> <td>24</td> <td>10</td> <td>16</td> </tr> <tr> <td>Lewes</td> <td>20</td> <td>27</td> <td>16</td> <td>17</td> </tr> <tr> <td>Uckfield</td> <td>15</td> <td>16</td> <td>15</td> <td>13</td> </tr> <tr> <td>TOTALS</td> <td>61</td> <td>80</td> <td>55</td> <td>57</td> </tr> </tbody> </table>	Area	Total number of governors attending		Total number of schools represented		Spring 2016	Summer 2016	Spring 2016	Summer 2016	Eastbourne	14	13	14	11	Hastings/Bexhill	12	24	10	16	Lewes	20	27	16	17	Uckfield	15	16	15	13	TOTALS	61	80	55	57	
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	<p>Out of 138 Governing Bodies of Maintained Schools, 55 were represented. This indicates 40% of Governing Bodies attending Area Meetings.</p> <p>Please note that this figure does not take into account governors who may be at more than one school, therefore the number of Governing Bodies reached could be higher.</p>	
4.	<p>Academies Update – Fiona Wright</p> <p>Since the last County Forum, there has been a central meeting for Headteachers, looking at the direction of travel. The LA is moving back from school improvement to drive school to school improvement. There will be a raft of information sessions over the next year. The first round of meetings looked at how schools can work together. The next round of meetings will offer specific advice around legal matters. Terms 3 and 4 will look at marketplace sessions and Terms five and six will look at individual schools,</p>	
5.	<p>EIPs – Melanie Saunders</p> <p>The NGA document about EIPs answers a lot of questions governors may have. The direction of travel is that the LA will reduce their involvement in school improvement in favour of school to school support in Educational Improvement Partnerships. In the early days, a number of schools converted on their own. Now schools must convert in groups. The main benefits of working together are curriculum cover, teacher recruitment and overcoming challenges with finance and budgets.</p> <p>EIPs will be working in supported autonomy. They aim to drive up standards and improve education. Whereas schools in the past have been in competition with each other, they are now increasingly working together. In areas such as phonics moderation, EIPs are working. In other areas such as the attainment of Free School Meals, there is still work to be done and this has been highlighted. EIPs will have the capacity to lead improvement.</p> <p>EIPs are not legally binding, but they are held to account. They have a shared budget and can share staff.</p> <p>Questions for Governors</p> <ul style="list-style-type: none"> • Do good schools suffer when they support weaker schools? • Weaker schools do improve and strong schools do get stronger. • What about MATS? MATS are another way of operating. Schools are accountable in a MAT. It is not an informal partnership. The challenge is for small schools finding a partner. <p>EIPs have moved on since 2010. Local Authorities have moved away from school improvement. Shared aims and being held to account locally is a real driver. There is an expectation on governors that they should be supporting their schools in EIPs. There is funding of £400k across the county to support this.</p> <p>With EIPs, it is not about size, it is about structure. Poor performance includes special schools in shire counties and poor children in affluent areas. Children tend to perform better in cities.</p>	
6.	<p>Exam Results – Graham Pirt</p> <p>There are some good results coming out of East Sussex. In Early Years, East Sussex outperformed the Nation average with 75.8% making good development. This is well above and deserves praise. Still want more improvement so there will be the challenge to improve further. Writing is behind on speaking. There is a need to look at different areas to see why. Need to ask if assessment is always accurate by looking at assessment that fits in with the moderation process. The emphasis needs to be on achieving GLD. Teachers need to look at pupils not achieving rather than pushing other kids to succeed. There are gaps with FSM and SEN. The gap when measured against their peers has narrowed slightly. Gaps with disadvantage are still wide.</p>	

	<p>With FSM, teachers need to encourage parents to sign up, but not all will. His doesn't give a full picture. For example, traveller children are reluctant to sign up for FSM as it's is seen as information gathering. Itinerant workers are another issue on the coastal strip which has an impact.</p> <p>For KS1 phonics, 81% are at the expected level so East Sussex is in line with the national. There needs to be a greater awareness in schools on improvement training and courses in phonics and also phonics hubs.</p> <p>NB asked about how confident that KS1 and early Years results will translate into KS2. GP explained that the curriculum changed this year and the Year 6 had not had a lot of experience with it. The KS2 results were disappointing. Governors need to challenge on the process for marking and assessment. As the positive outcomes move through KS2, the outcomes should improve. The children that undertook the KS2 tests also performed less well at KS1.</p> <p>The KS2 results were disappointing. The government expected 65% and the whole country was below. Something needs looking at to find out why. 11 schools were below the floor level for progress.</p> <p>There wasn't a lot of preparation schools could do for the testes. Pupils will need to be more competent in annotation. Also need to look at question analysis across schools.</p> <p>Governors need to know what they can look for. It was felt that there wasn't enough preparation and there needs to be a focus on this being more robust. How can teachers support children to manage the tests? There is a need to look at different approaches.</p> <p>For SEN there were good results with less money.</p> <p>For spelling, this has the highest weighting and impacts on writing.</p>	
7.	<p>Safeguarding – Catherine Dooley</p> <p>Governors received an amended version of the presentation received by the Primary Heads. The presentation looked at the lessons learned from the last year. Governors are also key in their role of monitoring and delivering safeguarding.</p> <p>The presentation will look at structured activity and discussion. Governors will be able to explore the practical actions and steps governors should be taking. There will be a new online safety policy coming out which will be launched in January 2017. Safeguarding is a really high profile issue and Everyone needs to know what they should be doing.</p> <p>The 175 audit of safeguarding has identified weaknesses. Every school has to submit this yet the return rate was only 68%. Governors should be asking their headteacher if they have submitted this. Schools that do not submit can fail Ofsted on this. A reported weakness by schools is the governance of safeguarding. Another weakness is having confidence in what the Prevent agenda means.</p> <p>Governors need to report back on the 175 audit, looking at the weaknesses and challenging this. Also monitoring the implantation of the recommendations.</p>	
8.	<p>Governor Area Meetings</p> <ul style="list-style-type: none"> i) County Forum Members received the Summer Term Area Meeting 2016 Summary Report. ii) County Forum Members were happy with the topics discussed at the Summer Area 	

	<p>Meetings.</p> <p>Feedback from the last round of Area Meetings: Speakers need to stick to the brief and work to a tighter specification.</p>	
9.	<p>Suggested items for the Spring rounds of Area Meetings</p> <ul style="list-style-type: none"> • MATS • Apprenticeships <p>Hot Topic question: Where do you currently get your support for school improvement. Where will you get support in the future – the next year.</p>	
10.	<p>Any other Business</p> <p>None</p>	
11.	<p>Dates of Future Meetings</p> <p>The next meeting will take place on the 25th January at Sussex Coast College</p>	

Agenda Item 6

Report to: County Consultative Committee

Date of meeting: 25 January 2017

By: Director of Children's Services

Title: Multi Academy Trusts (MATs) and Education Improvement Partnerships (EIPS)

Purpose: For members of the Committee to receive a brief presentation about MATs and EIPS. To decide whether this subject should be taken forward to the next round of Local Area Forums.

RECOMMENDATION

The Committee is recommended to decide whether this subject should be taken forward to the next round of Local Area Forums.

1 Background

- To set out and discuss pros and cons of the different types of Multi-Academy Trusts available.
- To give an idea of how Governing Bodies can take practical steps towards becoming part of a Multi-Academy Trust.

2 Supporting information

2.1 Appendix 1 – MAT and EIP Presentation

3. Conclusion and reasons for recommendations

3.1 The committee is recommended to decide whether this subject should be taken forward to the next round of Local Area Forums.

Stuart Gallimore
Director of Children's Services

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BACKGROUND DOCUMENTS

None

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MATs – Developing a Roadmap

January 2017

East Sussex County Council

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Aims of this presentation:

- To set out and discuss pros and cons of the different types of Multi-Academy Trusts available
- To give an idea of how Governing Bodies can take practical steps towards becoming part of a Multi-Academy Trust

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National Context

- 27% of state funded schools in England are academies:
 - 65% of secondaries / 20% primaries / another 1,024 in pipeline
- **97% of academies that opened in the 2015/16 academic year did so as part of a MAT, up from 81% in 2014/15**
 - 35% academies (1st Sept. 2016) are single academy trusts
 - 30% of academies are in MATs with 2 - 5 schools
 - 14% of academies are in 96 MATs of 6 -10 schools
 - 12% of academies in 37 MATs of 11 - 30
 - 8 MATs have 30+ schools; includes 6% of academies

Federations: 6.4 % of maintained schools are in federations ; with some new ones forming and some becoming MATs

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Step 1: Why consider a MAT? Reasons include -

- We need to maintain and improve standards with less real terms money
- School Improvement through school to school support
- Local Authority provision is diminishing
- Teacher workload is driving people out of the profession

Whatever the reasons are, your Governing Body should first discuss what its priorities are.

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Step 2: 'Home Grown' or 'Established MAT'?

- A 'Home Grown' MAT is a group of schools who set themselves up as a MAT
- An 'Established' MAT is an existing MAT that is already set up and has a number of schools in the MAT, for example: TKAT, ULT, Aurora, DCAT, TENAX

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Why choose a 'Home Grown' MAT?

- More independence?
- More identity?
- More local?
- You decide the scheme of delegation, governance arrangements?
- You decide what central costs would be?

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Why choose a 'Home Grown' MAT?

- **Local**
Close enough to one another to facilitate all forms of collaboration but not all the schools in a local area are necessarily part of the same MAT
- **Schools led**
Not about a high performing school 'taking over' those that surround it but born of genuine collaboration between multiple schools.
- **Community centred**
Strongly rooted in the communities they serve
- **Innovative**
e.g. parents of enrolled pupils as the members responsible for appointing the MAT trustees
- **Smaller scale**
Measured by number of pupils not number of schools and in thousands not tens of thousands

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Why choose an Established MAT?

- More similar to a "mini Local Authority"?
- More diverse expertise?
- More diverse experience?
- Improved recruitment?
- More able to concentrate on Teaching and Learning?
- More established structures?
- More resources eg policies?

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Why choose an Established MAT?

- **Geographical spread**
Can link with other schools that are similar to yours, and/or benefit from a diverse range of schools
 - **Vision and Ethos**
What is the vision and ethos for the MAT, how does this align with your school's?
- **Larger scale?**
Benefit from a larger number of schools within the MAT, part of a large family. Not all established MATs are large though.....
- **Proven track record?**
- What is the track record of the MAT you are considering, what capacity do they have to support your schools. Often larger MATs can offer more capacity and expertise.

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Step 3: Towards a Road Map

- ❖ What are the school's priorities – in the short term and the long term?
- ❖ Having set out your priorities, you can discuss whether you have a preference for one or other of these options.
- ❖ Explore which of these options are practically available to you and what they have to offer your school.

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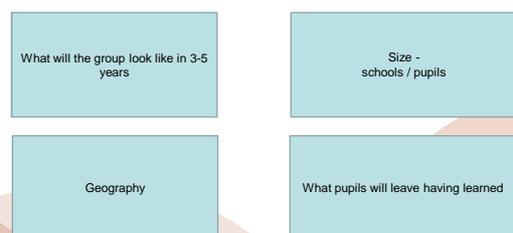
Step 4: Establishing Partnerships

- Your Headteacher, SLT and members of your Governing Body will have links to other schools. Ask them which they think would make suitable partners.
- Approach other schools and arrange a meeting with at least Heads and Chairs (or representative of Chair) of all schools
- Agree next steps – closer working, or wait?
- Building blocks to a MAT might include, shared leadership across schools, or a federation

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Clarity of vision



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Make use of your EIP

- In the meantime, make use of your EIP
- EIPs have a budget to build capacity for school to school support
- What are your EIP's priorities? How do you as governors help contribute to agreeing these?

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Support from the Local Authority

- MAT Market Place Event, Monday 20 March 4-7pm at East Sussex National. Opportunity to meet a range of established MATs. Book on through the East Sussex Learning Portal
- Hearing from Home Grown MATs – two events (East and West) being planned for the start of Term 5. Hear about the journey to a home grown MAT from schools outside East Sussex
- Facilitated support for groups of schools by request
- Information on czone
<https://czone.eastsussex.gov.uk/schoolmanagement/governors/legal/Pages/Schoolfederationsandpartnerships.aspx>

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Report to: County Consultative Committee

Date of meeting: 25 January 2017

By: Director of Children's Services

Title: Apprenticeship Levy – Facts for Schools and Academies

Purpose: To receive a briefing on and discuss the Apprenticeship Levy and its impact on schools and academies.

RECOMMENDATION

The Committee is recommended to decide whether to refer the Apprenticeship Levy and its impact on schools and academies to the East Sussex Governors Representative Group (ESGRG) for its consideration of whether to take this matter to the Local Area Forums for Governors.

1 Background

1.1 In April 2017, the way the government funds apprenticeships in England is changing. Some employers will be required to contribute to a new apprenticeship levy, and there will be changes to the funding for apprenticeship training for all employers.

1.2 The levy requires all employers operating in the UK, with a pay bill over £3 million each year, to pay 0.5% of their pay bill as a Levy. They will be able to use this funding, plus an additional 10%, to invest in apprenticeships. For East Sussex County Council, the Levy will be managed and coordinated by the Council, with a workforce development led strategy for allocating the funding devised.

2 Supporting information

2.1 Apprenticeship Levy – Factsheet for Schools and Academies. Please see Appendix 1.

3. Conclusion and reasons for recommendations

3.1 For the Committee to decide whether to refer the Apprenticeship Levy and its impact on schools and academies to the ESGRG for its consideration of whether to take this matter to the Local Area Forums for Governors.

Stuart Gallimore
Director of Children's Services

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BACKGROUND DOCUMENTS

Apprenticeship Levy: factsheet for Schools and Academies

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The Apprenticeship Levy: Fact Sheet for Schools and Academies

This fact sheet outlines the key facts about the apprenticeship levy due to be introduced in April 2017.

Introduction

In April 2017, the way the government funds apprenticeships in England is changing. Some employers will be required to contribute to a new apprenticeship levy, and there will be changes to the funding for apprenticeship training for all employers.

The levy requires all employers operating in the UK, with a pay bill over £3 million each year, to pay 0.5% of their pay bill as a Levy. They will be able to use this funding, plus an additional 10%, to invest in apprenticeships. For ESCC, the Levy will be managed and coordinated by the Council, with a workforce development led strategy for allocating the funding devised.

Will Schools and Academies have to pay the levy?

This will depend on the type of school.

Community and Voluntary Controlled Schools will pay the levy - In community and voluntary controlled schools the local authority is the employer of staff, therefore the levy will apply.

Voluntary Aided Schools - For Voluntary Aided schools, the governing body is the employer (even if ESCC administers the payroll) therefore Voluntary aided schools **will not be considered under the ESCC calculation**. How voluntary aided schools are affected will be dependent on the size of their own payroll bill e.g. if this is greater than £3million the levy will be payable. Where a number of schools are governed together, these schools may need to be considered as a group which may affect liability to the levy. It is possible there may be some administrative set up costs related to setting up revised payroll arrangements for Voluntary Aided schools that are liable to the levy.

Academies - Many academies will also be liable to pay the levy if their payroll bill exceeds £3million. All academies making up a Multi Academy Trust will be viewed together, so where the total payroll bill exceeds £3 million for the trust, academies will also be liable to the levy.

How much is the levy and how is it calculated?

The apprenticeship levy is a 0.5% tax on your total pay bill. Your total pay bill includes all employee earnings. In most cases this will be basic pay including any additional allowances.

Future budgets need to include an allowance for the apprenticeship levy. If you use the staffing cost calculation tools as provided by Schools Finance they will include (in the next release) a facility to calculate the effect of the apprenticeship levy. If you need any advice on budgeting for the levy please contact Schools Finance.

The Levy Allowance

All organisations liable to pay the levy will receive a £15,000 levy allowance which will reduce the levy payable. This £15,000 is a flat rate per organisation. This means that the Council will receive one £15,000 allowance for the whole organisation including schools. This will have a negligible impact for individual schools.

Each qualifying multi academy trust will receive a £15,000 allowance to reduce the levy payable.

Where does the money go?

Each organisation that pays the levy will be able to access their levy contribution through an online digital apprenticeship service account. This account will be used to pay vouchers for apprenticeship training and assessment. As money goes into the account it gains a 10% top up from the government. Funds that accrue in the online digital apprenticeship account will expire after 24 months.

The vouchers can be used to fund Apprenticeship training at all levels. These can be entry level roles for new staff (e.g. Teaching Assistants at Level 2 or 3) but they can also be used to fund apprenticeships for existing staff up to degree or masters level (including an Executive Head Teachers qualification).

All Apprenticeship training with a value of £15,000 or more needs to be publicly procured. The Council will create a standard procurement process to administer this commissioning. Only training providers approved by Government on its Register of Apprenticeship Training Organisations will be able to deliver Apprenticeship training to schools.

The Council is currently working with the University of Brighton and Sussex University to develop a new Higher Level (degree level) Teaching Apprenticeship. This new Apprenticeship Standard would enable schools to 'grow their own' teaching staff and could help support teacher recruitment.

The government has proposed targets for public sector organisations, including publicly funded schools, to increase the number of apprentices they employ as a percentage of the workforce. These targets, which will be obligatory, are currently being finalised.

ESCC will manage its levy payments and voucher scheme centrally and will provide advice & guidance to help schools manage any allocation. ESCC is appointing an Apprenticeship Levy Manager, who will be in post by the end of February, to oversee the programme and a Data Manager will manage the Digital Voucher system. An Apprenticeship Levy Steering Group has been established and a working group to help schools manage apprenticeships and access benefits from the scheme and will feed into this Steering Group.

Schools that do not pay the levy

Schools that do not pay the levy can still access Apprenticeship training at a reduced rate. The government will pay 90% of the cost of apprenticeship training and assessment while the employer will pay 10% of the training costs where:

- employers have a pay bill of less than £3m and
- employers have used all the funds in their digital account.

It is clear there are still some details to be finalised and schools will be kept informed via the VSB as more details become available.

Meanwhile, you can find out more about the apprenticeship levy using the following link:

<http://amazingapprenticeships.com/resources/apprenticeship-levy-and-public-sector-duty-briefing-for-schools-and-education-stakeholders>

NB This factsheet does not constitute tax advice and schools and academies should contact their relevant advisors to ascertain any liability and administration details, if in any doubt.

Report to: County Consultative Committee

Date of meeting: 25 January 2017

By: Director of Children's Services

Title: Ofsted Update

Purpose: For SLES to update members of the Committee with key messages from Ofsted

RECOMMENDATION

The Committee is recommended to consider the key messages for information and to decide if the information should be sent out to Governing Bodies of schools.

1 Background

1.1 Members of the East Sussex Governors Representative Group (ESGRG) have requested an update as to the key messages which Ofsted are giving in relation to school inspection.

2 Supporting information

2.1 Appendix 1 – Key Ofsted Messages.

3. Conclusion and reasons for recommendations

3.1 The Committee is recommended to consider the key messages for information and to decide if this information should be sent out to Governing Bodies of schools.

Stuart Gallimore
Director of Children's Services

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BACKGROUND DOCUMENTS

None

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Key Ofsted messages for the Governor County Forum

According to the latest Ofsted Monthly Management Data for East Sussex (January 2017) the proportion of schools in each Ofsted category is:

		December	
		No.	%
ALL	Outstanding	25	13.8%
	Good	136	75.1%
	Requires Improvement	10	10.5%
	Inadequate	1	0%
	TOTAL schools	181	

This data only includes schools whose reports were published up to the end of December and does not include academies who are awaiting their first Ofsted following conversion.

There have been a number of inspections whose outcomes are yet to be published and subsequent data releases will show this.

Nationally, 89.3% of schools are judged to be good or better. Therefore the East Sussex figure of 88.9% is almost in line with national.

The phase we have seen the greatest improvement in is at primary where the figure of good or better schools now sits at 90.8% compared to 90.7% nationally. This is a significant improvement from summer 2014 where this figure was below 70%.

What has changed?

- Targeted support for strategic planning – including the publication of model SIPs and SEFs.
- Support for other aspects of strategic planning – model headteacher reports and exemplar data formats.
- A focus on high quality and wider reaching recruitment strategies.
- The primary and special school adviser programme and secondary leadership group.
- Reviews of governance.
- Targeted support for schools in the Ofsted window from consultants with Ofsted experience.
- Leadership support from nationally accredited and home grown LLEs for school leaders and NLGs for governing bodies.

The challenge remains that there are not enough outstanding schools and this strand of LA work is being delivered through school to school support through EIPs.

What are the key messages from Ofsted?

(drawing on a recent presentation to secondary headteachers and primary / special school headteachers currently in the Ofsted window)

- Ofsted are mindful that the primary curriculum has changed. 2016 data is not automatically comparable with 2015. Inspectors are being asked to be careful about drawing direct conclusions when comparing the school's performance to 2015.
- The primary curriculum is expecting more than it was a year ago. How is the school's performance compared with other schools nationally - gathering a wide range of evidence about *what it looks like now*? Schools need to be ready to provide this evidence.
- Governance is an increasing complexity, especially in multi-academy trusts. The lead inspector must know who runs schools and therefore who they have to meet.
- Promoting equality of opportunity: promoting fundamental British values, as well as equality of opportunity in terms of outcomes. Some of the statements in the handbook have been adjusted slightly.
- Inspectors must ensure that schools and providers are referring to the latest DfE guidance on safeguarding, so therefore do need to check this is the case.
- Attendance now refers to '**all** children nationally', not to that particular 'same' group of pupils nationally.
- All learner, parent and staff surveys are now online.
- Inspectors have to make a judgement about the school website. Inspectors will use some of that material prior to the inspection. Schools should review the government list of what should be on the school website. This is for good engagement with parents and not just for Ofsted. Ofsted make a judgement as to whether the website is up to date and meets those requirements.
- Inspectors **must not** advocate a particular way of marking e.g. triple marking system. They look at the **impact of progress** rather than specifically how schools do it and advocating particular approaches.
- Sir Michael Wilshaw has asked all inspectors to look at the **most able**, the **disadvantaged** and the **disadvantaged most able**, because the big picture tells us that it cannot be right yet. It might be right in a particular school or academy and they are very clear on those issues, but typically it is something that English schools need to be better at, to include outcomes for those three groups, so we have had a good look at those key lines of enquiries (KLOEs).
- The new RAISEonline report, just like the old one, 'privileges' progress. Progress measures in RAISEonline and inspection dashboards are the first things Ofsted look at.
- In the South East and East Sussex the key issue is for disadvantaged pupils. Inspectors are having a good look at what schools are doing to support disadvantaged pupils., whether they comprise a large or smaller proportion of pupils on roll. This is also the case where disadvantaged children on the SEN register. "Are we really saying that if you are entitled to Free School Meals you are more likely to have a learning difficulty?"
- Transition points (from provider to provider) are where we have to get it right, so the handbook asks inspectors to have a really good look at transition and how much do schools know about disadvantaged group that they are dealing with and what sort of steps are they taking to overcome these barriers.
- Disadvantaged children's attendance is lower and exclusions are higher, so inspectors will be considering why this is; particularly in the South East.

What GBs can do:

- Check the website is up to date and compliant. Is the governance structure clear and are all the government requirements accessible? And ensure this is maintained as changes arise. Is there a governor who regularly checks the website?
- Ensure that strategic planning is regularly reviewed and current. Does the current SEF show 2016 outcomes and term 1/2 data? Is the documentation updated as new data comes in? Is the SIP RAGed for impact with RED actions carried forward and AMBER actions revisited?
- Ensure compliance with the recently issued safeguarding guidance and ensure governors are appropriately trained.
- Review data – especially where the data is not consistent with prior performance – and compare to national outcomes.
- Ensure attendance data is being closely tracked – to what extent are your SEN pupils and pupils in receipt of pupil premium over represented in the group of pupils who attend less frequently?
- To what extent are British Values permeating your ethos and the school website? And if you are a faith school, are the British Values extending beyond your faith for pupils in your school not of that faith? Can you pupils talk about British Values?

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Report to: County Consultative Committee

Date of meeting: 25 January 2017

By: Director of Children's Services

Title: Governor Local Area Forums

Purpose: For members of the Committee to look at minutes, attendance and feedback from the last round of Local Area Forums. For Members of the Committee to decide the agenda items for the next round of Local Area Forums.

RECOMMENDATIONS

The Committee is recommended to:

- 1) To note the minutes, attendance and feedback from the last round of meetings
 - 2) To agree on the agenda for the next round of Local Area Forums.
-

1 Background

1.1 For members of the Committee to look at minutes, attendance and feedback from the last round of Local Area Forums. For Members of the Committee to decide the agenda items for the next round of Local Area Forums.

2 Supporting information

- 2.1 Appendix 1 – minutes of the last round of Local Area Forums
- 2.2 Appendix 2 – Attendance at the Autumn Round of Area Forums

3. Conclusion and reasons for recommendations

3.1 The Committee is recommended to 1) note any feedback from the last round of Local Area Forums; and 2) decide the agenda for the next round of Local Area Forums.

Stuart Gallimore
Director of Children's Services

Contact Officer: Clare Cornford
Tel. No. 01323 466887
Email: clare.cornford@eastsussex.gov.uk

BACKGROUND DOCUMENTS

None

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Autumn Area Forum
GOVERNORS' Local Area Forum Autumn 2016
SUMMARY REPORT

The Area Meetings for governors (Autumn term) took place as follows:-

Code	Time	Date	Venue
GAM049	19:00 - 21:00	9 th November 2016	Uckfield Civic Centre
GAM050	18:45 - 20:45	17 th November 2016	County Hall, Lewes,
GAM051	19:00 - 21:00	24 th November 2016	St Mary's House, Eastbourne
GAM052	19:00 - 21:00	30 th November 2016	The Sussex Exchange, Hastings

The following officers were in attendance:

Julie Dougill – Senior Manager: Leadership and Governor Services

Safeguarding

Supporting documentation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Catherine Dooley - Senior Manager: Standards and Learning Effectiveness (5-19)

Sandi Buttrey – School Safeguarding Officer

Victoria Stutt - Support and Intervention Manager, Safeguarding

SEN Matrix

Supporting documentation

<https://czone.eastsussex.gov.uk/specialneeds/Pages/SENDMatrixGuidance.aspx>

9th November – Emily Taylor, Senior Manager Assessment and Planning. Experience as senior leader in secondary and primary sectors. Most recently Inclusion, safeguarding and Pupil Premium lead in role as SENCO/Assistant Head for Inclusion in 2 5 form entry Junior schools in areas of high challenge.

Lorna Fry- Assessment and Planning Team Leader 14-25 Team. Worked in supporting excluded pupils with SEMH in alternative provision and as SENCO in secondary school in Wandsworth, setting up and evaluating SEND provision and working closely with LA to maintain sustainability of funding.

17th November- Emily Taylor and Linda Appleby, Head teacher, Little Common School

24th November- Emily Taylor and Emma Chaplin- Deputy Head for Inclusion, The Harbour School

30th November- Annita Cornish, SEND Consultant and Jill Cornforth, SENCO at Denton Primary School

The meetings were chaired as follows:

Uckfield Area: Tricia Grey

Hastings Area: Monica Whitehead

Eastbourne Area: Julie Dougill

Lewes Area: Denise Kong

Agenda

Agenda Item	Discussion and Decisions	Action
1.	Welcome	
2.	<p>To receive the minutes of the Summer and Autumn Term County Forum and Summer Area Meetings <i>This item is included on the agenda each term for information only.</i></p> <p>The minutes of the Summer and Autumn Term County Forum and Area Meetings were received and noted.</p>	
3.	<p>Copies of the Area Meeting Papers and presentations can be found on Czone here: https://czone.eastsussex.gov.uk/schoolmanagement/governors/keyevents/Pages/LocalAreaForumAutumn2016.aspx</p> <p><u>Safeguarding</u></p> <p>Key document <u>Report on the Safeguarding Children in Education s175 Audit Conducted by Schools and Colleges in East Sussex in the 2015/2016 Academic Year</u></p> <p>Governors received a presentation about Safeguarding in Schools: lessons learned from 20115-16 and the implications for governance. Nationally, there have been many issues raised around child protection. These include:</p> <ul style="list-style-type: none"> • Responses to poor practice in dealing with Child Sexual Exploitation of teenagers, Rotherham etc. • Implications of Jimmy Savile etc. for dealing with ‘historic abuse’ and other high profile cases of ‘abuse of trust’ including in educational settings • Domestic abuse/violence as a key indicator • On-line grooming, sexting and cyber-bullying • Female Genital Mutilation (mandatory duty to report concerns) • Forced marriage and Children Missing Education • Combating extremism (mandatory duty to report concerns) • Private fostering • Sexual harassment in schools and the role of PSHE/SRE in combatting this <p>In East Sussex, the areas for greatest concern are:</p> <ul style="list-style-type: none"> • Private fostering – an arrangement that is made without the involvement of the Local Authority for the care of a child under 16, lasting for more than 28 days. • Extremism – schools have a duty with this under the Prevent agenda. This can include activity such as bonfire and protesters on the link road where children become easy targets when they show an interest and are hooked. • Cyber bullying – growing issue. Parents need support in making the right decisions. <p>Section 175 of the Education Act 2002 requires governing bodies of maintained schools</p>	

Agenda Item	Discussion and Decisions	Action
	<p>and further education colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. There is an expectation by the Local Safeguarding Children’s Board (LSCB) that a Safeguarding S175 Audit is carried out every two years in schools. The last audit was carried out in the 2015-16 academic year and was in the form of a self evaluation. Across all schools in East Sussex, there was a 68% return.</p> <p>Key weaknesses identified from the s175 return included:</p> <ul style="list-style-type: none"> • Governance structures and monitoring arrangements • Recording systems not always in line with Record Keeping Guidance and do not demonstrate DSL assessment and intervention • Effective systems need to be in place for auditing and evidencing compliance with: <ul style="list-style-type: none"> - PREVENT duty - Private fostering - High quality PSHE curriculum - On-line safety including monitoring and filtering • Monitoring of attendance as part of safeguarding concerns • Understanding of Continuum of Need and early help <p>Governors need to make sure that the lines of accountability are right in the school. If the Head is the Designated Safeguarding Lead (DSL), then who makes sure that they are compliant. Good practice suggests that the Head is not the DSL, so that the Head can performance manage and hold the DSL to account. The DSL should be a member of the SLT. Some schools also have a deputy DSL. There should be clear arrangements for the monitoring of safeguarding and in depth discussions about the outcomes. Safeguarding should be a standing agenda item at FGB meetings.</p> <p>Monitoring and evidencing safeguarding needs to be very carefully managed so as to not identify the child. In some instances, records can be redacted so it is unidentifiable, however this isn’t always appropriate, particularly in small schools. DSLs can report on the numbers and types of cases and referrals, the actions taken and challenges made.</p> <p>40 Safeguarding Practice Reviews have also been undertaken in the last academic year. Lessons learnt from these sessions include:</p> <ul style="list-style-type: none"> • Record keeping – including reviewing outcomes • An evidenced-based approach to recording and assessing concerns • Single central record • Site security • Governance arrangements and monitoring • Voice/ view of the child • Managing complaints • Parental engagement <p>For those maintaining and auditing the Single Central Record (SCR), it is recommended that training is undertaken. Good practice would be for a governor to monitor and sign</p>	

Agenda Item	Discussion and Decisions	Action
	<p>the SCR 6 times per year. More information, along with the checklist for governors can be found in VSB 295/2016</p> <p>All governors should have read part 1 of Keeping Children Safe in Education (September 2015) Your school should be able to evidence that this has been read. This has been asked as a direct question from Ofsted.</p> <p>Governors should be aware that a new On-line Safety Model for schools is due to be launched in January 2017.</p> <p>Key Questions for Governors:</p> <p>Has your school completed and returned the s175 audit? What are the arrangements for the monitoring of safeguarding? Is safeguarding in the School Development Plan? Is safeguarding on the agenda at each FGB meeting? Has the GB appointed a Safeguarding Link Governor (SLG)? Have all governors undertaken the GEL online safeguarding training? Has the SLG attended the Safeguarding Classroom Session? Is a governor monitoring the Single Central Record? Has your governing body completed the Safeguarding Compliance Checklist for Governors? Has a PHSE lesson in school ever been observed? Have all members of the GB read Keeping Children Safe in Education (September 2015)?</p> <p>SEN Matrix</p> <p>Supporting documentation</p> <p>https://czone.eastsussex.gov.uk/specialneeds/Pages/SENDMatrixGuidance.aspx</p> <p>The SEND Matrix has been devised in response to Pressures on High Needs Block and evaluation of SEND practice in schools including:</p> <ul style="list-style-type: none"> • High numbers of Education, Health and Care Plans (EHCPs- formerly statements) in East Sussex • Continuing requests for EHCPs for pupils whose needs do not meet criteria for a statutory assessment (Matrix) • Data high number plans/low number on SEN support • Requests for change of placement to special school <p>The SEND Matrix aims to ensure that there is consistent funding across the county. SENCO's should be aware of the Matrix and use it to assist the school in provision and funding. There is a need to ensure that the funding is being used for the right interventions and that the outcomes are audited. How does the funding link to the School Development Plan? The school needs to provide support for a child as it is detailed in their statement/EHCP, for example if a certain piece of equipment is specified, then the school will need to provide it.</p> <p>Schools need to look at different ways of allocating the funding so it is used in a sustainable and efficient way. Examples include an INA being used within a class to support more than one child, CPD and training for staff. Always appoint the very best</p>	

Agenda Item	Discussion and Decisions	Action
	<p>staff. If the person is not right, then don't employ them.</p> <p>Outcomes can be measured using tools such as the Boxall Profile for monitoring progress. This has developmental and diagnostic levels. This can be redone every 12 weeks to look at progress. Other tools have been developed for secondary schools. Ofsted will look at how you can measure progress and impact. It is important to be able to study soft measure in terms of impact and be able to offer a narrative behind a young person. Progress isn't always linear.</p> <p>It is important that there is a hard drive for parents to apply for Pupil Premium Funding and this can support children with SEN.</p> <p>Peer to peer support is important when implementing the matrix with effective use of the resources. Schools need to think differently about SEND. All staff should be teachers of SEN. Staffing is expensive, so the best resources need to be used well. It is essential to plan ahead in terms of class allocation and teacher deployment. Schools need to only do what works so that the impact of interventions need to be taken into account. It is important to consider that top up funding stops when a pupil leaves the school so take this into account when employing staff.</p> <p>Schools can have a SEN governor, whose responsibility it is to meet with the SENCO and share discussion about school pressures and evaluation of the SEN action plan. The Education Endowment Foundation has a costed and evaluated toolkit of what works from evidence based research: https://educationendowmentfoundation.org.uk/</p> <p>There has been an increase of children needing support for social, emotional and mental health needs. They can be supported by:</p> <ul style="list-style-type: none"> ▪ Nurture Class ▪ THRIVE Practitioners ▪ Specialist TAs for supporting children with social and emotional needs. ▪ Play therapist ▪ Boxall Profile - Monitoring progress ▪ Use of SIMs to monitor progress in English and Maths. ▪ Ensuring all staff are developing the emotional literacy of all children ▪ Graduated response to need <p>In the future , schools should:</p> <ol style="list-style-type: none"> 1. Use CPD/appraisal to ensure all teachers are great teachers of pupils with SEND 2. Use the matrix to ensure that you know your pupils 3. Know what support/ which interventions are likely to work 4. Deploy your teachers according to the needs of pupils (plan for changes) 5. If a large school, allocate pupils with SEND where they can be well supported, perhaps two together 6. Use the skills of your Business Manager and SENCO to find and solve the problems 7. If possible, plan for changes that may occur mid-year 8. Appoint the very best staff for every post and keep training your staff all year 	

Agenda Item	Discussion and Decisions	Action																																								
	<p>Useful advice for schools includes:</p> <ul style="list-style-type: none"> • Ensure that your SENCO is part of the Leadership Team • Share expertise, especially across small schools • Address issues as early as you can • Build good relationships with parents of pupils with SEND <p>Useful links:</p> <ul style="list-style-type: none"> • The London Leadership Strategy SEND Review Guide is based on the Pupil Premium Review and can be used by all schools to audit their own SEND provision. It is, however, most powerful when used as part of a programme of school to school support. The Review Guide was created with the purpose of empowering schools to improve their SEND provision. It is made up of a paper-based audit, examples of good practise, guidance on how to carry out a review of SEND provision and self-evaluation templates: http://londonleadershipstrategy.com/content/send-review-guide • SEN Support: A Graduated Approach (NASEN): Aims to introduce school staff to the graduated approach to SEN support, with the child and family at its heart - emphasise the role of class/subject teachers as teachers of all pupils, including those with special educational needs and/ or disabilities - look in detail at each aspect of the Assess-Plan-Do-Review cycle - explore ways of involving parents and carers throughout the support process: http://www.nasen.org.uk/resources/resources.sen-support-and-the-graduated-approach.html 																																									
4.	<p>Dates of the next meetings:</p> <p>Spring 2017</p> <table border="0"> <tr> <td>GAM053</td> <td>8/3/2017</td> <td>19:00</td> <td>21:00</td> <td>Uckfield Civic Centre</td> </tr> <tr> <td>GAM054</td> <td>16/3/2017</td> <td>19:00</td> <td>21:00</td> <td>The Sussex Exchange</td> </tr> <tr> <td>GAM055</td> <td>22/3/2017</td> <td>19:00</td> <td>21:00</td> <td>St Mary's House</td> </tr> <tr> <td>GAM056</td> <td>29/3/2017</td> <td>18:45</td> <td>20:45</td> <td>County Hall</td> </tr> </table> <p>Summer 2017</p> <table border="0"> <tr> <td>GAM057</td> <td>8/6/2017</td> <td>19:00</td> <td>21:00</td> <td>St Mary's House</td> </tr> <tr> <td>GAM058</td> <td>14/6/2017</td> <td>19:00</td> <td>21:00</td> <td>The Sussex Exchange</td> </tr> <tr> <td>GAM059</td> <td>22/6/2017</td> <td>18:45</td> <td>20:45</td> <td>County Hall</td> </tr> <tr> <td>GAM060</td> <td>28/6/2017</td> <td>19:00</td> <td>21:00</td> <td>Uckfield Civic Centre</td> </tr> </table>	GAM053	8/3/2017	19:00	21:00	Uckfield Civic Centre	GAM054	16/3/2017	19:00	21:00	The Sussex Exchange	GAM055	22/3/2017	19:00	21:00	St Mary's House	GAM056	29/3/2017	18:45	20:45	County Hall	GAM057	8/6/2017	19:00	21:00	St Mary's House	GAM058	14/6/2017	19:00	21:00	The Sussex Exchange	GAM059	22/6/2017	18:45	20:45	County Hall	GAM060	28/6/2017	19:00	21:00	Uckfield Civic Centre	
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5.	<p>ESGRG Forum</p> <p>Representatives from the Local Authority left the meeting so Governors could meet with representatives from the ESGRG.</p>																																									

SUMMARY OF ATTENDANCE AT AREA MEETINGS**Area Meetings for Governors Summer and Autumn 2016 terms.**

Area	Total number of governors attending		Total number of schools represented	
	Summer 2016	Autumn 2016	Summer 2016	Autumn 2016
Eastbourne	13	18	11	15
Hastings/Bexhill	24	20	16	19
Lewes	27	19	17	15
Uckfield	16	21	13	17
TOTALS	80	78	57	66

List of schools attending Local Area Forums**Uckfield**

Barcombe CE Primary School - Governing Body
Cross in Hand CE Primary School - Governing Body
Danehill Primary - Governing Body
Forest Row CE Primary School - Governing Body
Grove Park School (Primary) - Governing Body
Harlands Primary School - Governing Body
Heathfield Community College - Governing Body
Herstmonceux CE Primary School - Governing Body
Holy Cross CE Primary School - Governing Body
Newick CE Primary School - Governing Body
Nutley CE Primary School - Governing Body
Rocks Park Primary School - Governing Body
St John's CE Primary School - Governing Body
St Mark's CE Primary School (Hadlow Down) - Governing Body
St Mary the Virgin CE Primary School - Governing Body
The Pioneer Federation - Governing Body
Willingdon Primary School - Governing Body

Lewes

Chailey St Peter's CE Primary School - Governing Body
Chyngton School - Governing Body
Laughton Community Primary School - Governing Body
Meridian Primary School - Governing Body
Peacehaven Heights Primary School - Governing Body
Pells CE Primary School - Governing Body
Plumpton and Hamsey Federation - Governing Body
Ringmer Community College (Academy)

Ringmer Primary School - Governing Body
Seaford Primary School - Governing Body
Seahaven Academy
Southover CE Primary School - Governing Body
Wallands Community Primary School - Governing Body
Western Road Community Primary School - Governing Body
Wivelsfield Primary School - Governing Body

Eastbourne

Bourne Primary School - Governing Body
Hailsham Community College Academy Trust - Governing Body
Hankham Primary - Governing Body
Hellingly Community Primary School - Governing Body
Motcombe Community School - Governing Body
Ocklynge Junior School - Governing Body
Ratton School Academy Trust
Sedlescombe CE Primary School - Governing Body
St Andrew's CE Infant School - Governing Body
St Catherine's College - Governing Body
St John's Meads CE Primary School - Governing Body
St Thomas a Becket Federation of Catholic Infant and Junior Schools - Governing Body
Tollgate Community Junior School - Governing Body
West Rise Community Infant School - Governing Body
West Rise Junior School - Governing Body

Hastings

Alfriston Primary School
Battle and Langton CE Primary School - Governing Body
Brede Primary School - Governing Body
Castledown Community Primary School - Governing Body
Catsfield Primary School - Governing Body
Claverham Community College - Governing Body
Hellingly Community Primary School - Governing Body
Herstmonceux CE Primary School - Governing Body
Icklesham CE Primary School - Governing Body
Netherfield CE Primary School - Governing Body
Robertsbridge Community College - Governing Body
Rye Primary Academy - Governing Body
Rye Studio School - Governing Body
Sandown Primary School - Governing Body
St Mary Magdalene's Catholic Primary School - Governing Body
St Peter and St Paul CE Primary School - Governing Body
Staplecross Methodist Primary School - Governing Body
The Quercus Federation - Hurst Green and Northiam Governing Body
Uplands Community College - Governing Body

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