



## **COUNTY CONSULTATIVE COMMITTEE (COUNTY FORUM)**

**TUESDAY, 25 APRIL 2017**

**6.30 pm ST MARY'S HOUSE, EASTBOURNE**

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

ALSO INVITE Fiona Wright, Julie Dougill, Denise Kong, Ray Donelan, Jane McCarthy-Penman, Ian Pickard, Monica Whitehead, Geoffry Lucas, Matthew Jones, Stuart Ford, Richard Sage, Karen Marr, 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 Audit and finance (*Pages 7 - 18*)  
- Mark Winton (Audit Manager) and Sarah Rice (Schools Accountant)
- 7 School Improvement Plan and Headteacher Performance Management (*Pages 19 - 28*)  
- Claire Roberts (Acting Deputy Head of Service)
- 8 Governor Local Area Forums (*Pages 29 - 38*)
- 9 Any other items previously notified under agenda item 4

PHILIP BAKER  
Assistant Chief Executive  
County Hall, St Anne's Crescent  
LEWES BN7 1UE

13 April 2017

Contact Clare Cornford (Project Assistant – Governor and Clerking Service), 01323 466887,  
Email: [clare.cornford@eastsussex.gov.uk](mailto:clare.cornford@eastsussex.gov.uk)



## COUNTY FORUM: Spring Term 2017

### SUMMARY REPORT

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

Date: 25<sup>th</sup> January 2017

Venue: Sussex Coast College, Hastings

Present: Cllr Nick Bennett (Chair) (NB), Karen Marr (KM), Monica Whitehead (MW), Julie Dougill (JD), Matthew Jones (MJ), Geoff Lucas (GL), Jane McCarthy-Penman (JMP), Denise Kong (DK), Cllr Forward, Cllr Galley, Cllr Pursglove, Jessica Stubbings, Cllr Shuttleworth, Fiona Wright (FW)

Apologies: Patricia Grey. Richard Sage,

Item	Decisions and Outcomes	Action																																		
1.	<b>Apologies for Absence</b> Apologies were received and noted as above.																																			
2.	<b>Declaration of Interest</b> 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.	<b>Minutes of previous County Forum Meeting – 12<sup>th</sup> October 2016</b> The minutes were noted as a true record.  The Summer and Autumn2016 Area Meeting attendance figures were noted as below: <table><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>Summer 2016</th><th>Autumn 2016</th><th>Summer 2016</th><th>Autumn 2016</th></tr><tr><td>Eastbourne</td><td>13</td><td>18</td><td>11</td><td>15</td></tr><tr><td>Hastings/Bexhill</td><td>24</td><td>20</td><td>16</td><td>19</td></tr><tr><td>Lewes</td><td>27</td><td>19</td><td>17</td><td>15</td></tr><tr><td>Uckfield</td><td>16</td><td>21</td><td>13</td><td>17</td></tr><tr><td>TOTALS</td><td>80</td><td>78</td><td>57</td><td>66</td></tr></table>	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	
Area	Total number of governors attending		Total number of schools represented																																	
	Summer 2016	Autumn 2016	Summer 2016	Autumn 2016																																
Eastbourne	13	18	11	15																																
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Lewes	27	19	17	15																																
Uckfield	16	21	13	17																																
TOTALS	80	78	57	66																																

4.	<p><b>Academies Update – Fiona Wright</b></p> <p>FW stated that there due to be a new Education Bill in a few weeks. It was expected that the bill will see coasting schools on the academy agenda. Interventions will be made by the Regional Schools Commissioner. In East Sussex, no primary schools are coasting. A number of secondary schools are seen as coasting and if they are not already academies, this is something the LA will look at.</p>	
5.	<p><b>Multi Academy Trusts (MATs) and Education Improvement Partnerships (EIPs) – Jessica Stubbings and Denise Kong.</b></p> <p>This item will focus mainly on MATS as EIPs were covered in detail at the last meeting. ESCC is focussed on supporting schools with the various partnership options that are available. Some schools are already involved in multi party options. Nationally, 27% of state schools are academies. ESCC are in line with this national data.</p> <p>When schools first started to become academies, they could convert on their own. Guidance has now changed and schools need to be in a federation context to consider converting to academy. Currently, 6% of maintained schools are in a federation, with 25-30 schools in an arrangement.</p> <p>When considering becoming part of a MAT, schools need to talk through how they wish to approach it. The school needs to be clear of its own identity and values.</p> <p>MATs can either be home grown or established. Home grown MATS are where a group of schools have set themselves up. It is harder to find examples of these. Established MATS are already set up and have a number of schools. With a home grown MAT there is more structure for leadership and governance, more control over what is delegated and more autonomy to make decisions.</p> <p>All schools have a common purpose and are community centred. Any MAT needs a minimum of 1000 pupils to operate. This equates to 10n small primary schools or one large secondary school.</p> <p>An established MAT already has support and capacity there. Established MATs also have more experienced leaders and resources.</p> <p>The Local Authority (LA) will still be there but the role will be changing, with the LA having a smaller role, the school improvement function will not be there.</p> <p>Established MATS will have a geographical spread. There will be vision and ethos. Having a common ethos is a proven success. It is important to look at their performance of a MAT for value added. Check that the MAT has the capacity and support for a school which joins. There must be clarity of vision of what the school will look like and what the impact will be on the pupils.</p> <p>EIPS need to look at what the EIP priorities are with governor training through the EIP. Governors also need to look at what support is available from the LA and to see what the LA can offer.</p> <p>There is a marketing event on 20<sup>th</sup> March 2017 which governors are encouraged to attend.</p> <p>The option of a stand alone academy is still an option, although there is a reluctance to consider this. The RSC are keen for outstanding schools to convert as a sponsor for other local schools. Single schools can still form a MAT if they are ready in structure to enlarge and not be in splendid isolation.</p>	
6.	<p><b><u>Apprenticeship Levy – Jessica Stubbings</u></b></p> <p>The Government are introducing an apprenticeship Levey OF 0.5% on anyone with a pay bill of over</p>	

	<p>£3 million. This means that LA maintained schools, including voluntary Controlled schools and community schools will have to make the contribution as the LA is the employer. Voluntary Aided schools and academies will have to meet the costs themselves. This will have an impact on school budgets from this April. The Apprenticeship Levy will go into a central pool and will pay for training vouchers. 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). Schools can have apprentices. There are already 160 apprentices across schools.</p> <p>There is top up funding available if all vouchers are spent as an incentive to access more training. Training can be for new apprentices in business administration or customer service or for training for existing members of staff in areas such as executive headteacher training or training for TA's. The school budget will pay for the salary while the apprenticeship levy will pay for the training. This is a really good professional opportunity. There will be the opportunity for staff to undertake qualifications up to Masters level.</p> <p>Information about the Apprenticeship Levy has already been communicated to schools and was presented at the Bursar's Conference.</p>	
7.	<p><b>Ofsted update – Julie Dougill</b></p> <p>Members of the Forum received an update as to what is happening in East Sussex.</p> <p>There have been lots of Ofsted inspections over the last few weeks in East Sussex. Currently 89.9% of schools are good. This is a big improvement with 90.8% of schools now above average. The changes that have happened are now making the difference.</p> <p>To support governors, there are model school improvement plans, exemplar Headteacher Reports, governor frameworks, recruiting strategies and external reviews of governance.</p> <p>What can governors do?</p> <p>Several things keep coming up. The compliance of the website is important as Ofsted will be looking at this 3 or 4 weeks in advance. The chair is accountable if the school is not compliant with their website. Governors need to check the strategic planning is current and reviewed. Improve it if things are not working. For safeguarding, it is essential to ensure the Single Central Record is up to date. It is important to review attendance data. Ensure British values and your schools ethos permeates through the school.</p> <p>Schools will receive a checklist of what they need to do.</p>	
8.	<p><b>Governor Area Meetings</b></p> <ul style="list-style-type: none"> <li>i) County Forum Members received the Autumn Term Area Meeting 2016 Summary Report.</li> <li>ii) County Forum Members were happy with the topics discussed at the Autumn Area Meetings.</li> </ul> <p>Feedback from the last round of Area Meetings:</p>	
9.	<p><b>Suggested items for the Spring rounds of Area Meetings</b></p> <ul style="list-style-type: none"> <li>• Apprenticeship Levy</li> <li>• Ofsted Update</li> </ul>	

	<p>FW suggested either a Headteacher or Chair of Governors from a school who has recently been inspected should attend each Local Area Forum to talk about their experience of Ofsted.</p> <p><b>Hot Topic question:</b></p>	
10.	<p><b>Any other Business</b></p> <p>Cllr Galley noted the positive things that are happening with schools and queried whether there was scope for press publicity.</p> <p>Cllr Bennett Is writing a letter to Justine Greening and copying in local MPs about school funding. The letter will look for strategic answers and what it means in real terms.</p>	
11.	<p><b>Dates of Future Meetings</b></p> <p>The next meeting will take place on the 25<sup>th</sup> April at St Mary's House, Eastbourne.</p>	

**Report to:** County Consultative Committee

**Date of meeting:** 25 April 2017

**By:** Director of Children's Services

**Title:** Audit and Finance update

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

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## **RECOMMENDATIONS**

To decide whether this subject should be taken forward to the next round of Local Area Forums.

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### **1 Background**

- 1.1 To look at recent updates in Audit and Finance for governors.

### **2 Supporting information**

- 2.1 Appendix 1 – Audit and Finance presentation
- 2.2 Appendix 2 – Tools that can aid financial management in schools
- 2.3 Appendix 3 – Areas of Common Concern checklist

The Audit presentation will also make reference to the Audit Bulletins which are distributed to all governors and can be found on Czone here:

<https://czone.eastsussex.gov.uk/schoolmanagement/governors/Pages/OrbisAuditReports.aspx>

### **3. Conclusion and reasons for recommendations**

- 3.1 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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Governors County Forum

Mark Winton, Audit Manager  
Sarah Rice, Schools Accountant

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Brighton & Hove City Council

East Sussex County Council

SURREY

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Financial Control in Schools

"The way school finances are managed and controlled"

- The sole responsibility of the School Bursar/Business Manager?
- Internal audit continue to work with finance to raise the level of Financial Control in schools.
- There's nothing new or challenging here, but reports suggest recommendations are not being implemented. They have never been more relevant.
- How can we give Governors the tools to question and challenge the school in a constructive way to improve financial control.

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Brighton & Hove City Council

East Sussex County Council

SURREY

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Tools that support communication, management and decision making:

- Staffing Spreadsheet and Budget Planner
- Budget Monitoring Report
- Management Reports
- SFVS

Governing Body

Headteacher

School Bursar / BM

A relationship of supportive challenge between these three functions is key to effective school management.

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Brighton & Hove City Council

East Sussex County Council

SURREY

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Doing more with less means.....



Change is Inevitable

Assumptions need to be challenged and myths dispelled

You must know the financial impact of future decisions you may need to consider

Delaying action may lead to even harder decisions

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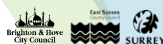
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### Topics For Discussion



- How well do you use the available tools? Share good practice of where tools support decision making well. Do you use others that work well?
- What are the barriers limiting the use of the tools?
- What else would you like to see to help you feel informed and able to make sound decisions/challenges from a position of knowledge?
- Challenging Assumptions – What areas can you think of where you could challenge the norm or accepted practice?
- Is there a clear link between your budget and your school development plan? How can you demonstrate it?
- Do you use the SFVS self assessment effectively?

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## A Guide to the Tools That Can Aid Financial Management in Schools

It is not expected that all governors will have detailed knowledge of all these reports, how they work and how they are populated. However, by knowing the tools and information available it may aid you to work with your schools to ensure you have the information you need to aid strategic decision making and ensure that the tools are used to their full potential.

### 1. The Staffing Spreadsheet

For the annual budget setting process the Schools Finance team supply a staffing spreadsheet to allow schools to accurately forecast staffing costs by individual member of staff. The sheet gives a good opportunity to review staffing structures every year and to discuss if the structure still reflects what the school requires, given pupil numbers and financial circumstances.

In addition to sheets detailing out individual staff members and roles, there are some useful summary sheets. The 'Budget Summary' report allows you to see how costs and FTEs change over the budget setting period (3 to 5 years).

BUDGET TOTALS										FTE TOTALS									
Teachers	Role	Ledger Code	Annual Totals					2017/18			2018/19			2019/20					
			2017/18	2018/19	2019/20	2020/21	2021/22	Apr	Sep	Jan	Apr	Sep	Jan	Apr	Sep	Jan	Apr	Sep	Jan
	Teachers	10000	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Leadership	10010	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Head Teacher	10020	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Teaching Supply (Central Staff)	10030	0	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	-
	Teaching Supply (Agency Staff)	13010	0	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	-
			0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Staff	Role	Ledger Code	Annual Totals					2017/18			2018/19			2019/20					
			2017/18	2018/19	2019/20	2020/21	2021/22	Apr	Sep	Jan	Apr	Sep	Jan	Apr	Sep	Jan	Apr	Sep	Jan
	Education Support Staff (TA1,TA2,TA3,HLTA)	10110	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Nursery Staff (LEA funded)	10130	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	General Assistants (TA4)	10140	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Technicians / Librarians	10150	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Education Support Supply	10160	0	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	-
	Premises Staff	10180	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Cleaners	10190	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Admin & Clerical Staff	10200	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Clerk To Governors	10210	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Admin & Clerical Supply	10220	0	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	-
	Midday Supervisory Assistants	10240	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
			0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

In addition there is a 'role summary' report. By allocating a 'role' to each member of staff you are able to analyse and compare staff working in different areas of the school. This may raise questions about staffing levels in different areas, it may help identify staff attached to specific children or funding and staff funded from the main budget share.

ROLE SUMMARY		The list of roles available can be customised in the section									
		Teachers, Support Staff and Supply					Teachers and Supply				
		Budget									
Role	Role Description	2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
LEAD	Leadership	-	-	-	-	-	-	-	-	-	-
RECP	Reception	-	-	-	-	-	-	-	-	-	-
YEAR 1	Year 1	-	-	-	-	-	-	-	-	-	-
YEAR 2	Year 2	-	-	-	-	-	-	-	-	-	-
YEAR 3	Year 3	-	-	-	-	-	-	-	-	-	-
YEAR 4	Year 4	-	-	-	-	-	-	-	-	-	-
YEAR 5	Year 5	-	-	-	-	-	-	-	-	-	-
YEAR 6	Year 6	-	-	-	-	-	-	-	-	-	-
INA	Individual Needs Assistant	-	-	-	-	-	-	-	-	-	-
PPG	Pupil Premium Funded	-	-	-	-	-	-	-	-	-	-
OTHER	Other	-	-	-	-	-	-	-	-	-	-
SUB TOTAL		-	-	-	-	-	-	-	-	-	-
Unassigned		-	-	-	-	-	-	-	-	-	-
GRAND TOTAL		-	-	-	-	-	-	-	-	-	-

The role descriptions can be fully customised to your school so you may wish to view by year group, subject area or another set of groupings that reflects the structure of your school.

## 2. The Budget Planner

Another key tool is the budget planner. The planner allows you to see a comparison between historic costs and forecast costs over the next 3 to 5 years, giving a forecast year end position for each year. You can view the budget by individual cost code as below:

return to menu		These columns MUST be completed			Enter DfE Number on Menu			
DfE Number	----	Actuals	Actuals	Actuals	Budget	Estimate	Estimate	
Enter DfE Number on Menu Tab		2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	
Formula Budget Share								
Carry forward								
Available budget		0	0	0	0	0	0	0
					2017/2018		2018/2019	
					SDP		SDP	
0000 Teaching Staff						0		0
0010 Leadership Staff						0		0
0020 Head Teacher						0		0
0030 Supply Staff - Teaching						0		0
0110 Education Support Staff						0		0
0120 Residential Dom Staff						0		0
0130 LEA Nursery & Nursing staff						0		0
0140 General Assistants						0		0
0150 Technicians/Librarians						0		0
0160 Support Staff - Supply Cover						0		0
0180 Premises Staff						0		0
0190 Cleaning Staff						0		0
0200 Admin & Clerical Staff						0		0
0210 Clerk to Governors						0		0
0220 Admin Support Staff - Supply Cover						0		0
0230 Catering/Kitchen Staff						0		0
0240 Midday Supervisory Assistants						0		0
0250 Support Staff - (Non-LEA Nurseries etc)						0		0
0260 Local Agreements - Principal MSA						0		0
0700 Caretakers Overtime on Lettings						0		0
0780 Comm Ed - O/T on Lettings						0		0

You can also view the budget at a summary level:

## Budget Summary 2017/18

DfE Number **Enter DfE Number on Menu Tab**  
 School Name **Enter DfE Number on Menu Tab**

	14/15	15/16	16/17	Enter DfE Number on Menu Tab		
				17/18	18/19	19/20
Budget Share	0	0	0			
Carry Forward	0	0	0	0	0	0
Available Budget	0	0	0	0	0	0
Other Income	0	0	0	0	0	0
<b>TOTAL REVENUE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Staffing</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
% of budget share (exc. carry forward)	0%	0%	0%	0%	0%	0%
% of budget share (inc. carry forward)	0%	0%	0%	0%	0%	0%
% of total revenue	0%	0%	0%	0%	0%	0%
<b>Premises</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
% of budget share (exc. carry forward)	0%	0%	0%	0%	0%	0%
% of budget share (inc. carry forward)	0%	0%	0%	0%	0%	0%
% of total revenue	0%	0%	0%	0%	0%	0%
<b>Supplies &amp; Services</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
% of budget share (exc. carry forward)	0%	0%	0%	0%	0%	0%

There are also charts available within the planner which may make it easier to identify trends over time and allow you to question variations:



The budget planner incorporates forecasts of pupil numbers. Movement in pupil numbers is an important indication for future funding, so it is important that you are clear what numbers the budget forecasts have been based on and that these are realistic.

School Name <i>Enter DfE Number on Menu Tab</i>		<a href="#">return to menu</a>							
DfE Number <input type="text" value="----"/>		<a href="#">go to MFG calculator</a>							
Age at start of school year	Year Group	Actual Numbers			Estimated Numbers				
		Oct 2014	Oct 2015	Oct 2016	Oct 2017	Oct 2018	Oct 2019	Oct 2020	Oct 2021
4	Recep				0	0	0	0	0
5	Year 1				0	0	0	0	0
6	Year 2				0	0	0	0	0
7	Year 3				0	0	0	0	0
8	Year 4				0	0	0	0	0
9	Year 5				0	0	0	0	0
10	Year 6				0	0	0	0	0
Total		0	0	0	0	0	0	0	0

In whatever form the budget plan is communicated to governors, it should be in sufficient detail to enable analysis and challenge and it should be accompanied by clear commentary or annotation highlighting:

- the assumptions that have been made in setting the budget;
- what is known with certainty and what is not;
- quantify potential costs that have not been built in and why;
- the basis used for of calculating the budget.

Understanding how the budget has been put together will enable you to understand and challenge any underlying assumptions.

Your school development plan must include the cost implications of actions identified and this must directly link to resources available. The budget planner incorporates an area where you can identify specific costs in the school development plan and highlight where these are incorporated in the budget. The success of school development plan depends on adequate resources being allocated to targeted areas. Completing this area ensures your budget is fully informed by your school priorities.



From Sept to March schools will be sent monthly management reports. This uses the summary information held centrally to give high level indications of a schools financial position. It is not a replacement for a detailed monitoring report which will incorporate local knowledge about spending patterns, but it may give a high level indication that something needs to be addressed.

#### Financial Year 2016/2017

SCHOOL  
DFE

DATA UP TO PERIOD  
INTERNAL ORDER

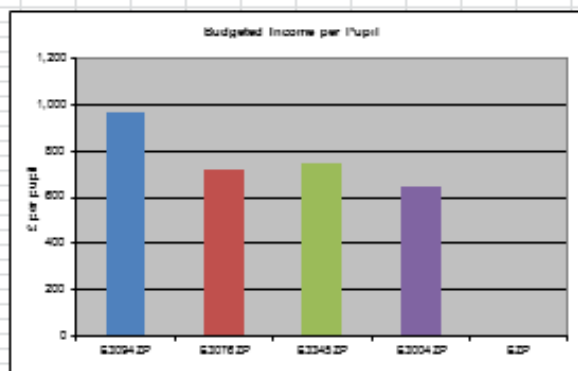
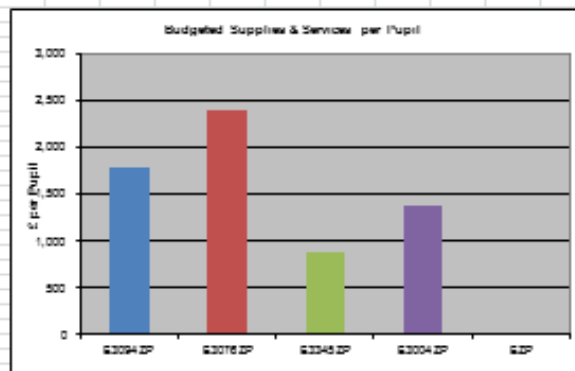
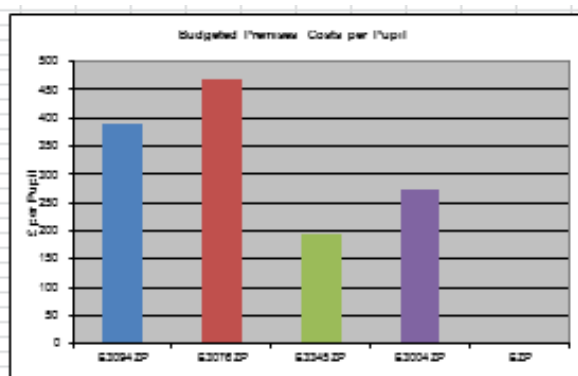
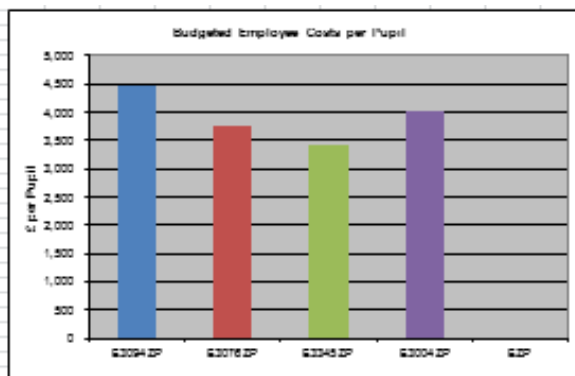
Our forecast data is based on the the average spending pattern for all schools, which may not take into account specific circumstances of your school. If you would like to see a more detailed code by code breakdown of our forecast please speak to your Contact Officer. The forecast is compared with the latest Cumulative Expense Analysis (CEA) that we have processed. If the budget figures in your local system are significantly different you may wish to send in a revised CEA and Signing Form.

FINANCIAL INFORMATION SOURCED FROM SCHOOL REPORTS										
	2016/2017				% variance	2015/2016				% variance
	2016/17 budget	Actual to date	Forecast year end position	Forecast less budget		2015/16 budget	2015/16 actual	Variance (actual less budget)		
Employee Costs	493,013	393,967	449,965	-43,048	-9%	461,939	469,269	7,330	2%	
Premises & Transport	35,041	24,417	29,260	-5,781	-16%	37,705	32,971	-4,734	-13%	
Supplies & Services	77,996	73,853	88,416	10,420	13%	105,418	97,138	-8,280	-8%	
Income	-87,815	-111,688	-111,961	-24,146	27%	-122,258	-151,053	-28,795	24%	
Agreed Licensed Deficit	0	0	0	0	0%	0	0	0	0%	
Contingencies	15,056	0	0	-15,056	-100%	3,538	0	-3,538	-100%	
SUB TOTAL	533,291	380,549	455,680	-77,611	-15%	486,342	448,324	-38,018	-8%	
			Revenue Contribution							

The management reports also incorporate information from other schools based on submitted budgets to allow for comparison and benchmarking. There is a facility within this report to select specific schools or groups of schools based on selected factors to compare against.

#### Example Benchmarking Reports available:

Category	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	School Group Average	Variance	Selected Group Average	Variance
Teaching Staff	3,049	3,222	3,208	2,854	2,512	14%	2,403	19%
Supply Teachers	25	48	69	104	77	36%	72	44%
Education Support Staff	896	717	661	651	685	-5%	729	-11%
Other Staff	485	513	573	779	555	40%	458	70%
Employee expenses	117	109	127	95	109	-13%	78	22%
<b>Total Employee Costs</b>	<b>4,572</b>	<b>4,608</b>	<b>4,640</b>	<b>4,483</b>	<b>3,937</b>	<b>14%</b>	<b>3,739</b>	<b>20%</b>
Building and Grounds	119	165	126	98	167	-41%	117	-16%
Utilities	114	127	109	127	107	19%	98	29%
Rates	120	124	131	137	101	35%	60	126%
Other occupation costs	37	18	26	27	43	-35%	51	-46%
<b>Total Premises Costs</b>	<b>391</b>	<b>435</b>	<b>392</b>	<b>389</b>	<b>418</b>	<b>-7%</b>	<b>326</b>	<b>19%</b>
Learning Resources	122	169	153	165	232	-29%	178	-7%
ICT Learning Resources	167	179	212	187	162	15%	148	26%
Other Services	281	320	347	280	349	-20%	362	-23%
Professional Services	555	656	843	1,156	373	210%	173	569%
Capital / Interest Payments	2	0	0	0	36	100%	0	0%
<b>Total Supplies and Services</b>	<b>1,127</b>	<b>1,325</b>	<b>1,555</b>	<b>1,788</b>	<b>1,153</b>	<b>55%</b>	<b>861</b>	<b>108%</b>



## 5. Schools Financial Value Standard(SFVS)

SFVS is not new, however, as it has been in place for a number of years it is worth assessing how well you use it as a school. If used well the self-assessment tool can drive improvement and highlight practices that can be improved to ensure the schools financial management is strong and secure. The return is aimed at governors to gain reassurance and evidence that good practice is in place. Do not be afraid to highlight areas for improvement and actions that will improve financial management. The SFVS return is a tool to drive improvement. The Local Authority review returns for common findings which can be used to inform training offered and the audit programme. During an audit an assessment may be made to ensure your SFVS is a good reflection of your school and that identified actions have been progressed. The return and full supporting information can be found on the Dfe Website.

<https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs>

These are just some of the tools available to aid financial management, there are others that schools will also be using very successfully. The important issue is to ensure that you have good quality, relevant and clear financial information available when it is needed to help you assess performance and make strategic decisions.



## Regular recommendations causing concern in schools

The following checklist has been designed for school staff and governors to use to assist in ensuring the school have a suitable response to recommendations commonly made by Internal Audit.

Issue	Not an issue	Not sure, but will find out	Is an issue	Evidence this is not an issue
Scheme of Delegation has not been reviewed in the past year and/or Scheme of Delegation does not reflect actual working practices within the school.				
The School Improvement/Development Plan has not been produced in conjunction with the budget. School development plan may not be affordable.				
Concentrating on the current year budget position, but failing to address year 2/3 concerns.				
Not reviewing the staffing structure (regularly or at all) to ensure it remains fit for purpose and affordable.				
Purchase Orders raised retrospectively or not at all. Leading to poor budget monitoring and increases the school vulnerability to fraud and /inappropriate/unaffordable spending.				
Invoices not signed to certify payments. Increases the school vulnerability to fraud and inappropriate/unaffordable spending.				
Lack of a robust budget monitoring process. Do Governors have the opportunity to review budget reports in advance of a meeting? Do Governors know the information is accurate and up to date?				
Inappropriate purchases (alcohol/coffee club/leaving gifts/meals for staff).				
Incomplete or non-existent contract register, lack of visibility over the schools spending. Reduced opportunity to challenge spending decisions, plan procurement activity, test value for money.				
Declarations of Interest not completed by all staff/governors, incl not declaring family members either at school or contractors/suppliers.				
Letting Policy/Agreements not in place. Scale of				

Issue	Not an issue	Not sure, but will find out	Is an issue	Evidence this is not an issue
charges not reviewed. Schools may be letting at a net loss or are vulnerable where lettings agreements aren't in place.				
No reconciliation of FMS to SAP. Budget monitoring reports are likely to be inaccurate.				
Payments to staff not through payroll, either cash in hand, gift vouchers or through accounts payable, therefore no tax/NI contributions. Potential for penalties from HMRC.				
Unauthorised/incomplete expense/mileage claim forms. Increases the school vulnerability to fraud and inappropriate/unaffordable spending.				
Employing friends or family without clear declarations of interest being produced and reviewed (in advance).				
Recruiting or changing pay without knowledge of the governing body/recruiting outside the approved staffing structure.				
Poor income controls, e.g. one person involved in the entire process, lack of receipts at point of collection and handover. Income not reconciled or banked 'complete'. Increasing the risk of fraud and error.				
Procurement /credit card transactions carried out without presence of card/cardholder. Insufficient records of procurement /credit card activity. Procurement card activity isn't monitored and reviewed independently.  Increases the school vulnerability to fraud and inappropriate/unaffordable spending.				

For further information, advice or assistance, please contact

Mark Winton, Audit Manager [mark.winton@eastsussex.gov.uk](mailto:mark.winton@eastsussex.gov.uk) 01273 481953

Ben Constable, Senior Auditor [ben.constable@eastsussex.gov.uk](mailto:ben.constable@eastsussex.gov.uk) 01273 481906

**Report to:** County Consultative Committee

**Date of meeting:** 25 April 2017

**By:** Director of Children's Services

**Title:** The School Improvement Plan and Headteacher Performance Management.

**Purpose:** For members of the County Consultative Committee to receive a briefing on and discuss the School Improvement Plan and Headteacher Performance Management.

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## **RECOMMENDATIONS**

- 1) For members of the committee to discuss the presentation.
  - 2) For members of ESGRG to decide whether to take this topic to the Local Area Forums for Governors.
- 

## **1 Background**

To look at the governor role in the School Improvement Plan and also Headteacher performance Management.

## **2 Supporting information**

- 2.1 Appendix 1 – Guidance on writing an effective school improvement plan.
- 2.2 Appendix 2 - SIP and HTPM presentation

## **3. Conclusion and reasons for recommendations**

- 3.1 For members of the County Consultative Committee to discuss the presentation.
- 3.2 For members of ESGRG to decide whether to take this item forward to the Local Area Forums for Governors.

**Stuart Gallimore**  
**Director of Children's Services**

Contact Officer: Clare Cornford  
Tel. No. 01323 466887  
Email: [clare.cornford@eastsussex.gov.uk](mailto:clare.cornford@eastsussex.gov.uk)

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## **Guidance on writing effective school improvement plans**

### **Introduction**

Improvement planning is a process through which schools determine their strategic direction and priorities, set goals for themselves and make decisions about how and when these goals will be achieved. The ultimate objectives of the process are to improve the quality of learning and teaching in order to improve outcomes for pupils.

A school improvement plan should also be the mechanism through which the governing body holds school leaders to account and through which the impact of the school's strategies to secure improvement can be evaluated. It should be a living document which every member of staff uses routinely as a reference point for how they plan, carry out and develop their own work and areas of responsibility.

### **The planning process**

To write an effective improvement plan school leaders, including governors, must make a judgement about the school's overall effectiveness; they must know where things are going well - and less well. In particular, they must understand the impact that teaching over time has on pupils' learning. Such rigorous self-evaluation enables a school to set its priorities for the next steps in its development. East Sussex Standards and Learning Effectiveness Service (SLES) provides separate guidance for schools on writing self-evaluation documentation.

School leaders should also review the previous school improvement plan. Some priorities may have been fully completed: For example, the planned review of a key policy may have taken place and changes may now be embedded. However, issues around the quality of teaching or pupils' progress in a particular subject may not have been completely resolved and school leaders will need to consider the next stage in the process of development.

The selection of areas for improvement may also be driven by:

- changes to the intake and the families served by the school
- changes to statutory requirements, such as to the National Curriculum or Ofsted frameworks for inspection
- the key issues identified in the last Ofsted inspection report or a local authority review

Areas for improvement need to be prioritised: Too many new initiatives could lead to overload for staff, so when finalising objectives for the plan, school leaders need to:

- consider which things will have the biggest impact on outcomes for pupils
- take account of the school's financial position and the resources required for each project
- decide which issues are common to other providers in the locality, and therefore what actions might be better undertaken collaboratively within Education Improvement Partnerships (EIPs).

EIPs receive funding from the local authority to plan projects and activities to meet the needs of local schools. These may include: developing support programmes, undertaking joint reviews of schools and developing future generations of school leaders.

The headteacher is ultimately responsible for improvement planning, but governors, school staff and other stakeholders should be actively involved in all stages of the process: planning, implementing, monitoring and evaluating progress.

The following table provides a suggested timeline for the planning process:

<b>Time</b>	<b>Activity</b>	<b>Person/s responsible</b>
Terms 1-4	Monitor the quality of teaching according to the agreed monitoring schedule and track pupils' progress	Senior leaders and subject leaders
	Update summary of self-evaluation	Senior leaders
April	Set dates for stakeholder meeting in June to involve staff, governors and parent representatives	Headteacher and Chair of Governors
May	Evaluate outcomes of current school plan	Senior leaders
	Prepare self-evaluation paperwork and documentation for stakeholder meeting	Senior leaders
May	Carry out survey of parents and pupils	Governing Body
June	Hold stakeholder meeting to set future priorities	Staff, governors, parent representatives
July	Review outcomes for pupils in SATs Analyse in-school data	Governing body, senior leaders and subject leaders
By end of Term 6	Draft new school plan	Senior leaders and governor representatives
September	Present new plan to staff and governors	Senior leaders
	Begin staff appraisals based on targets from the new school improvement plan	Senior leaders
	Write subject/aspect/phase action plans based on targets in main school improvement plan	Middle leaders

## Writing the plan

The following sections should be included in the plan:

- The school's vision
- Information about the school's context including aids and barriers to raising performance
- Areas for improvement identified by self-evaluation, Ofsted or any external review
- Targets for attainment
- Targets for the quality of teaching
- Objectives and actions for improvement with success criteria and practice indicators for each objective
- Finite timescales for actions with a named person responsible for leading each improvement priority
- A list of the resources required to complete the actions
- An explanation of how the plan will be monitored and evaluated

## **The East Sussex pro forma**

A pro forma has been developed by the local authority in consultation with schools and has been trialled. The plan is divided into sections. Whether a school uses the East Sussex pro forma or their own pro forma, the sections as follows are essential:

### **Vision**

Vision statements provide a collective understanding of 'why we are here', often stating fundamental beliefs about education, the school's values and its aims for its community of learners. For example,

'We believe that good teamwork and positive partnerships with individual children, the whole class, our colleagues, with governors, parents and the wider community will lead to effective teaching, high standards and successful learning.'

### **Context**

It is important that the plan sets out any changes to the circumstances of the school that have had an impact on its priorities for development. This may, for example, include a rise in the number of pupils on the school roll, turnover in staffing or operational changes necessary to meet new statutory requirements.

This section should also describe changes in the school that have increased its capacity to improve as well as any significant challenges that the school faces. For example, the appointment of an experienced assessment leader may have increased the school's capacity to develop effective assessment systems and analyse data. However, the recruitment of five newly qualified teachers may present a challenge for the school to manage and support their induction and development effectively.

### **Areas for improvement identified by Ofsted or any external review**

This section of the East Sussex pro forma helps to ensure that the areas for improvement identified in any recent Ofsted inspection or local authority review, as well as the school's self-evaluation, are used to inform the key issues and objectives that follow in the later sections of the strategic plan.

Where a school has not been inspected for more than three years, the areas for improvement identified at the last full Ofsted inspection may no longer be relevant because these will have been addressed by previous plans. In this case, there is no need to list the Ofsted areas for improvement and this part of the East Sussex pro forma can be omitted.

### **Targets for attainment**

Schools should set end-of-key-stage targets for pupils' attainment based on the proportion of pupils expected to reach and exceed the Expected Standard.

Schools should use the 'Fischer Family Trust Aspire' benchmarks to set challenging end-of-key-stage targets for reading, writing and mathematics for each year group. These should be based on the average (50) or high (20) level of challenge.

Schools should also set end-of-year targets for pupils' attainment in each year group and 'milestones' or short-term targets. Milestones enable school leaders and governors to monitor the school's progress towards the end-of-year targets and spot any emerging areas of concern quickly.

The targets for attainment for disadvantaged pupils are expected to be the same as for all

pupils. Schools should then compare the attainment of disadvantaged pupils with non-disadvantaged pupils to monitor whether any gaps in attainment are closing.

In relation to pupils with SEN, it is also expected that the school will compare their attainment with that of other pupils.

Schools should also track progress and gaps for any other group of pupils that are at risk of underachievement.

Schools with high pupil mobility may wish to track the achievement of 'late joiners'.

Similarly, schools should analyse attendance data to set overall targets for pupils' attendance. Targets for groups such as those eligible for support from the Pupil Premium should be set as necessary.

These pages of the East Sussex pro forma have space for schools to record the Fischer Family Trust Aspire targets for each cohort and the past 'historic' performance of each cohort in previous years in reading, writing and mathematics.

### **Targets for the quality of teaching**

Schools should set realistic annual targets for improvement in the overall quality of teaching and track progress towards these three times each year. Information from a wide range of monitoring activities, including regular reviews of pupil progress data should inform the school's judgements of the quality of teaching in each class.

### **Key issues and Objectives**

The East Sussex pro forma enables schools to identify both their key issues and their objectives for each section of the Ofsted inspection framework. Those writing the plan should ensure that the objectives reflect the areas for improvement identified earlier in the plan and will enable the targets for attainment and progress to be met.

### **Success criteria and practice indicators**

After the objectives have been identified, it is important to focus on the success criteria and practice indicators that will demonstrate that the objective has been met.

Indicators of success provide schools with standards against which they can measure their progress towards their improvement goals. Meeting the end-of-year attainment targets is the ultimate indicator of success, but school leaders should also develop practice indicators and success criteria that act as benchmarks or milestones along the way. Milestones should be dated so that the governing body and external evaluators such as the local authority adviser can judge the school's progress.

Leadership teams should answer the following questions to arrive at success criteria and practice indicators:

- > If we carry out all of our strategies, how will we know that we have met our objective?
- > What will be different for pupils?
- > What will teachers and/or pupils do differently that will tell us we have been successful?

### **Actions to be taken**

After the success criteria and practice indicators have been identified, school leaders should then decide on the actions they will take to enable those practice indicators to be met.



The actions are the steps that need to be taken to effect the improvement. It may be helpful when writing actions to start each one with an **active verb**.

For example:

- > **Review** current marking and feedback policy.
- > **Introduce** new assessment programme to track and monitor pupil progress towards targets termly.
- > **Set** targets, for the most significant groups of underachieving pupils across the school, including boys and those in receipt of the pupil premium.
- > **Track** and evaluate the progress of these groups of pupils against targets and milestone rigorously, regularly reporting this progress to governors and planning and taking further action in the light of this.
- > **Coach** middle leaders to develop their leadership skills.

## Timescales

School leaders should consider each action and determine the most suitable time to begin work on that action, as well as the duration of the work. Timescales may need to be adjusted if, for example, too many new strategies are due to be introduced in one term.

To enable governors to hold school leaders to account for the progress of the school improvement plan, 'on-going' timescales should be avoided.

## Person responsible/ Led by

School leaders should select and name appropriate staff to provide leadership for the implementation of each action in the plan. It is important to ensure that responsibility for actions in the plan is distributed between members of the senior leadership team so that individuals are not overloaded.

## Resources

The resources needed to deliver the plan may not just be financial. Time will also be needed, for example, staff meeting time or leadership time. Partner schools would also be regarded as a resource to support delivery of the plan, as would support from a SLES consultant.

## Monitoring and evaluation

It is important for school leaders to be clear about the difference between monitoring and evaluation. Monitoring asks, ***what is happening and is it going according to plan?*** In short, it's "checking up". Evaluation judges the impact of the plan- ***did it work? What were the unintended consequences? Could we have done it better?***

In the East Sussex pro forma, these sections of the improvement plan should cross reference to the school's monitoring and evaluation schedule and include adviser visits and reports to the governing body. It should show clearly who will carry out the activities, when they will be done and what specific activity will be carried out.

Monitoring	Evaluation
October 2015 book scrutiny, classroom observations in targeted classes (SLT)	November 2015: HT report to GB on impact of initiatives to improve teaching
October 2015 LA adviser visit to observe the teaching of writing across the school	December 2015: Assessment leader report to governors on improvements seen in writing

November 2015 Data analysis and pupil progress meetings (SLT and assessment leader)	
December 2015 Pupil survey on attitudes to writing (governing body)	

A monitoring and evaluation schedule is included in the appendices of the East Sussex school improvement plan pro forma. There is a termly schedule that enables schools to plan monitoring and evaluation activities for school leaders, governors, subject leaders, the school's adviser and the EIP across the year. A clear termly plan enables schools to check that monitoring and evaluation activities are spread out so that staff are not overloaded. It also enables school leaders to check that a range of activities are carried out and that governors and leaders at all levels are involved in this work. The pro forma has space for schools to record both the activity to be carried out and the focus of the activity. For example, the activity may be a scrutiny of pupils' books, but in one case the focus might be on monitoring the implementation of the marking policy, and in another case the focus could be to evaluate pupils' progress in writing.

## Headteacher Performance Management School Improvement Planning

Claire Roberts  
SLES



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## Headteacher Performance Management

- It is a statutory responsibility of governing bodies in maintained schools to ensure that they set objectives for the headteacher as part of an annual appraisal.
- The headteacher appraisal is usually carried out by an appraisal sub/group/panel of two or three governors with an external adviser being used for advice, support and to consult with regarding appropriate objectives.
- Governors will need to satisfy themselves that the external adviser has the skills, experience and objectivity to provide them with advice and support.
- East Sussex schools can use an approved adviser from the respective key stage's adviser programme.



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## The role of the panel:

- Set objectives for the headteacher
- Appraise the performance of the headteacher, assessing their performance in the role against the relevant national standards of excellence for headteachers and their performance objectives.
- Assess the headteacher's professional development needs and the actions needed to address them.
- Make a recommendation on a headteacher's pay progression, where relevant. This must be done by 31 December.
- Give the headteacher a written report of his/her appraisal, which include assessments and the decision on pay.
- Determine the appraisal period that applies. In most cases this will be 12 months, unless the headteacher is employed on a shorter fixed-term contract.
- Set objectives which will contribute to improving the education of pupils.



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## Responding to underperformance

- When and how to address?
- The model Appraisal Policy
- The model Capability Procedure
- *Ensure progress towards targets forms part of any performance review.*
- *Be open and honest about any barriers.*
- *Offer support whilst challenging.*
- *Be clear on the policies you are working within.*

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## School Improvement Planning

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**Report to:** County Consultative Committee

**Date of meeting:** 25 April 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.

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## **RECOMMENDATIONS**

- 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 Spring Round of Area Forums

### **3. Conclusion and reasons for recommendations**

- 3.1 To note any feedback from the last round of Local Area Forums.
- 3.2 To decide the agenda for the next round of Local Area Forums.

**Stuart Gallimore**  
**Director of Children's Services**

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Spring Area Meeting  
**GOVERNORS' AREA MEETING Spring 2017**  
**SUMMARY REPORT**

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

Code	Time	Date	Venue
GAM053	19:00 - 21:00	8 <sup>th</sup> March 2017	Uckfield Civic Centre
GAM054	19:00 – 21:00	16 <sup>th</sup> March 2017	Sussex Exchange, Hastings
GAM055	19:00 - 21:00	23 <sup>rd</sup> March 2017	St Mary's House, Eastbourne
GAM056	18:45 - 20.450	29 <sup>th</sup> March 2017	County Hall, Lewes

The following officers were in attendance:

Julie Dougill – Senior Manager: Leadership and Governor Services

**Apprenticeship Levy**

Supporting documentation can be found on Czone here:

<https://czone.eastsussex.gov.uk/schoolmanagement/governors/keyevents/Pages/LocalAreaForumPapers-Spring2017.aspx>

Holly Aquilina - Employability and Skills Strategy Manager

Caroline Bragg – Partnership Manager

Rebecca Parsons – Apprenticeship Partnership Manager

**Ofsted Update**

Supporting documentation can be found on Czone here:

<https://czone.eastsussex.gov.uk/schoolmanagement/governors/keyevents/Pages/LocalAreaForumPapers-Spring2017.aspx>

Julie Dougill – Senior Manager: Leadership and Governor Services

Karen Bye – Chair of Governors and Consultant

The meetings were chaired as follows:

Uckfield Area: Matthew Jones

Hastings Area: Karen Marr

Eastbourne Area: Jane McCarthy-Penman

Lewes Area: Denise Kong

## Agenda

Agenda Item	Discussion and Decisions	Action
1.	<b>Welcome</b>	
2.	<p><b>To receive the minutes of the Spring Term County Forum and Autumn Area Meetings</b>  <i>This item is included on the agenda each term for information only.</i></p> <p>The minutes of the Spring 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:  <a href="https://czone.eastsussex.gov.uk/schoolmanagement/governors/keyevents/Pages/LocalAreaForumPapers-Spring2017.aspx">https://czone.eastsussex.gov.uk/schoolmanagement/governors/keyevents/Pages/LocalAreaForumPapers-Spring2017.aspx</a></p> <p><b><u>The Apprenticeship Levy</u></b></p> <p>Governors received a presentation about the forthcoming introduction of the Apprenticeship Levy and what the implication of this will be on schools. From the 1s April 2017, employers with a wage bill of over £3 million will have to pay 0.5% of their wage bill towards the apprenticeship levy. This funding, along with an additional 10% funded by the government, will be used to invest in apprenticeships for levy payers. The government is working towards 2.3% of the workforce being an apprentice.</p> <p>East Sussex County Council is the payroll for community and voluntary controlled schools, so these schools will have to pay towards the levy. Voluntary aided schools and academies will not have to pay unless their wage bill exceeds £3 million. ESCC did lobby against schools being levied as they didn't want schools to be included. The levy will be taken at source from payroll and will come back into a digital account with the top up.</p> <p>The levy can be used to train people in schools to have the right skills and qualifications. It can be used to train TA's. Staff who are already at the school can benefit as well as new recruits. Level 2 to level 7 training will be available. The levy cannot be spent on salary or administration, only on training. The funding can be used to upskill people in hard to fill vacancies. As part of the framework, 20% of time must be spent studying.</p> <p>Martin Kelly has been appointed to lead on the apprenticeship levy.</p> <p>In terms of money, secondary schools will receive enough to fund an apprentice. Schools can pool their resources to access training for someone. <a href="#">VSB 098/2017</a> contains recommendations on what the money can be used for. Schools will need to make a decision about the best way forward with the funding and inform their EIP. Schools will also need to look at which courses and training will need to be commissioned in time for September.</p> <p>Teaching qualifications are being developed as a trailblazer with the University of Brighton. These will not be available straight away. It is expected that the apprenticeship teaching route will be an alternative route into teaching.</p>	



Agenda Item	Discussion and Decisions	Action
	<p><b>Is it an annual payment?</b> The money is taken/paid on a monthly basis. Schools will have 24 months to spend the money on a rolling basis. Training can be paid the same way.</p> <p><b>Can people top up the money?</b> Yes schools can contribute to top up the levy. Schools can also work together to pool the resources.</p> <p><b>Can schools provide their own training?</b> All trainers and providers need to be on the register of approved providers.</p> <p><b>Do apprentices need to have a job after their training?</b> No but they will need to be supported through the application process.</p> <p><b>Can schools donate their allocation?</b> Schools can donate 10% of their funding to a partner.</p> <p><b>Is there an obligation to stay for 2 years following training?</b> There is no provision for this. There will be the usual contract of employment. Schools need to make sure they choose the right person.</p> <p><b>Are the only courses the ones on the list?</b> No, there are other courses in development and standards are coming in.</p> <p><b>Can the levy be used for courses such as first aid?</b> No, the course has to be a full qualification.</p> <p><b>Are Forest Schools considered?</b> New ideas for qualifications are being considers. Courses take a year to be developed. This type of course could be developed as a level 2.</p> <p>The apprenticeship levy has been launched before all the qualifications are in place. Schools should look to maximise the benefits available to them. Look at growing your own teachers.</p> <p>Schools who are likely to have an underspend need to go back to their EIPS and identify this.</p> <p>Academies and VA schools who are not paying into the levy will still be able to access the apprenticeship scheme by paying 10% of the cost of the training.</p> <p>Apprenticeships can start at any time of the year. As the various start times become habit it will be flexible.</p> <p>It is advised that schools make sure they pick the right candidate for the role to avoid drop out.</p> <p>SENCO's often work across schools this would be the perfect use of schools pooling together their apprenticeship levy.</p>	

Agenda Item	Discussion and Decisions	Action
	<p><b><u>Ofsted</u></b></p> <p>Governors received an Ofsted update about the current inspection landscape in East Sussex Schools and the key messages that have come out of recent Ofsted inspections. Governors also heard some top tips from governors who have recently had an Ofsted inspection.</p> <p>Currently East Sussex data shows that in January 92% of schools are good or outstanding. This is above the national average. Schools are getting better at a time of immense change. Schools are stronger and governance is more effective. Self evaluation is a good basis for preparing for an inspection. Reviews of Governance also are good as they demonstrate and external eye in. External Reviews of Governance are independently commissioned by the Local Authority.</p> <p>There is a big drive at the moment to recruit more teachers and headteachers to East Sussex called “Finding your Spark”.</p> <p>Ofsted inspectors will look at your schools website 3 weeks prior to an inspection taking place. Therefore it is really important that all the statutory information in on the website. There is a web site check available on Czone. It is important to remember the statutory information has to be on the live website. Schools have nearly failed their inspection when information has not been on the live site when switching over websites.</p> <p>Governors need to look at the data and know their gaps, particularly in relation to disadvantage, which is a focus for inspectors. Attendance is important. Make sure you have completed the safeguarding checklist and the Single Central Record is up to date. It should be checked and signed 6 times per year. Check that the minutes of governing body meetings are up to date, show challenge and make sure that minutes and documents are easily to hand. Ensure safeguarding is a standing item at each FGB. Ensure governor training records are up to date, including any external training.</p> <p>Manage the inspection. Make sure you know who the core team are who will be meeting with the inspectors. Make sure that everyone is notified. Make sure everyone sings from the same hymn sheet. Have 3 key priorities and make sure everyone knows what they are. Be confident with the message you are putting across. Be able to illustrate how you know something about the school – e.g. the student council or pupil voice or data. Back everything up with evidence. How do you know you are keeping children safe?</p> <p>Manage the inspector. Make sure they have a parking space outside the school. Make sure they have a room with everything they need such as wi fi, tea and coffee and fruit – you don’t want them wandering around the school.</p> <p>At the feedback, it is important to challenge judgements if you don’t think they are fair. Ask for evidence of the judgment. You can negotiate the wording of the feedback. Remember the judgment can’t be shared until the report is published.</p> <p>After the inspection, thank staff. There may be mixed emotions as to how the day went. Some staff may be disappointed they were not seen or talked to. Celebrate at the end.</p>	

Agenda Item	Discussion and Decisions	Action																				
	<p>Offer cakes. It is important that the Chair and Head thank their staff.</p> <p>The 5 minute plan is a useful tool for governors and schools to use for when they get the phone call.</p>																					
4.	<p><b>Dates of the next meetings:</b></p> <p><b>Summer 2017</b></p> <table><tr><td><b>GAM057</b></td><td><b>8/6/2017</b></td><td><b>19:00</b></td><td><b>21:00</b></td><td><b>St Mary's House</b></td></tr><tr><td><b>GAM058</b></td><td><b>14/6/2017</b></td><td><b>19:00</b></td><td><b>21:00</b></td><td><b>The Sussex Exchange</b></td></tr><tr><td><b>GAM059</b></td><td><b>22/6/2017</b></td><td><b>18:45</b></td><td><b>20:45</b></td><td><b>County Hall</b></td></tr><tr><td><b>GAM060</b></td><td><b>28/6/2017</b></td><td><b>19:00</b></td><td><b>21:00</b></td><td><b>Uckfield Civic Centre</b></td></tr></table>	<b>GAM057</b>	<b>8/6/2017</b>	<b>19:00</b>	<b>21:00</b>	<b>St Mary's House</b>	<b>GAM058</b>	<b>14/6/2017</b>	<b>19:00</b>	<b>21:00</b>	<b>The Sussex Exchange</b>	<b>GAM059</b>	<b>22/6/2017</b>	<b>18:45</b>	<b>20:45</b>	<b>County Hall</b>	<b>GAM060</b>	<b>28/6/2017</b>	<b>19:00</b>	<b>21:00</b>	<b>Uckfield Civic Centre</b>	
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5.	<p><b>ESGRG Forum</b></p> <p>Representatives from the Local Authority left the meeting so Governors could meet with representatives from the ESGRG.</p>																					

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**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	
	Autumn 2016	Spring 2017	Autumn 2016	Spring 2017
Eastbourne	18	21	15	15
Hastings/Bexhill	20	22	19	19
Lewes	19	20	15	15
Uckfield	21	20	17	14
TOTALS	78	83	66	63

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

Cross in Hand CE Primary School - Governing Body
Forest Row CE Primary School - Governing Body
Harlands Primary School - Governing Body
Heathfield Community College - Governing Body
Manor Primary School - Governing Body
Newick CE Primary School - Governing Body
Nutley CE Primary School - Governing Body
Rocks Park Primary School - Governing Body
Rotherfield Primary School - Governing Body
South Ashdown Schools Federation - Governing Body
St Mary the Virgin CE Primary School - Governing Body
STEP - Breakwater and High Cliff Academy
The Pioneer Federation - Governing Body
Wivelsfield Primary School - Governing Body
Cross in Hand CE Primary School - Governing Body
Forest Row CE Primary School - Governing Body
Harlands Primary School - Governing Body

**Lewes**

Chailey School - Governing Body
Chailey St Peter's CE Primary School - Governing Body
Chyngton School - Governing Body
Iford and Kingston CE Primary School - Governing Body
Laughton Community Primary School - Governing Body
Maynards Green Community Primary School - Governing Body
Meridian Primary School - Governing Body
Plumpton and Hamsey Federation - Governing Body

Ratton School Academy Trust
Ringmer Primary School - Governing Body
Seaford Head School (Academy) - Governing Body
Southover CE Primary School - Governing Body
Stone Cross School - Governing Body
Wallands Community Primary School - Governing Body
Western Road Community Primary School - Governing Body

### **Eastbourne**

Barcombe CE Primary School - Governing Body
Hankham Primary - Governing Body
Hellingly Community Primary School - Governing Body
Langney Primary School - Governing Body
Laughton Community Primary School - Governing Body
Ocklynge Junior School - Governing Body
Pashley Down Infant School - Governing Body
Peacehaven Heights Primary School - Governing Body
St Andrew's CE Infant School - Governing Body
St John's Meads CE Primary School - Governing Body
STEP Phoenix and Whitehouse Academies - Governing Body
The Cavendish School - Academy Board
The Haven CE / Methodist Primary School - Governing Body
The Parkland Federation - Governing Body
West Rise Junior School - Governing Body

### **Hastings**

All Saints C E Primary School (Bexhill) - Governing Body
Castledown Community Primary School - Governing Body
Catsfield Primary School - Governing Body
Christ Church CE Primary School - Governing Body
Guestling-Bradshaw CE 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 College & Rye Studio School - Governing Body
Rye Primary Academy - Governing Body
Sandown Primary School - Governing Body
Sedlescombe CE Primary School - Governing Body
St Mary Magdalene's Catholic Primary School - Governing Body
St Peter and St Paul CE Primary School - Governing Body
St Richards Catholic College - Governing Body
The Beckley and Peasmarsh Federation - Governing Body
The Quercus Federation - Hurst Green and Northiam Governing Body
Uplands Community College - Governing Body