



COUNTY CONSULTATIVE COMMITTEE **(COUNTY FORUM)**

THURSDAY, 19 OCTOBER 2017

6.30 pm THE COODEN BEACH HOTEL

- MEMBERS - Councillors Bob Standley Colin Belsey, Roy Galley, Trevor Webb, Alan Shuttleworth.
- ALSO INVITED - Fiona Wright, Jessica Stubbings, Denise Kong, Ray Donelan, Jane McCarthy-Penman, Ian Pickard, Monica Whitehead, Geoffry Lucas, Matthew Jones, Stuart Ford, Richard Sage, Karen Marr, Clare Cornford, Victoria Spencer-Hughes, Beth Armstrong.

A G E N D A

- 1 Election of Chair
- 2 Minutes of the previous meeting (*Pages 3 - 6*)
- 3 Apologies for absence
- 4 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.
- 5 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.
- 6 Academies Update (standing item)
– Fiona Wright, Assistant Director – Education and ISEND
- 7 Exclusions and Attendance (*Pages 7 - 12*)
– Beth Armstrong, Intervention & Support Manager - ISEND
- 8 Mental Health and Emotional Wellbeing in Schools (*Pages 13 - 20*)
– Victoria Spencer-Hughes, Consultant in Public Health
- 9 Educational Attainment in Schools (*Pages 21 - 30*)
– Jessica Stubbings, Senior Manager – Partnerships and Governance
- 10 Governor Local Area Forums (*Pages 31 - 38*)
- 11 Any other items previously notified under agenda item 4

PHILIP BAKER

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

11 October 2017

Contact Clare Cornford (Project Assistant – Governor and Clerking Service), 01323 466887,

Email: clare.cornford@eastsussex.gov.uk

COUNTY FORUM: Summer Term 2017

SUMMARY REPORT

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

Date: 25th April 2017

Venue: St Mary's House, Eastbourne

Present: Cllr Nick Bennett (Chair) (NB), Richard Sage (RS), Stuart Ford (SF), Cllr Shuttleworth (AS), Karen Marr (KM), Denise Kong (DK), Mark Winton, Sarah Rice, Julie Dougill (JD), Matthew Jones (MJ), Claire Roberts CR), Fiona Wright (FW), Geoffry Lucas (GL), Jane McCarthy-Penman (JMP).

Apologies: Cllr Galley, Cllr Forward, Monica Whitehead, Ian Pickard, Ray Donelan

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.	Minutes of previous County Forum Meeting – 25th January 2017 The minutes were noted as a true record. The Autumn and Spring Area Meeting attendance figures were noted as below: <table><tr><th>Area</th><th colspan="2"></th><th colspan="2"></th></tr><tr><th></th><th>Total number of governors attending</th><th>Total number of schools represented</th><th>Summer 2016</th><th>Autumn 2016</th></tr><tr><td></td><td>Autumn 2016</td><td>Spring 2017</td><td>11</td><td>15</td></tr><tr><td>Eastbourne</td><td>18</td><td>21</td><td>16</td><td>19</td></tr><tr><td>Hastings/Bexhill</td><td>20</td><td>22</td><td>17</td><td>15</td></tr><tr><td>Lewes</td><td>19</td><td>20</td><td>13</td><td>17</td></tr><tr><td>Uckfield</td><td>21</td><td>20</td><td>57</td><td>66</td></tr></table>	Area						Total number of governors attending	Total number of schools represented	Summer 2016	Autumn 2016		Autumn 2016	Spring 2017	11	15	Eastbourne	18	21	16	19	Hastings/Bexhill	20	22	17	15	Lewes	19	20	13	17	Uckfield	21	20	57	66	
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4.	Academies Update – Fiona Wright FW said there wasn't much to update. A number of sessions have been run across the County and																																				

	<p>they have been well attended. The government's position has not changed regarding the Academy agenda. Some schools have been advised it is not being taken forward. However the direction has been well set. The debate will happen after the General Election. The Local Authority will continue the policy of working in partnership and helping schools explore the academy options.</p>	
5.	<p>Finance and Audit – Mark Winton and Sarah Rice</p> <p>The presentation focussed on issues such as “how am I going to balance my budget” and “doing more with less”. The discussion will be around change. There are a number of challenges facing schools with budgets, including staffing structures and where cuts and savings can be made. Governors need to understand the impact of these decisions.</p> <p>Many schools are forecasting deficit budgets. Schools need to balance their budgets. A deficit budget will need to have a recovery plan. There is guidance as to what is statutory and cannot be cut out. Governors need to know what questions they should be asking and this will be incorporated. The presentation will build on improvements to financial control and asking questions that challenge headteachers. The role of governors within finance and audit will be defined. Everyone needs to be able to challenge on the budget.</p> <p>CC to go out to all governors to identify and issues, questions or problems that may arise at the sessions.</p> <p>The presenters were asked if there are any difficult situations where schools get into trouble? What should be avoided? Difficult situations arise when governors are not asking questions and spending gets out of control. Another issue is where the school has a falling Rolland had not forecast it, keeping classes the same. This puts pressure on everyone and forces the school into extreme measures. There is a need to look into the future. When presented with a budget, schools need to know it is correct. There should be a 3 year plan in place. Governors will need to know what they need to check and what they can expect to see with the budget being trimmed back.</p>	
6.	<p>School Improvement Plans and Headteacher Performance Management – Claire Roberts</p> <p>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. As part of the Advisory Programme, schools can access a list of approved providers. If schools buy into the SLA, they can choose who delivers the Headteacher Performance Management. These people will be trained and centrally approved. If a school is Ofsted RI, then the GB must choose from a select list for a supported journey. Support will be given in the most rounded way. The panel will be aware of there role. The process will be similar for co-heads and executive heads. Targets will be similar but will be differentiated. Executive heads will have targets across both schools. The targets will be set with a time limit and not changed. All headteachers should have a safeguarding target. For underperformance, governors tend not to respond until there is a crisis such as Ofsted. There needs to be review meetings to check performance targets are being met. Within professional conversations, concerns need to be reported. The headteacher needs to be aware of any weaknesses. The advisor will be able to offer support with any concerns about performance.</p> <p>KM stated that underperformance is the hardest thing to tackle as the governor /headteacher relationship is critical. There needs to be an emphasis on in year meetings. If these are avoided it is hard to tackle underperformance. Targets need to be set so there is an expectation of what needs to be seen. Check that this is on track.</p> <p>Guidance documents are available on Czone. School plans are the key drivers. School Improvement</p>	

	<p>Plans need to be strong. They need to demonstrate milestones and targets. They need to show financial spend and performance management are on track. There needs to be precise actions and objectives along with clear success criteria. Governors need to know how they know the SIP is making a difference and judge the actions of senior leaders.</p> <p>Governors need to ensure SIPs are fit for purpose. Make sure the positive things are in there. Make sure there is background evidence. If there are increased reds, you will need to examine the priorities.</p> <p>If there is anything additional Claire needs to cover, please let her know.</p>	
7.	<p>Governor Area Meetings</p> <ul style="list-style-type: none"> i) County Forum Members received the Spring Term Area Meeting 2017 Summary Report. ii) County Forum Members were happy with the topics discussed at the Spring Area Meetings. 	
8.	<p>Suggested items for the Spring rounds of Area Meetings</p> <ul style="list-style-type: none"> • Finance and Audit • Headteacher Performance Management and the School Improvement Plan <p>Hot Topic Question: With the ever increasing demands on Governors, what help and support do you need to effectively carry out the role?</p>	
9.	<p>Any other Business</p> <p>DK raised about absence and term time holidays. What is East Sussex doing about absences. FW stated there was going to be a refreshed strategy that will work closely to schools. There will be a different approach in looking at understanding the challenges and identifying groups of pupils. Parental engagement has a huge impact on attendance. There is a need to look at if the right things are being done and parents are being engaged in the right way. Research has shown that a shift in attendance has an impact on attainment. This is potentially a topic for the Autumn Term Local Area Forums.</p> <p>DK also commented on the decision to continue funding the Duke of Edinburgh's Award. The ESGRG were pleased it continues to be supported by the Local Authority.</p>	
10.	<p>Dates of Future Meetings</p> <p>TBC</p>	

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Report to: County Consultative Committee

Date of meeting: 19 October 2017

By: Director of Children's Services

Title: Exclusions and Attendance

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

RECOMMENDATIONS

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

1 Background

- 1.1 To look at recent updates in Exclusions and Attendance

2 Supporting information

- 2.1 Appendix 1 – Exclusions and Attendance presentation

. 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

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

BACKGROUND DOCUMENTS

None

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Exclusions and Attendance: headlines and recommended actions for governors

Beth Armstrong, Intervention and Support Manager, ISEND

East Sussex
County Council

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Exclusions headlines

Fixed term exclusions

- **Primary Fixed Term** Exclusions are **above National**.
- **Secondary Fixed Term** Exclusions are **above National**, and we have the **second highest** level out of our statistical neighbours.

Permanent exclusions

- **Primary Permanent** Exclusions are **above National**, and we have the **second highest** level out of our statistical neighbours.
- **Secondary Permanent** Exclusions are **above National**, and we have the **highest** level out of our statistical neighbours.

ESCC are performing poorly in all phases

East Sussex
County Council

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Attendance headlines



Overall absence

- Overall absence at primary 4.6% (national average 4.0%)
- Overall absence at secondary 5.7% (national average 5.2%)

Persistent absence (90% attendance or lower)

- Percentage of pupils who are persistently absent at primary 10.2% (national average 8.2%)
- Percentage of pupils who are persistently absent at secondary 15.0% (national average 13.1%)

ESCC are performing poorly in all phases

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Attendance headlines



Out of 152 Local Authorities in England:

ESCC primary phase

- Joint 13th worst persistent absence figures in England
- Joint 3rd worst overall absence figures in England
- Joint 3rd highest authorisers of absence in England

ESCC secondary phase

- Joint 20th worst persistent absence figures in England
- Joint 17th worst overall absence figures in England
- Joint 16th highest authorisers of absence in England

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Lines of enquiry for Governors



- Have the school's permanent or fixed-term exclusions risen sharply, remained high over time, or are they disproportionate for a particular group?
- High exclusions and poor attendance mean that pupils are missing learning time – what does progress data look like in the school?
- High exclusions can indicate a lack of strategies to manage and improve behaviour – what do learning walks reveal?
- The impact of exclusions and poor attendance is greater for children with SEND - what tracking and reasonable adjustments are in place?
- Are Governors/Directors aware of any behaviour and safety or attendance actions from the previous Ofsted Inspection?
- Are exclusions and/or attendance on the school improvement plan? How are you tracking progress and checking for impact?

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To know where to go for further guidance:




- the DfE 'Exclusion from maintained schools, academies and pupil referral units in England' statutory guidance (2017)
<https://www.gov.uk/government/publications/school-exclusion>
- The Education Act (2002) as amended by the Education Act (2011)
<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- The Equality Act (2010)
<https://www.gov.uk/equality-act-2010-guidance>
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
- The SEND Code of Practice (2014)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Schools' use of exclusion (frequently asked questions Nov 2014, Ofsted)
<https://www.gov.uk/government/publications/schools-use-of-exclusion>
- Unannounced behaviour inspections guidance for Inspectors (Jan 2015)
<https://www.gov.uk/government/publications/unannounced-behaviour-inspections-guidance-for-inspectors>

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Where to go for support:




ESCC Guidance:
<https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/education-support-behaviour-and-attendance-service-esbas/>

Front door (core) referrals:
<https://czone.eastsussex.gov.uk/inclusion-and-send/front-door-referrals/>

Traded referrals:
<https://www.services2schools.co.uk/services/listservices/10>

Governor training on exclusions from ESBAS:
Adam.Brazier@eastsussex.gov.uk

eastsussex.gov.uk



Report to: County Consultative Committee

Date of meeting: 19 October 2017

By: Director of Children's Services

Title: Mental Health and Emotional Wellbeing in Schools

Purpose: For the County Consultative Committee to receive a briefing on and discuss Mental Health and Emotional Wellbeing in Schools

RECOMMENDATIONS

1) To discuss the presentation.

2) East Sussex Governors Forum (ESGF) to decide whether to take this topic to the Local Area Forums for Governors

1 Background

1.1 To look at the governor role in Mental Health and Emotional Wellbeing in Schools

2 Supporting information

2.1 Appendix 1 – Mental Health and Emotional Wellbeing in Schools Presentation

2.2 Appendix 2 - Mental Health and Emotional Wellbeing in Schools Key Papers

3. Conclusion and reasons for recommendations

3.1 For members of the County Consultative Committee to discuss the presentation.

3.2 For members of East Sussex Governors Forum (ESGF) 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

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Mental Health and Emotional Wellbeing in Schools

County Forum, October 2017

Victoria Spencer-Hughes
Consultant in Public Health

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Key points

- Schools have important role in supporting emotional wellbeing and resilience of pupils and provide early intervention for emerging MH problems
- Pupils with better health and wellbeing are likely to achieve better academically and have better attendance
- Schools have a duty to promote the wellbeing of pupils¹
- School leaders including governors key to a whole school approach.
- Governors with knowledge and understanding of mental health and emotional wellbeing to champion

75% of mental health problems in adult life start by age 18

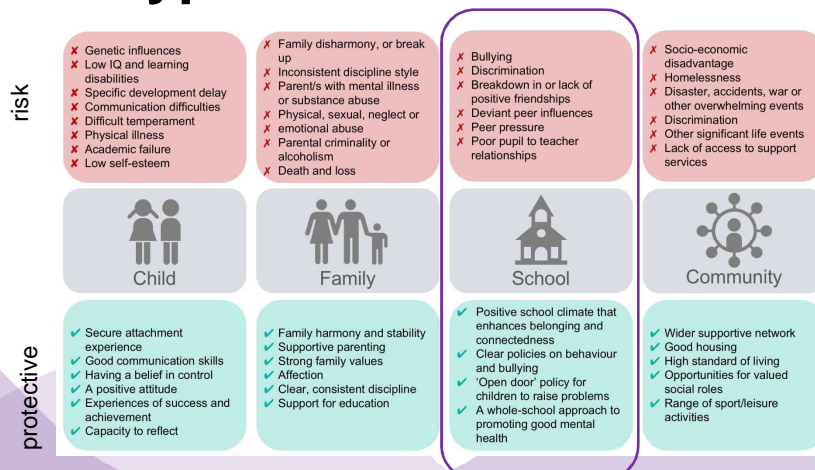
In an average class of 30 15-year old pupils:

- **3** could have a **mental disorder**
- **10** are likely to have seen their **parents separate**
- **1** could have **experienced the death of a parent**
- **7** likely to have been **bullied**
- **6** may be **self-harming**

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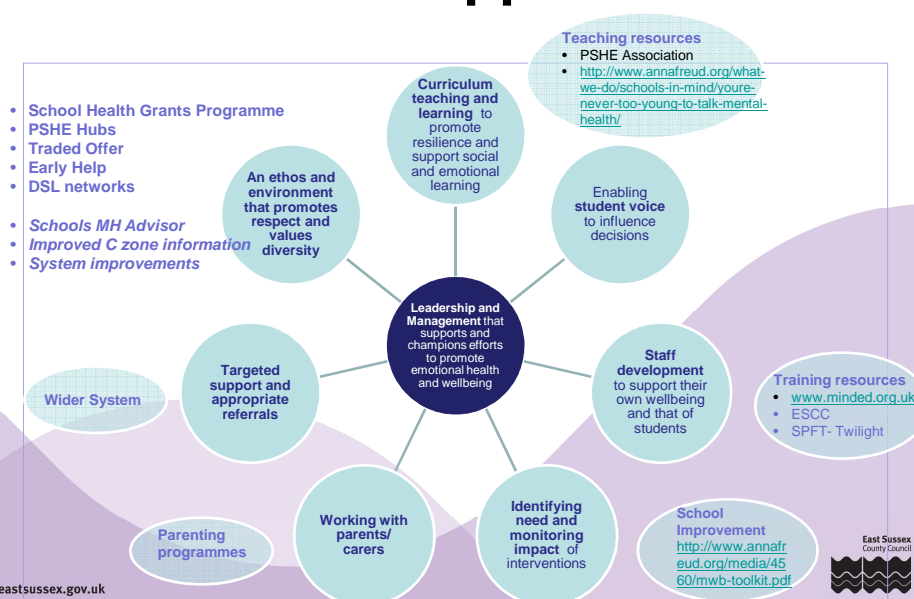
Risk and protective factors for cyp mental health



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Source: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575632/Mental_health_of_children_in_England.pdf

Whole school approach



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Discussion points

- Governor champions for MH?
- Training for Governors?
- Good emotional and mental wellbeing supports attainment but having specific lessons on it can be seen as taking away from curriculum time –how to achieve a balance?

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So what now?

- What do you think governors should do?
 - Governor champions for
 - Governor training programme
- What should they be asking of their leadership teams and Head teacher on the subject area?
 - How are you supporting each principle of a whole school approach
 - Is social and emotional wellbeing referenced in all improvement plans and policies* and practice?
- How should they check the right things are happening in school?
 - Check appropriate policies exist, are applied, and impact evaluated
 - Ask children, teachers and other staff if they are happy and enjoy being at school
 - Ask about assessment and evaluation of wellbeing and or mental health concerns

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1. **Promoting children and young people's emotional health and wellbeing.** A whole school and college approach (Public Health England, Children and Young People's Mental Health Coalition). Available here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf
2. **The link between pupil health and wellbeing and attainment: A briefing for head teachers, governors and staff in education settings** (Public Health England). Available here:
<https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>

Background

Counselling in schools: a blueprint for the future. Departmental advice for school leaders and counsellors (Department for Education). Available here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf

Future in Mind – Promoting, protection and improving our children and young people's mental health (Department of Health, NHS England). Available here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Children_Mental_Health.pdf

Key elements to read:

- Forward from Sir Norman Lamb (p3)
- Forward from Sam Gymnah (p4)
- Exec Summary and Key proposals (p13-19)
- 4.13 -4.17 (p36-37)

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Report to: County Consultative Committee

Date of meeting: 19 October 2017

By: Director of Children's Services

Title: Educational Attainment in Schools

Purpose: For the Committee to receive a brief presentation about Educational Attainment in Schools. To decide whether this subject should be taken forward to the next round of Local Area Forums.

RECOMMENDATION

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

1 Background

- 1.1 To look at educational attainment in schools for the academic year 2016 – 17.

2 Supporting information

- 2.1 Appendix 1 – Educational Attainment Headlines
- 2.2 Appendix 2 – Educational Attainment Charts

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

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

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Headline analysis of Educational Attainment in East Sussex for the Academic Year 2016-17

1. Background

1.1 Data presented in this report is provisional and subject to change as re-marks and appeals are undertaken by schools. It will not be finally validated by the Department of Education until March 2018. Statistical neighbour comparisons and pupil progress data are not yet available. Provisional national data, where available, is set out in the tables in Appendix 2.

1.2 This is only the second year of the more rigorous standardised assessment for pupils at the end of KS2. Pupils complete tests in reading, writing, English grammar, punctuation and spelling and maths. Instead of levels, pupils are given a scaled score and a key performance measure is the percentage of pupils achieving the combined measure of those reaching the expected standard in reading, writing and maths.

1.3 A new grading system was introduced at Key Stage 4 in 2017 and the 2017 exams were designed to be tougher than in previous years. Although national data is not yet available, reportedly (BBC 24 Aug 17) national pass rates have dropped slightly across the range of subjects.

2. 2017 Provisional Attainment Results

2.1 Foundation Stage The percentage of children achieving a good level of development in East Sussex in 2017 is 76.6%. This is 0.9 percentage points higher than the previous year. It is also 5.9 percentage points higher than the provisional national average. The percentage point gap between children eligible for FSM achieving a good level of development and their peers is 20.2%. This is 1.5 percentage points wider than in 2016. The national average for this cohort for 2017 is not yet available.

2.2 Phonics In 2017, 80.1% of pupils in East Sussex were working at the expected level in phonics at the end of Year 1. This is a 0.9 percentage point decrease on 2016 and East Sussex is now 1.1 percentage points below the provisional national average. 65.1% of disadvantaged pupils in East Sussex were working at the expected level in phonics at the end of Year 1. This is a decrease of 1.2 percentage points compared to 2016. The 2017 national average for this cohort is not yet available.

2.3 Key Stage 1

Reading: In 2017 77.2% of pupils were working at the expected standard in Reading which is 1.6 percentage points above the provisional national average and an increase of 1.6% compared to the previous year. 27.7% of pupils were working at greater depth in reading which is 2.5 percentage points above the provisional national average and an increase of 0.8 percentage points compared to the previous year. 61.7% of disadvantaged pupils were working at the expected standard in reading which is in line with the previous year (61.9%). 14.8% of disadvantaged pupils were working at greater depth in Reading which is a decrease of 2.7 percentage points compared to the previous year. The 2017 national averages for this cohort are not yet available.

Writing: In 2017, 71% of pupils were working at the expected standard in Writing which is 2.8 percentage points above the national average and an increase of 2.1% compared to the previous year. 17.4% of pupils were working at greater depth in writing which is 1.8 percentage points above the provisional national average and an increase of 2.6 percentage points compared to the previous year. 54.8% of disadvantaged pupils were working at the expected standard in writing which is an increase of 1.2 percentage points compared to the previous year. 9% of disadvantaged pupils were working at greater depth within the expected standard in writing which is an increase of 1.6 percentage points compared to the previous year. The 2017 national averages for this cohort is not yet available.

Maths: In 2017, 76.5% of pupils were working at the expected standard in Maths which is 1.4 percentage points above the provisional national average and an increase of 1.5 percentage points compared to the

previous year. 20.6% of pupils were working at greater depth which is in line with the provisional national average of 20.5% and an increase of 3.5 percentage points compared to the previous year. 61.6% of disadvantaged pupils were working at the expected standard in maths which is an increase of 1.2 percentage points compared to the previous year. 10.3% of disadvantaged pupils were working at greater depth within the expected standard in maths which is an increase of 1 percentage point compared to the previous year. The 2017 national averages for this cohort are not yet available.

2.4 Key Stage 2

Reading/Writing/Maths Combined: 56.8% of pupils in East Sussex achieved the expected standard in R/W/M combined in 2017. This is an increase of 5.3 percentage points compared to 2016 but is 4.1 percentage points below the provisional national average. 5.1% of pupils were working at Greater Depth in R/W/M combined in 2017. This is an increase of 2.4 percentage points compared to 2016 but remains below the provisional national average of 8.6%. 40.8% of disadvantaged pupils achieved the expected standard in R/W/M combined, an increase of 5.9 percentage points, and 2% of disadvantaged pupils were working at Greater Depth in R/W/M combined in 2017, an increase of 1.1 percentage points compared to 2016. The 2017 national averages for this cohort are not yet available.

Reading: 70.8% of pupils achieved the expected standard in reading in 2017. This is an increase of 4.8 percentage points compared to 2016 and is now in line with the provisional national average of 71.3%. 24.1% of pupils were working at Greater Depth in Reading in 2017. This is an increase of 4.8 percentage points compared to 2016 and is in line with the provisional national average of 24.3%. 56% of disadvantaged pupils achieved the expected standard in reading in 2017, an increase of 4.7 percentage points. 13.7% of disadvantaged pupils were working at Greater Depth in 2017, an increase of 4.3 percentage points compared to 2016. The 2017 national averages for this cohort are not yet available.

Writing: 75.3% of pupils achieved the expected standard in writing in 2017. This is an increase of 1.5 percentage points compared to 2016 but the gap with the provisional national average has widened to 0.9%. 10.6% of pupils were working at Greater Depth in Writing in 2017. This is an increase of 4.7 percentage points compared to 2016 but remains below the provisional national average of 17.6%. 61.8% of disadvantaged pupils achieved the expected standard in writing in 2017, an increase of 1.6 percentage points. 4.7% of disadvantaged pupils were working at Greater Depth in writing in 2017, an increase of 1.9 percentage points compared to 2016. The 2017 national averages for this cohort are not yet available.

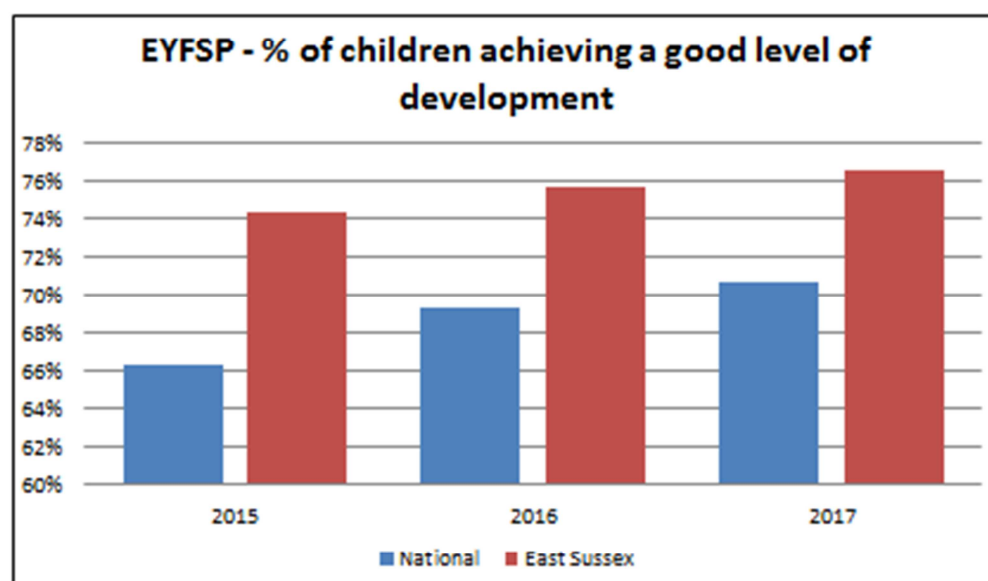
Maths: 69.6% of pupils achieved the expected standard in maths in 2017. This is an increase of 4 percentage points compared to 2016 but remains below the national average of 74.7%. 16.8% of pupils were working at Greater Depth in Maths in 2017. This is an increase of 3.5 percentage points compared to 2016 but remains below the provisional national average of 22.4%. 56.6% of disadvantaged pupils achieved the expected standard in maths in 2017, an increase of 6.9 percentage points. 9.1% of disadvantaged pupils were working at Greater Depth in maths in 2017, an increase of 2.8 percentage points compared to 2016. The 2017 national averages for this cohort are not yet available.

English Grammar, Punctuation and Spelling: 71.2% of pupils achieved the expected standard in EGPS in 2017. This is an increase of 3.8 percentage points compared to 2016 but remains below the provisional national average of 76.8%. 22.7% of pupils were working at Greater Depth in EGPS in 2017. This is an increase of 4.9 percentage points compared to 2016 but remains below the provisional national average of 30.7%. 55.7% of disadvantaged pupils achieved the expected standard in EGPS in 2017, an increase of 3.7 percentage points. 12.9% of disadvantaged pupils in East Sussex were working at Greater Depth in EGPS in 2017, an increase of 4 percentage points compared to 2016. The 2017 national averages for this cohort are not yet available.

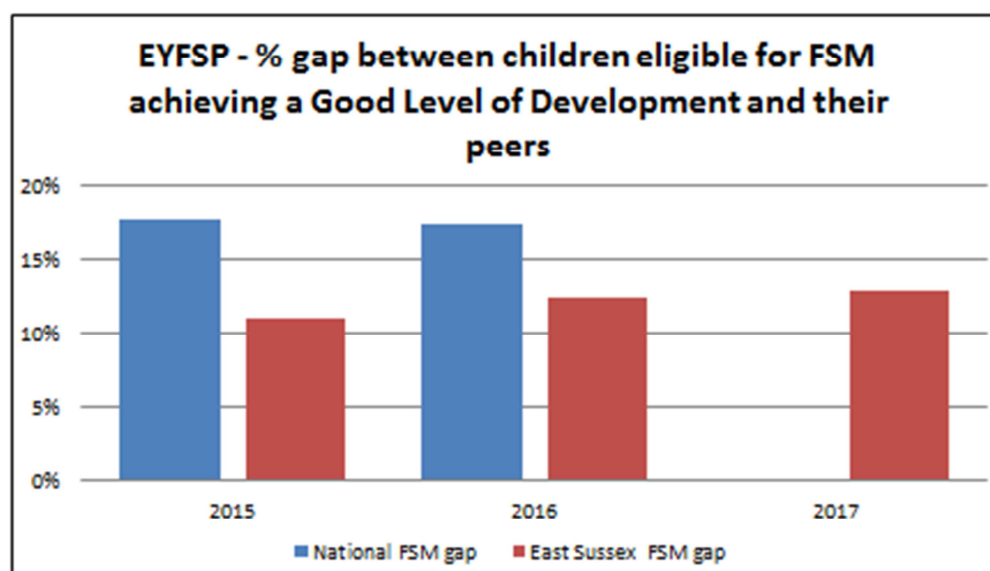
2.5 Key Stage 4

The provisional Attainment 8 Score for East Sussex in 2017 was 45.0, which is below the 2016 figure of 49.2, although we cannot make a direct comparison of performance. 61.2% of East Sussex pupils achieved grades 9-4 in English and maths in 2017, which is below the 2016 figure of 63.1% for grades A*-C, although we cannot make a direct comparison of performance. 19.3% of pupils achieved grades 9-4 in all EBacc subjects, compared to 21.5% achieving A*-C in previous years.

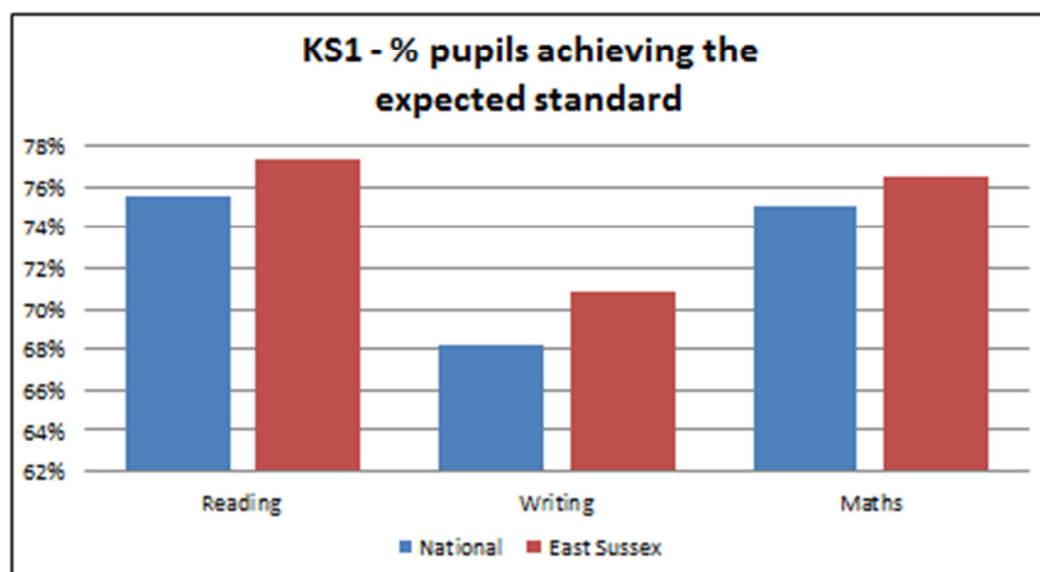
Educational Attainment in Schools 2016 – 17. National and East Sussex Comparison



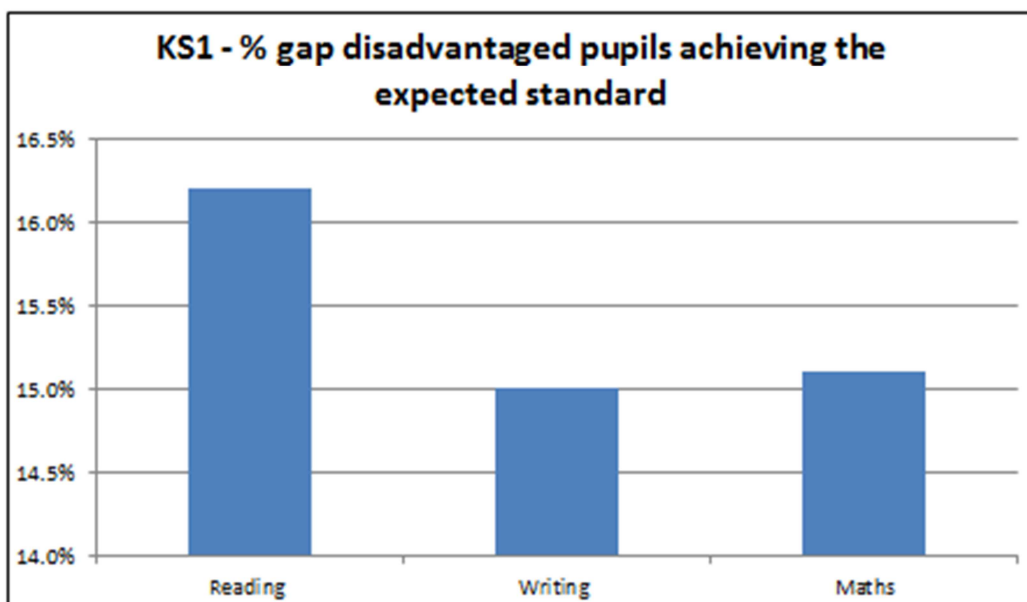
	2015	2016	2017
National	66.3%	69.3%	70.7%
East Sussex	74.3%	75.7%	76.6%



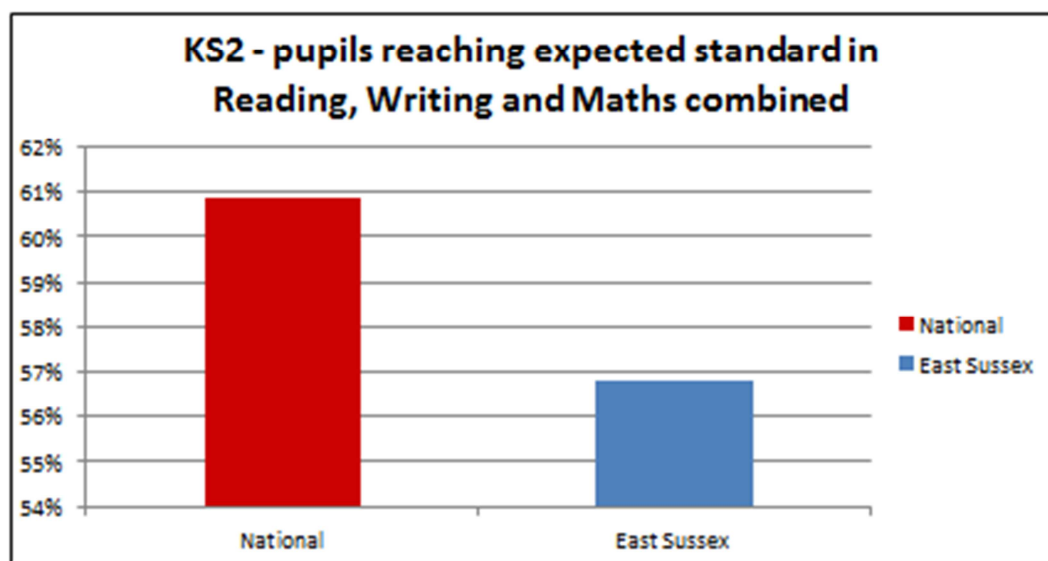
	2015	2016	2017
National FSM gap	17.7%	17.3%	
East Sussex FSM gap	11.0%	12.4%	12.8%



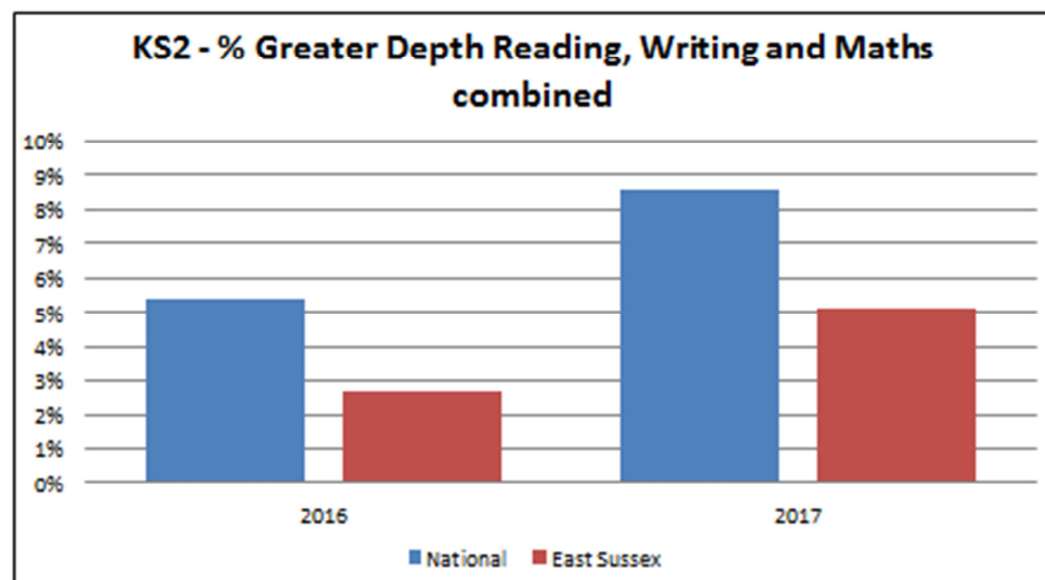
	Reading	Writing	Maths
National	75.5%	68.2%	75.1%
East Sussex	77.3%	70.9%	76.5%



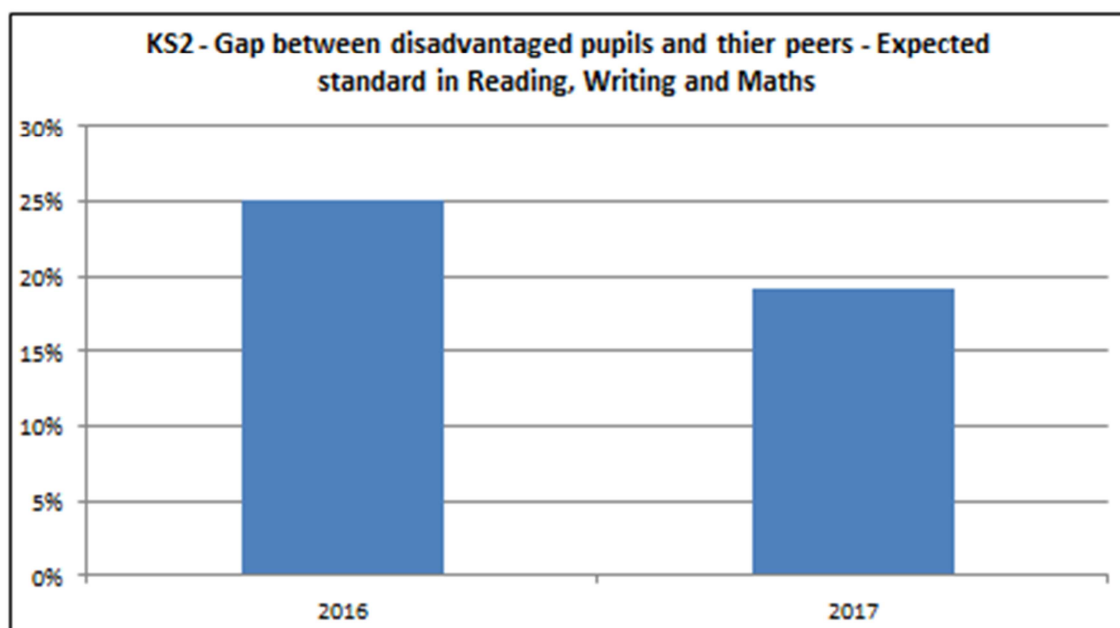
	Reading	Writing	Maths
East Sussex disadvantaged gap	16.2%	15.0%	15.1%



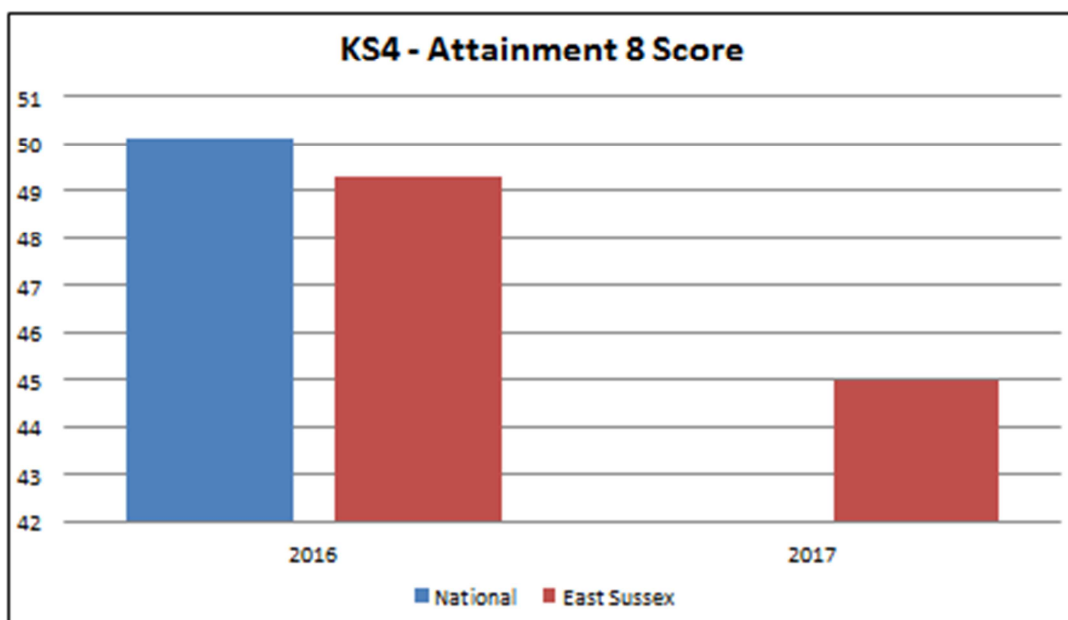
	Reading, Writing and Maths combined
National	60.9%
East Sussex	56.8%



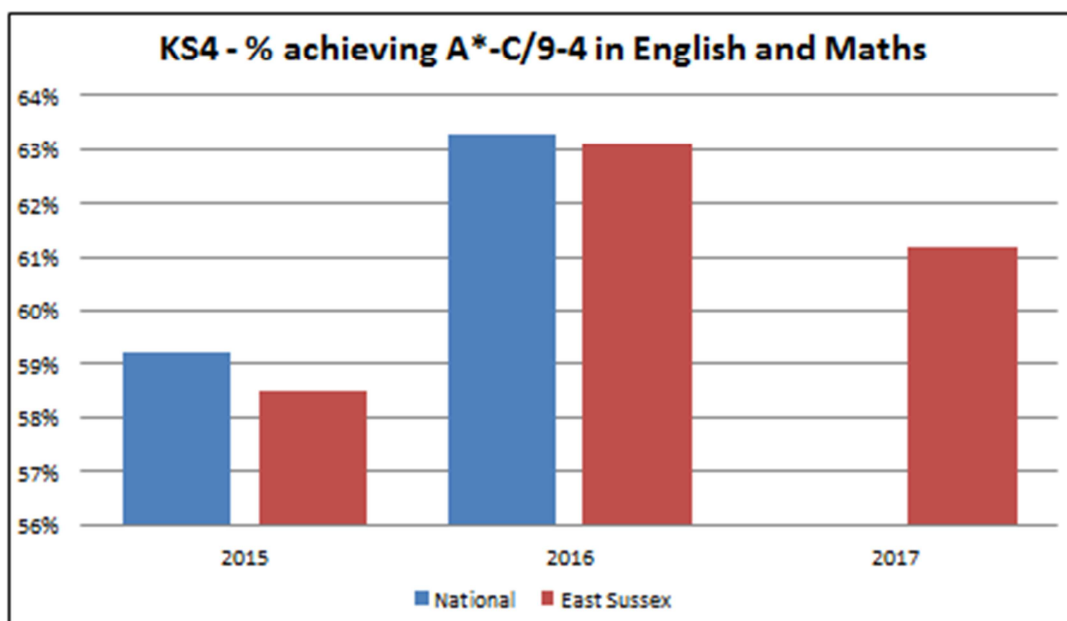
	2016	2017
National	5.4%	8.6%
East Sussex	2.7%	5.1%



	2016	2017
East Sussex disadvantaged gap	25.1%	19.1%



	2016	2017
National	50.1	45.0
East Sussex	49.3	45.0



	2015	2016	2017
National	59.2%	63.3%	
East Sussex	58.5%	63.1%	61.2%

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Report to: County Consultative Committee

Date of meeting: 19 October 2017

By: Director of Children's Services

Title: Governor Local Area Forums

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

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**
 - 3) To discuss potential items for the next County Forum**
-

1 Background

1.1 For the Committee to look at minutes, attendance and feedback from the last round of Local Area Forums. For 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.
- 3.3 To discuss potential items for the next County Forum

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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Summer Area Meeting
GOVERNORS' AREA MEETING Summer 2017
SUMMARY REPORT

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

Code	Time	Date	Venue
GAM059	18.30 – 20.30	6th June 2017	County Hall, Lewes
GAM057	19.00 – 21.00	8th June 2017	St Mary's House, Eastbourne
GAM058	19:00 - 21:00	14th June 2017	Sussex Exchange, Hastings
GAM060	19.00 – 21.00	28th June 2017	Uckfield Civic Centre

The following officers were in attendance:

Julie Dougill – Senior Manager: Leadership and Governor Services
 Claire Roberts, Acting Deputy Head of Service – SLES
 Mark Winton, Audit Manager – Orbis
 Sarah Rice – Schools Accountant.

The meetings were chaired as follows:

Uckfield Area: Matthew Jones
 Hastings Area: Denise Kong
 Eastbourne Area: Jane McCarthy-Penman
 Lewes Area: Denise Kong

Agenda

Agenda Item	Discussion and Decisions	Action
1.	Welcome	
2.	<p>To receive the minutes of the Spring Term County Forum and Spring Area Meetings <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>Headteacher Performance Management (HTPM) and the School Improvement Plan (SIP)</p> <p>Headteacher Performance Management is a critical part of working with schools to prevent underperformance. It is a statutory responsibility for HTPM to take place. The HTPM Panel should also review targets throughout the year. Governors should appoint an external advisor to the Panel who can offer support to set appropriate targets. Heads should not select their own advisor, the Local Authority has a list of approved advisors that can be selected. For RI schools, there is a select list that Governing Boards will need to choose from. Chairs have been sent the list of advisors and also the options schools have as to buying into this service. Governors who are members of staff should not sit on the HTPM Panel. HTPM must be undertaken by 31st January. It is rare to find headteachers having performance management in December. Schools are starting the process earlier so the targets are in place for the academic year.</p> <p>The role of the HTPM Panel is to set the objectives for the headteacher in line with national standards. The Panel also sets and reviews targets and identifies professional development needs. Targets should be revisited in 3-6 months to ensure they are being met. If there are any issues, it is only fair to have a conversation about performance sooner rather than later. Targets are confidential to the Panel and the headteacher, although the SIP should be reflective of these targets. ESCC have a performance target related to Safeguarding for all headteachers. This target should be related to completion of the Safeguarding Audit, development of the Designated Safeguarding Lead, implementing red areas from a safeguarding audit, up to date Single Central Record. There is also a focus on finance, which is becoming more important. Targets need to be set to cover a period of a year. In a federation over multiple schools, the targets need to relate to all schools, but there will be different needs within the targets. For co-heads and executive heads, there will be similar targets with some differences.</p> <p>Challenges around underperformance should be addressed through appraisal and capability policies. These should be raised as soon as possible and recorded in writing. In the first instance, concerns should be raised under the appraisal policy. Concerns about process barriers should be raised and support offered. Annual targets can be suspended and be replaced with short term targets. This can be supported by SLES and HR. If the capability process is used, this will go on any reference the Headteacher asks for. It is important the governors work with the Appraisal Process to work out what has gone wrong rather than look at capability. Conversations need to be supportive and professional. One governor raised that they had been through the process of a head on a</p>	

Agenda Item	Discussion and Decisions	Action
	<p>support plan and it is not easy so as governors need to have as much support as possible. Advice and support is free until the point where additional support, such as advisor visits, is commissioned.</p> <p>School Improvement Plans. School improvement Plans usually have 3 main targets. In inadequate schools, these plans will look very different as they will relate to Ofsted.</p> <p>One of the biggest challenges identified is driving up performance with less money. There is a 40% overlap with SEN and Pupil Premium in East Sussex. At every key stage targets should be measure against non Pupil Premium. Performance of pupils needs to be tracked to monitor the outcomes of interventions and performance.</p> <p>Ofsted will look at the School Improvement Plan. Schools should ensure that any weaknesses identified in the School Self Evaluation are transferred onto the School Improvement Plan. There need to be measurable targets. It is useful to have Red, Amber Green (RAG) tracks. Actions and criteria need dating so it is known when the outcomes will be seen. There should be a monitoring and evaluation schedule. You should ensure no stakeholders are excluded from the plan. Make sure governance is included. Are all areas in school improvement plans adequately addressed? The School Improvement Plan and budget must dovetail. Curriculum resources should match the School Improvement Plan.</p> <p>The School Improvement Plan should be revisited at each full governing board meeting to monitor progress and check if there are any red objectives or actions and find out why.</p>	
4.	<p>Audit and Finance Sarah Rice – School Accountant</p> <p>Finance in schools is in a period of change and uncertainty. Consultation about the National Funding Formula finished in March. Everyone is still waiting for an announcement about it. The focus is about the redistribution of Funding. Overall, East Sussex stands to gain 2.7%, although some schools will gain and some will not. Secondary schools gain over primary schools. Budgets are the best estimate at the moment. There are lots of rising costs in the system including a rise in pension costs, National Insurance changes and staff increments. Utilities are costing more.</p> <p>Schools will need to remain sustainable, there will need to be plans about what you will do and what needs to change. Assumptions will need to be challenged. A lot of budgets are not balancing in years 2/3. Decisions need to be made well in advance, particularly if they involve restructuring. This will need to be planned up to a year ahead.</p> <p>Governing Boards need to check that they have they are correctly staffed in terms of the right number of staff for pupils. Staffing usually accounts for around 85% of the budget. For secondary schools, look at contact time and curriculum cost. Compare the number of non contact hours with other classes. Look at how particular subjects are structured. For all schools, look at how PPA time is covered.</p> <p>Schools can look at how the building is used – normally it is only used for 8 hours per day,</p>	

Agenda Item	Discussion and Decisions	Action																
	<p>17% of the year. Is there an opportunity for breakfast/after school clubs or for community use.</p> <p>In terms of Services to Schools, is there a saving to be made by purchasing services together or sharing resources through federation or collaboration. This may save money by economies of scale.</p> <p>In terms of budget monitoring, governors need to know they are receiving the correct information. Sometimes monitoring reports don't bear resemblance to the accounts. Governors need to look at the original report to check accuracy.</p> <p>For schools with nurseries, it is difficult to predict income and to see if they are going to be profitable. There could be escalating costs under the school control. Nurseries should not have separate accounts if they are under school control, although they can be separate in the FMS. Governors need to know what supplements are being made. Is there nursery training for the Bursar? Audit can guide the Bursar with this.</p> <p>Mark Winton – Audit Manager</p> <p>Financial risk in schools is increasing. Usually there is a single point of control, which is the Bursar or School Business Manager. Any challenge feels personal to them. Bursars usually feel quite isolated with a lack of support. The Bursar needs to have financial visibility. They should sit on the Senior Leadership Team as finance cuts across all areas.</p> <p>It is important to check that the budget monitoring reports reflect what is happening. It should be FMS based. The scheme of delegation needs to be looked at annually.</p> <p>Governors wanted to have examples of good and poor practice from Audit Reports. Good to have feedback.</p> <p>Audit release Bulletins for School Governors. These can be found on Governors Online: Audit Bulletins</p>																	
5.	<p>Dates of the next meetings:</p> <table><tr><td>GAM070</td><td>02 November 2017</td><td>The Sussex Exchange , Hastings</td><td>19.00-21:00</td></tr><tr><td>GAM067</td><td>08 November 2017</td><td>St Mary's House , Eastbourne</td><td>19.00-21:00</td></tr><tr><td>GAM064</td><td>15 November 2017</td><td>County Hall, Lewes</td><td>18:30-20:30</td></tr><tr><td>GAM061</td><td>23 November 2017</td><td>Uckfield Civic Centre</td><td>19.00-21:00</td></tr></table>	GAM070	02 November 2017	The Sussex Exchange , Hastings	19.00-21:00	GAM067	08 November 2017	St Mary's House , Eastbourne	19.00-21:00	GAM064	15 November 2017	County Hall, Lewes	18:30-20:30	GAM061	23 November 2017	Uckfield Civic Centre	19.00-21:00	
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6.	<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	
	Spring 2017	Summer 2017	Spring 2017	Summer 2017
Eastbourne	21	18	15	15
Hastings/Bexhill	22	16	19	11
Lewes	20	15	15	14
Uckfield	20	27	14	21
TOTALS	83	76	63	61

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

Cross in Hand CE Primary School - Governing Body
Harlands Primary School - Governing Body
Heathfield Community College - Governing Body
Herstmonceux CE Primary School - Governing Body
High Hurstwood CE Primary School
Holy Cross CE Primary School - Governing Body
Manor Primary School - Governing Body
Maynards Green Community Primary School - Governing Body
Newick CE Primary School - Governing Body
Ringmer Primary School - Governing Body
Rocks Park Primary School - Governing Body
Rotherfield Primary School - Governing Body
South Ashdown Schools Federation
St Philip's Catholic Primary School - Governing Body
St Thomas a Becket Church of England Federation
STEP Phoenix and Whitehouse Academies - Governing Body
The Pioneer Federation
The Skylark Federation - Barcombe, Hamsey and Plumpton
Uckfield Community Technology College - Governing Body
Willingdon Primary School - Governing Body

Lewes

Laughton Community Primary School - Governing Body
Meridian Primary School - Governing Body
Newick CE Primary School - Governing Body
Peacehaven Heights Primary School - Governing Body

Plumpton and Hamsey Federation - Governing Body
Ringmer Primary School - Governing Body
Seaford Head School (Academy) - Governing Body
Seaford Primary School - Governing Body
Southover CE Primary School - Governing Body
St Mary the Virgin CE Primary School - Governing Body
STEP Hawkes Farm and Burfield Academies - Governing Body
The Riverside Federation - Bodiam and Etchingham
Western Road Community Primary School - Governing Body
Wivelsfield Primary School - Governing Body

Eastbourne

Alfriston Primary School - Governing Body
Bourne Primary School - Governing Body
Chyngton School - Governing Body
Hailsham Community College Academy Trust - Governing Body
Ocklynge Junior School - Governing Body
Peacehaven Heights Primary School - Governing Body
Ratton School Academy Trust - Governing Body
Seahaven Academy - Governing Body
St Andrew's CE Infant School - Governing Body
St Thomas a Becket Federation of Catholic Infant and Junior Schools
Stonegate CE Primary School - Governing Body
Tollgate Community Junior School - Governing Body
West Rise Community Infant School - Governing Body
West Rise Junior School - Governing Body
Willingdon Primary School - Governing Body

Hastings

Catsfield Primary School - Governing Body
Etchingham CE Primary School
Guestling-Bradshaw CE Primary School - Governing Body
Netherfield CE Primary School - Governing Body
Ninfield CE Primary School - Governing Body
Robertsbridge Community College - Governing Body
Rye College - Governing Body
St John's Meads 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 Riverside Federation - Bodiam and Etchingham