



COUNTY CONSULTATIVE COMMITTEE
(COUNTY FORUM)

WEDNESDAY, 3 OCTOBER 2018

6.30 pm THE COODEN BEACH HOTEL, BEXHILL

MEMBERSHIP - Councillor Bob Standley (Chair)
Councillors Colin Belsey, Roy Galley, Phil Scott and Alan Shuttleworth

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 - Elizabeth Funge, Head of Education Improvement (standing item)
- 6 Local Authority Governor Appointments and Governor Vacancy Update - Elizabeth Funge, Head of Education Improvement (*Pages 7 - 10*)
- 7 Headline analysis of Educational Attainment in East Sussex for the Academic Year 2017-18 - Elizabeth Funge, Head of Education Improvement (*Pages 11 - 14*)
- 8 SEND Strategy 2018 - 2021 and the Inclusion Quality Mark - Emily Taylor, Senior Manager - Strategy and Engagement (*Pages 15 - 18*)
- 9 Diminishing the Difference - Melanie Saunders, interim Head of Service, SLES (*Pages 19 - 40*)
- 10 Governor Local Area Forums (*Pages 41 - 52*)
- 11 Any other items previously notified under agenda item 4

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25 September 2018

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COUNTY FORUM: Summer Term 2018

SUMMARY REPORT

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

Date: 2nd May 2018

Venue: County Hall, Lewes

Present: Cllr Standley, Cllr Galley, Stuart Ford, Julie Dougill, Sue Berry, Monica Pell, Jenny Barnard-Langston, Matthew Jones, Jane Branson, Geoff Lucas, Denise Kong, Jane McCarthy-Penman, Karen Marr, Richard Sage, Duncan Irvine, James Roberts, Clare Cornford

Apologies: Tina Nay, Ian Pickard, Cllr Shuttleworth, Monica Whitehead.

Item	Decisions and Outcomes	Action
1.	Minutes of previous County Forum Meeting – 2nd February 2018 The minutes were noted as a true record.	
2.	Apologies for Absence Apologies were received and noted as above.	
3.	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. No interests were declared.	
4.	Urgent Items No urgent items were raised	
5.	Academies Update There was no academy update since the last meeting.	
6.	Governor Workload – Creating the Time Members of the County Forum received a proposal of the topic that will be taken forward to the next round of governor area forums. The subject aims to explore how governing boards operate. They will look at how workload is distributed across the board and what help is available if support is needed. This will include identifying skills gaps and looking at effective recruitment. The presentation will also examine how governor to governor support be effective and how the ESGF can provide support. Succession planning is one issue that affects governing boards. The Local Authority is often contacted to see if they can provide a chair. Succession planning provides a means of recruiting a chair from within. JBL stated that people in local communities are often committed but don't realise what the role means in terms of volunteering. Chairs often develop themselves. Good succession planning ensures that the right skills are round the table. Governors need to allow each other to do their role. The board needs to commission out work amongst the governing board. There needs to be systems in place to support governor to reach their potential and to demonstrate impact. It is	

	<p>essential that skills are used well do ensure that the right people are doing the job as opposed to everyone doing everything. Time limits need to be imposed on tasks and. Looking at the timing of meetings is also important. Governor expectation should be managed so governors are aware of what is expected of them and the GB is aware of what activity is taking place.</p> <p>Governing boards find that the most effective way of working is to have only full governing boards with task groups or portfolio holders who report back to the governing board.</p> <p>Training is an essential part of ensuring that governors are equipped to carry out the role. Induction training is not compulsory, but most governing boards want their governors to undertake some form of induction.</p> <p>Governing boards can look at how they recruit governors. Having a conversation means governors are aware of what the commitment is and what is involved. There should be a clear expectation of what training should be undertaken, particularly with induction. Governing boards should ensure that they undertake a skills audit or skills assessment so as to identify the skills they need around the table. This self assessment should be evidence based using descriptors. Training from the Local Authority, online and from other sources are available for governing boards.</p> <p>Governors need to be aware of what their responsibilities are. There needs to be some depth conversations about contribution and expectation. For some governors who are experts in their fields, it can be difficult to understand things such as funding streams, finance and expenses. Training and support can help overcome issues such as these.</p> <p>Governing boards need to understand the motivations of people around the table. It is essential that the governing board manage and make the most of these expectations, otherwise people tend to not feel valued and leave.</p> <p>The National Governors Association offers a Future Chairs Programme. Some chairs undertake this and others choose not too. There are a lot of different motivations to becoming chair and it is a big job with a heavy workload. Some governing boards have deputy chairs rather than a vice chair and also some governing boards have co chairs. This needs to be well managed. The Local Authority provides good guidance on this.</p> <p>Governors will explore what support is available to them such as National Leaders of Governance or the East Sussex Local Support Governor programme. They will learn how they can access the right types of support.</p> <p>Inspiring Governance will also be attending the Local Area Forums to provide guidance on skills gaps and vacancies and making sure all the information is used in recruiting governors.</p> <p>Members of the Forum watch 2 short video clips from Inspiring Governance on recruiting school governors and on employer engagement.</p> <p>Inspiring governors looks at re-educating governing boards about governor recruitment. Schools need to register their vacancies as well as the skills they are looking for. This will help Inspiring Governance to target employers with skills that governing boards are looking for.</p> <p>In East Sussex, there is a need to target small businesses and their directors. It is important to emphasise that the training employees would receive as a governor can be fed back into the business as professional development.</p>	
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	<p>Councillor Standley said that support could be sought from councillors in identifying potential governors.</p> <p>Cllr Galley stated that he is on the Federation for Small Business and there are a lot of people with different associations. JR stated that Michael Roy from Inspiring Governance is passionate about governor recruitment and would be happy to come and talk to interested parties.</p> <p>East Sussex County Council has a policy on volunteering as a governor. This need to be clearer to employees. Some governors in business are allowed time off to volunteer but then have to report back on how their time has been spent and what they have achieved.</p>	
7.	<p>Local Authority Governor Update</p> <p>Councillors received an update on the nomination for appointment of Local Authority Governors since the last County Forum. They also received an update of the vacancy levels across governing boards. It was noted that there had been a slight raise in numbers of parent governor vacancies. This is normal in the summer term and governing boards usually recruit so vacancies are filled in time for the new academic year.</p>	
8.	<p>Governor Area Forums</p> <p>It was noted that the attendance figures were up for the Governor Area Forums in the Spring Term. This is likely to have been driven by Safeguarding being on the agenda. . Both presentations were well received.</p> <p>It was agreed to take Governor Workload through to the next round of Local Area Forums in the Summer term.</p>	
9.	Any other Business	
10.	Dates of Future Meetings	

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Report to: County Consultative Committee

Date of meeting: 3rd October 2018

By: Jessica Stubbings

Title: Local Authority Governor Update for Councillors

Purpose: To update Councillors on the nomination for appointment of local authority governors

RECOMMENDATIONS

1) For information

1 Background

1.1 The local authority has a statutory duty to approve nominations for local authority governors. Once nominated, schools then appoint local authority governors onto their governing board.

1.2 This report provides a summary of local authority governor applications approved for nomination, and information about the level of governor vacancies across the county.

2 Supporting information

2.1 Since the last meeting on 2 May 2018, 16 local authority governors were nominated for appointment, all were approved for a 4 year term of office. Of the 16, 9 were reappointments and 7 were new appointments.

Janet Kipping	Rotherfield Primary School	New Appointment
Tom Jeffery	Western Road Community School	New Appointment
Peter Lilja	Ninfield CE Primary school	New Appointment
Richard Sage	Chantry Community School, Bexhill	New Appointment
Chris Whitelaw	To be Allocated	Reappointment
Lesley Onuora	Pevensey and Westham CE Primary	Reappointment
David Tutt	Hazel Court School	Reappointment
Vicky Patterson	Burwash CEP Primary school	New Appointment
Kirsten Coe	St Philip's Catholic Primary School	Reappointment
Denise Kong	Laughton Community Primary School	Reappointment
Margaret Pratt	Claverham Community College	Reappointment
Rachel Lewis	St Marks CE Primary School	New Appointment
Simon Powell	Uckfield Community Technology College	Reappointment
Peter Clark	The Skylark Federation	Reappointment
Michael Stewart	Crowhurst Primary School	New Appointment
Mark Evans	Chailey School	Reappointment

2.2 Of the 109 local authority governor places in East Sussex maintained schools, there are currently 10 vacancies. This is a vacancy rate of 9.2%. The overall vacancy rate for all types of governors in East Sussex is currently 18.7%. The vacancy rate is always higher in September as new governors are often appointed at the first full governing board meeting of the academic year in September. At this point in September 2017, the vacancy rate was 21.8%. This shows a reduction in the vacancy rate over the last year.

2.3 Further information on the governor vacancies across East Sussex, by type of governor is shown in Appendix 1.

2.4 Information on governing bodies and governors is accessed through the governors online database. This is a database maintained by the local authority; clerks to governing bodies for local authority maintained schools are responsible for updating the information on their governors and governing boards. The governor and clerking team conduct regular checks of the data to highlight inaccuracies and missing data. Clerks have dedicated training through the clerk network meetings and training sessions on using and updating the database. The local authority does not hold governor information for academy schools.

2.4 The governor and clerking service supports governing boards in a number of ways to recruit governors. This includes working with Inspiring Governance <https://www.inspiringgovernance.org/> and Governors for Schools <https://www.governorsforschools.org.uk/> to help advertise governor vacancies and identify potential governors.

2.5 The team also supports governing boards that have a large number of vacancies, or have a need for experienced governors to strengthen their board, to identify and recruit experienced governors. Since September 2017 the team have identified and placed 11 governors at 9 schools.

2.6 The local authority has recently invited applications for local Support governors, these are experienced and skilled governors who are willing to help support other governing boards across East Sussex. We received 13 applications, of which 8 were approved. Local support governors can be nominated as interim additional governors or chair of governors as required, they will also be asked to sit on governor panels, facilitate governor to governor networks and provide advice on specific issues.

2.6 The local authority are currently running a recruitment campaign for governors in East Sussex, this includes a digital campaign on social media, local radio and publicity across the county, including on trains and in bus stops. The campaign will be two fold, aimed at employers to consider releasing their staff to be governors to help develop their skills in the workplace, and also at individuals. This campaign should have a positive impact of the number of governor vacancies in East Sussex, this impact will be monitored and reported to this meeting.

Governor Training

2.6 The Governor Online database that is used for governors to sign up for training does not currently have the facility to report on governor training by governor type. We are still in discussion with the company to develop a report to show this information so that it can be shared at future meetings. Since September 2017, we have run 52 training courses for governors with 688 attendees.

3. Conclusion and reasons for recommendations

For information only.

Jessica Stubbings
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BACKGROUND DOCUMENTS

None

Governor Places and Vacancies in East Sussex local authority maintained schools Monitoring Report 2018/2019

	2017/8 February	2017/8 April	2018/19 21 st September
Governor Places at LA Maintained schools	1395	1395	1340
Vacancies (not including non gov HT)	226 (16.2%)	221(15.4%)	251 (18.7%)
Schools with 25%+ vacancies	1	1	6 – start of term
Head teachers who are not governors	0	0	0
Head teachers who are governors	116	116	111
LA governor Places	114	114	109
LA governor vacancies	13 (10.8%)	12 (10.5%)	10 (9.2%)
Parent governor Places	274	274	266
Parent governor vacancies	35 (12.7%)	45 (16.4%)	43 (16.2%)
Staff governor Places	114	114	109
Staff governor vacancies	17 (14.9%)	12 (10.5%)	18 (16.51)
Co-opted governor Places	502	502	490
Co-opted governor vacancies	109 (21.7%)	98 (19.5%)	108 (22%)
Foundation governor Places	269	269	255
Foundation governors vacancies	52 (19.3%)	52 (19.3%)	62 (24.31%)
Membership changes			
New governors	183 (since 01/09/17)	204 (Since 01/09/17)	288 (1/09/17 – 31/08/18) 20 since 01/09/18

There is usually a high vacancy rate in September as governing boards are holding their first full governing body meeting of the academic year, where appointments take place. Parent and Staff elections usually take place at the start of the academic year. Vacancy figures should reduce by the end of term one as appointments are made and the database is updated.

There has been a reduction in the number of governors due to the creation of 3 federations. Two schools have converted to academy.

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Report to: County Consultative Committee

Date of meeting: 3rd October 2018

By: Elizabeth Funge

Title: Headline analysis of education attainment in East Sussex 2017-18

Purpose: For information. This briefing will be circulated to all governors

RECOMMENDATIONS

1) For information

1 Background

- 1.1 To look at educational attainment in schools for the academic year 2017-18.

2 Supporting information

- 2.1 Appendix 1 – Educational Attainment in East Sussex Briefing 2017-18.

Conclusion and reasons for recommendations

- 3.1 For information and to circulate to all governors in East Sussex.

ELIZABETH FUNGE

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BACKGROUND DOCUMENTS

None

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A Headline Analysis of Educational Attainment in East Sussex for the Academic Year 2017-18

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 2019. Statistical neighbour comparisons and pupil progress data are not yet available.

1.2 A new grading system was introduced at Key Stage 4 in 2017 for English and maths and this year most subjects (including science subjects, history, geography, the common modern languages, art and design and music) have been marked using the new numbered grading system.

2. 2018 Provisional Attainment Results

2.1 Foundation Stage The percentage of children achieving a good level of development in East Sussex in 2018 is 76.5%. This is the same result as the previous year. It is also 4.9 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 13.1%. This is 1.1 percentage points narrower than in 2017. The national average percentage point gap for this cohort for 2018 is 17.9.

2.2 Phonics In 2018, 82.7% of pupils in East Sussex were working at the expected level in phonics at the end of Year 1. This is a 2.6 percentage point increase on 2017 and East Sussex is now 0.2 percentage points above the provisional national average. 70.0% 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 5.2 percentage points compared to 2017. The 2018 national average for this cohort is 71.7%.

2.3 Key Stage 1

Reading: In 2018 76.9% of pupils were working at the expected standard in Reading which is 1.4 percentage points above the provisional national average but a decrease of 0.4 percentage points compared to the previous year. 27.4% of pupils were working at greater depth in reading which is 1.8 percentage points above the provisional national average but a decrease of 0.4 percentage points compared to the previous year. 61.5% of disadvantaged pupils were working at the expected standard in reading which is in line with the previous year (61.3%). 13.5% of disadvantaged pupils were working at greater depth in Reading which is a decrease of 1.1 percentage points compared to the previous year. The 2018 national averages for this cohort are Expected standard 62.2%, Greater Depth 13.9%

Writing: In 2018, 73.1% of pupils were working at the expected standard in Writing which is 3.2 percentage points above the national average and an increase of 2.2 percentage points compared to the previous year. 17.3% of pupils were working at greater depth in writing which is 1.4 percentage points above the provisional national average and the same result as the previous year. 56.7% of disadvantaged pupils were working at the expected standard in writing which is an increase of 2.5 percentage points compared to the previous year. 7.8% of disadvantaged pupils were working at greater depth within the expected standard in writing which is a decrease of 1.0 percentage points compared to the previous year. The 2018 national averages for this cohort are Expected Standard 55.1%, Greater Depth 7.5%

Maths: In 2018, 77.4% of pupils were working at the expected standard in Maths which is 1.3 percentage points above the provisional national average and an increase of 0.9 percentage points compared to the previous year. 22.7% of pupils were working at greater depth which is 0.9 percentage points above the provisional national average of 21.8% and an increase of 1.9 percentage points compared to the previous year. 61.8% of disadvantaged pupils were working at the expected standard in maths which is an increase of 0.7 percentage points compared to the previous year. 11.3% of disadvantaged pupils were working at greater depth within the expected standard in maths which is an increase of 1.2 percentage points compared to the previous year. The 2018 national averages for this cohort are Expected Standard 62.7%, Greater Depth 11.7%.

2.4 Key Stage 2

Reading/Writing/Maths Combined: 63.7% of pupils in East Sussex achieved the expected standard in R/W/M combined in 2018. This is an increase of 6.5 percentage points compared to 2017 but is 0.7 percentage points below the provisional national average. 7.3% of pupils were working at Greater Depth in R/W/M combined in 2018. This is an increase of 2.2 percentage points compared to 2017 but remains below the provisional national average of 9.8%. 49.1% of disadvantaged pupils achieved the expected standard in R/W/M combined, an increase of 8.0 percentage points, and 3.2% of disadvantaged pupils were working at Greater Depth in R/W/M combined in 2018, an increase of 1.2 percentage points compared to 2017. The 2018 national averages for this cohort are Expected Standard 50.2%, Greater Depth 4.3%.

Reading: 75.8% of pupils achieved the expected standard in reading in 2018. This is an increase of 4.6 percentage points compared to 2017 and is now above the provisional national average of 75.3%. 28.0% of pupils were working at Greater Depth in Reading in 2018. This is an increase of 3.7 percentage points compared to 2017 and is in line with the provisional national average of 28.1%. 63.8% of disadvantaged pupils achieved the expected standard in reading in 2018, an increase of 7.4 percentage points. 17.7% of disadvantaged pupils were working at Greater Depth in 2018, an increase of 3.8 percentage points compared to 2017. The 2018 national averages for this cohort are Expected Standard 63.8%, Greater Depth 17.5%.

Writing: 78.9% of pupils achieved the expected standard in writing in 2018. This is an increase of 3.5 percentage points compared to 2017 and is now 0.6 percentage points above the national average. 15.2% of pupils were working at Greater Depth in Writing in 2018. This is an increase of 4.5 percentage points compared to 2017 but remains below the provisional national average of 19.8%. 65.9% of disadvantaged pupils achieved the expected standard in writing in 2018, an increase of 4.2 percentage points. 7.7% of disadvantaged pupils were working at Greater Depth in writing in 2018, an increase of 3.0 percentage points compared to 2017. The 2018 national averages for this cohort are Expected Standard 67.2%, Greater Depth 10.9%.

Maths: 73.6% of pupils achieved the expected standard in maths in 2018. This is an increase of 3.8 percentage points compared to 2017 but remains below the national average of 75.6%. 19.6% of pupils were working at Greater Depth in Maths in 2018. This is an increase of 2.8 percentage points compared to 2017 but remains below the provisional national average of 23.6%. 59.8% of disadvantaged pupils achieved the expected standard in maths in 2018, an increase of 3.2 percentage points. 11.6% of disadvantaged pupils were working at Greater Depth in maths in 2018, an increase of 2.5 percentage points compared to 2017. The 2018 national averages for this cohort are Expected Standard 63.5%, Greater Depth 13.5%.

English Grammar, Punctuation and Spelling: 73.9% of pupils achieved the expected standard in EGPS in 2018. This is an increase of 2.4 percentage points compared to 2017 but remains below the provisional national average of 77.7%. 26.1% of pupils were working at Greater Depth in EGPS in 2018. This is an increase of 3.3 percentage points compared to 2017 but remains below the provisional national average of 34.4%. 59.8% of disadvantaged pupils achieved the expected standard in EGPS in 2018, an increase of 3.8 percentage points. 15.8% of disadvantaged pupils in East Sussex were working at Greater Depth in EGPS in 2018, an increase of 3 percentage points compared to 2017. The 2018 national averages for this cohort are Expected Standard 66.5%, Greater Depth 23.2%.

2.5 Key Stage 4

The provisional Attainment 8 Score for East Sussex in 2018 was 45.5, which is just above the 2017 figure of 45.3. However, the two figures are not comparable due to changes in examination gradings. 41.4% of East Sussex pupils achieved grades 9-5 in English and maths in 2018, which is 3% above the 2017 figure of 38.4%. 62.4% of East Sussex pupils achieved grades 9-4 in English and maths in 2018, which is 0.8 percentage points above the 2017 figure of 61.6%. 18.7% of pupils achieved grades 9-4 in all EBacc subjects, compared to 18.3% in the previous year. 13.2% of pupils achieved grades 9-5 in all EBacc subjects, compared to 15.4% in the previous year.

Report to: County Consultative Committee

Date of meeting: 3rd October 2018

By: Emily Taylor

Title: SEND Strategy 2018-2021

Purpose: For members of the County Consultative Committee to receive a briefing on the SEND Strategy 2018-21 and the Inclusion Quality Mark.

RECOMMENDATIONS

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

- 1.1 To look at the SEND Strategy for 2018-2021.

2 Supporting information

- 2.1 Appendix 1 – SEND Strategy for 2018-2021

3. Conclusion and reasons for recommendations

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

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The East Sussex SEND Strategy 2018-2021

Ensuring that children and young people with SEND in East Sussex are supported to achieve the best possible outcomes in life remains the highest priority for all services. Partners across Education, Social Care and Health have collectively agreed strategic priorities to ensure that children and young people have a good offer of local education, are kept safe, have their health needs met and are able to transition to adulthood and independence at the earliest opportunity.

The SEND Strategy sets out these shared strategic aims. In addition to input from providers and commissioners of services for children and young people, this Strategy has been co-produced with parents and carers and incorporates the aspirations of children and young people with SEND. Joint work with the East Sussex Standards and Learning Effectiveness Service (SLES) has ensured that the strategy is reflected in school improvement priorities.

The Four Strategic Aims are:

1. Building Capacity for Inclusion
2. Transition- Journey of the child
3. Delivery of High Quality Provision and Services
4. Communication with Parents, Carers, Children and Young People

This Strategy provides both reflection on our progress to date and sets clear priorities for future improvements, explaining how services will work jointly towards achieving these.

Possible area-key successes of previous strategy and remaining challenges

The Strategy: *Possible area-outline key findings of each*

- Builds on successes and learning from the previous SEND strategy (2015-18)
- Incorporates key priorities from:
 - The Local Area Inspection of SEND (2016),
 - The Amaze Parent Participation Report (2017)
 - The Strategic Review of High Needs Funding (2018)

Four operational focus groups led and populated by services and stakeholders will be tasked with a specific brief related to each of the Strategic Aims. Through tapping into their own services and networks, members of focus groups will consult on, and pilot proposals for, improving and developing provision and services to meet the 4 Strategic Aims.

Possible area-what are the briefs for each focus group? Who is leading them? Scope of membership?

The focus groups will report back findings to the ES SEND Governance and Commissioning group who are responsible for monitoring progress. This group will similarly consult with their own networks to provide strategic directives informed by feedback.

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Report to: County Consultative Committee

Date of meeting: 3rd October 2018

By: Melanie Saunders

Title: Diminishing the Difference

Purpose: For members of the Committee to receive a brief presentation about Diminishing the Difference.

RECOMMENDATIONS

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

RECOMMENDATIONS

1) For members of the committee to discuss the presentation.

2) For members of ESGF to decide whether to take this topic to the Local Area Forums for Governors.

1 Background

1.1 To look at Diminishing the Difference in East Sussex schools. .

2 Supporting information

2.1 Appendix 1 – Diminishing the Difference – overview
Appendix 2 – School website information
Appendix 3 – East Sussex Disadvantaged Chart
Appendix 4 – What works – the Sutton Trust
Appendix 5 – The role of the Pupil Premium Link Governor
Appendix 6 – Pupil Premium Newsletter May 2018

3. Conclusion and reasons for recommendations

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

3.2 For members of ESGF to decide whether to take this item forward to the Local Area Forums for Governors.

MELANIE SAUNDERS
Interim Head of Service

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Questions to Consider

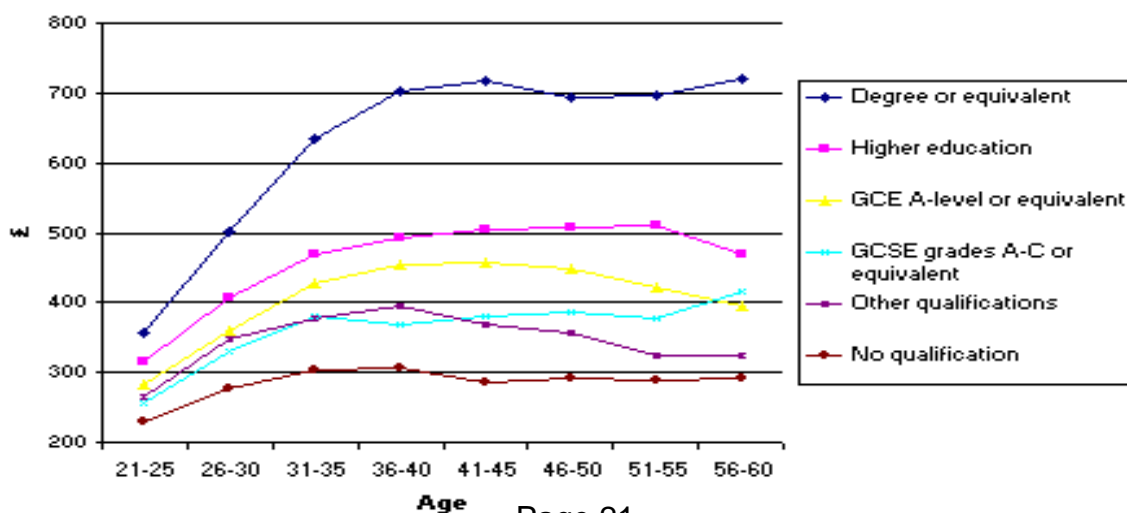
1. Why do disadvantaged children underperform in UK and East Sussex schools?
2. What outcomes should we expect?
3. What works – research and practice?
4. How do the best schools diminish the difference?
5. Changing the culture – Key Messages
6. What can we do differently in East Sussex?
7. The role of Governors

Background Information

a. The Issue

- The problem of white “working class” underachievement is not specific to boys; while girls generally do better than boys; poor, white, British girls are still amongst the lowest performing groups nationally.
- The achievement gap between white British children eligible for free school meals and their better-off white British peers has barely changed over the last 11 years.
- White British students with lower socio-economic status spend fewer evenings per week completing homework than peers from other ethnic backgrounds.
- White British students who are eligible for free school meals have a higher rate of absence from school than other major ethnic groups. In East Sussex the FSM absence rate is 3 times that of children not eligible for FSM.
- Children from higher-income families hear about 30 million more words during their first three years of life than children from lower-income families – but back-and-forth conversation matters even more.
- Children eligible for FSM are more than twice as likely to be identified by schools as having SEN relating to behavioural, social, emotional issues (ADHD etc) and, therefore, not be accessing the full curriculum.
- Maternal aspirations matter – 81% of high income mothers say they hope their 9 year old will go to university compared with 37% of low income mothers.
- Poorer children who perform well at KS1 are much more likely than better off children to have fallen behind by the age of 11.
- In East Sussex primary aged children eligible for FSM are nearly 6 times as likely to be excluded as those who are not and at secondary age they are 3.5 times as likely to be excluded.
- Belief in the value of education, your own ability and the extent to which you can control events that affect your life are linked to socio-economic background and have a profound effect on performance.
- Cognitive ability, and intelligence is not fixed. The brain is mouldable by experience and responds to social attitudes and expectations – yet some schools still set targets based on prior attainment.
- **Education matters:-**

Figure 1. Weekly earnings of full-time employees by highest educational qualification and age



b) Good practice and good outcomes

In many East Sussex schools, disadvantaged children achieve good outcomes. Some of these schools will be at Area Forums to share good practice with governors and talk about what makes a difference in their school

In 2011, The Sutton Trust carried out extensive research into what approaches have the greatest impact for the least cost. A summary of their findings is attached

Successful approaches - according to Ofsted:-

- Pupil Premium funding ring-fenced to spend on target group
- Maintained genuinely high expectations – reach age related expectations not just make progress from starting points
- Thoroughly analysed which pupils were under-achieving against ARE not “hidden” targets
- Used evidence to allocate funding to big-impact strategies
- High quality teaching, not interventions to compensate for poor teaching
- Used achievement data to check interventions effective and made adjustments where necessary
- Highly trained support staff
- Senior leader with oversight of how Pupil Premium funding is being spent
- Teachers know which pupils eligible for Pupil Premium and are able to demonstrate impact
- Governors are involved and knowledgeable.

c) Less Successful approaches – according to Ofsted

- Lack of clarity about intended impact of Pupil Premium spending
- Funding spent on teaching assistants, without deciding what they will achieve
- Poor monitoring of impact
- No clear audit trail of where Pupil Premium money was spent
- Setting based upon prior attainment
- Expectations based upon prior attainment and progress rather than getting good outcomes
- Pupil Premium spending not part of school development plan
- Lack of challenge in comparators used to measure performance, thus lowering expectations
- Pastoral support not focused on desired outcomes and aspirations of Pupil Premium pupils
- Governors not involved in decisions about the Pupil Premium spending.

d) Questions for Governors to ask

- How well do our disadvantaged children do in comparison with those in our school who are not disadvantaged – and in comparison with disadvantaged children nationally?
- Are the expectations, and targets set, for disadvantaged children as consistently high as those for children who are not disadvantaged
- How is the performance of different groups of pupils tracked to make sure any issues are identified early?
- How is the Pupil Premium Grant spent and how do we know it is having an impact on the outcomes achieved by disadvantaged children?
- Is the statutory information about the use of the Pupil Premium Grant on our website, up to date and easily accessible?

Additional Information:

- A. Survey of Pupil Premium required information on East Sussex school websites – carried out in August 2018 by the SLES administration team.
- B. Results for Disadvantaged Students in East Sussex
- C. What Works for Pupil Premium students : The Sutton Trust
- D. Extract from The Key: Pupil Premium Link Governor
- E. East Sussex Pupil Premium Reviews: Newsletter May 2018

A: Statutory Requirements for information on School Websites: DfE Guidance May 2018

Every local-authority-maintained school must publish specific information on its website to comply with [The School Information \(England\) \(Amendment\) Regulations 2012 and 2016](#) and other relevant legislation.

Schools must publish a strategy for the use of the pupil premium.

For the current academic year, this must include:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to overcome those barriers and the reasons for that approach
- how you'll measure the effect of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, this must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

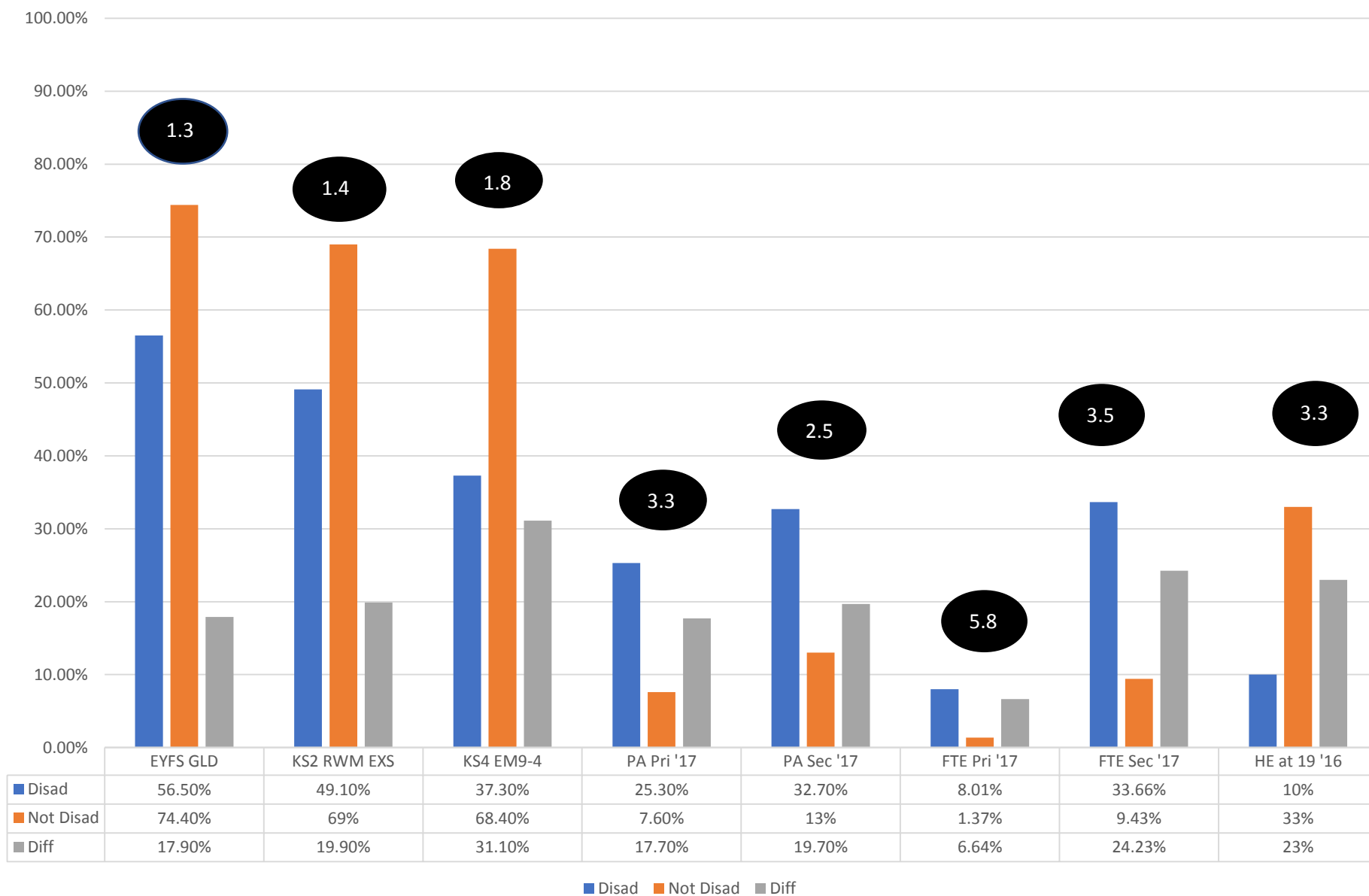
A survey of East Sussex school websites carried out in August 2018 recorded the following :-

Required Information	% of compliant E.Sussex Schools Aug'18
How the pupil premium allocation was spent 2016/17	76%
The impact of that expenditure on eligible and other pupils 2016/17	75%
The amount of the school's pupil premium allocation for 2017/18	85%
A summary of the main barriers to educational achievement faced by eligible pupils of the school for 2017/18	63%
How the pupil premium allocation is to be spent to address those barriers and the reasons for that approach for 2017/18	82%
How the school is to measure the impact and effect of its expenditure of the pupil premium allocation for 2017/18	76%
The date of the school's next review of its pupil premium	38%
% Schools with all information	26%
% Primary Schools with all Information	26%
% Secondary Schools with all information	28%
% Special Schools with all information	17%
% Schools with no information	5%

Six of the best, according to our “Secret Shopper.”

- **Ticehurst & Flimwell** – Info is easy to find, has previous spending plus info on how it has been and will be allocated. Simple, straightforward information
- **St Richard's Catholic College** – under the parent page which is helpful, has a simple 'map' diagram featuring an overview of the various areas that they are using and will continue to use their funding. Plus useful downloadable documents such as FAQs, criteria, PP policy, strategy and an application form.
- **Beacon Academy** – Full overview and explanation, strategy for 2017/18 and 2016/17 with in depth information about what the funding will be spent on and how this will impact on the PP children.
- **St Michaels, Withyham** – Breaks down all of the information into easy to understand language and is reassuring with statements such as 'No child is singled out for receiving PPG and the children are totally unaware of who receives this additional funding'.
- **Bonnors Primary School** – Easy to find on the website, easy to understand using simple terminology. Provides further information by following link to DfE website. Has an overview of the school, summaries of impact and full information on activities that have taken place. Also has a document for a glance at the focus of the 2018/19 expenditure.
- **Peacehaven Community School** – No need to open any attachments, easy to find on website. Full explanation on impact and clear success criteria for this year.

B: Disadvantaged Vs Not Disadvantaged Outcomes in E.Sussex 2018



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C: What works?

Sutton Trust EEF Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/using-the-toolkit/>

Feedback	£ £ £ £	★★★★☆	+8 months	Sports participation	£ £ £ £	★★☆☆☆	+2 months
Meta-cognition and self-regulation	£ £ £ £	★★★★☆	+8 months	Arts participation	£ £ £ £	★★★★☆	+2 months
Peer tutoring	£ £ £ £	★★★★☆	+6 months	Extended school time	£ £ £ £	★★☆☆☆	+2 months
Early years intervention	£ £ £ £ £	★★★★☆	+6 months	Individualised instruction	£ £ £ £	★★★★☆	+2 months
One to one tuition	£ £ £ £	★★★★☆	+5 months	After school programmes	£ £ £ £	★★☆☆☆	+2 months
Homework (Secondary)	£ £ £ £	★★★★☆	+5 months	Learning styles	£ £ £ £	★★★★☆	+2 months
Collaborative learning	£ £ £ £	★★★★☆	+5 months	Mentoring	£ £ £ £	★★★★☆	+1 month
Mastery learning	£ £ £ £	★★★★☆	+5 months	Homework (Primary)	£ £ £ £	★★★★☆	+1 month
Phonics	£ £ £ £	★★★★☆	+4 months	Teaching assistants	£ £ £ £	★★☆☆☆	0 months
Small group tuition	£ £ £ £	★★☆☆☆	+4 months	Performance pay	£ £ £ £	★☆☆☆☆	0 months
Behaviour interventions	£ £ £ £	★★★★☆	+4 months	Aspiration interventions	£ £ £ £	★☆☆☆☆	0 months
Digital technology	£ £ £ £	★★★★☆	+4 months	Block scheduling	£ £ £ £	★★☆☆☆	0 months
Social and emotional learning	£ £ £ £	★★★★☆	+4 months	School uniform	£ £ £ £	★☆☆☆☆	0 months
Parental involvement	£ £ £ £	★★★★☆	+3 months	Physical environment	£ £ £ £	★☆☆☆☆	0 months
Reducing class size	£ £ £ £ £	★★★★☆	+3 months	Ability grouping	£ £ £ £	★★★★☆	-1 month
Summer schools	£ £ £ £	★★☆☆☆	+3 months	Repeating a year	£ £ £ £ £	★★★★☆	-4 months
Outdoor adventure learning	£ £ £ £	★★☆☆☆	+3 months				

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The governing board: Roles on the governing board: Link governors:

Pupil premium: role of the link governor

Last updated on 6 October 2017

Ref: 4247

School types: All · School phases: All



In-depth
article

What does the role of a pupil premium link governor involve? We relay guidance on the possible duties of a pupil premium link governor, and suggestions of questions to ask on a school visit. We also link to a job description for a pupil/sports premium governor.

Contents

- [1 Role and remit](#)
- [2 Job description: example](#)
- [3 Staff governors: suitability](#)
- [4 Questions to ask](#)
- [5 School visit report: examples](#)

4 external links

Role and remit

We asked Derek Balaam, an experienced governance consultant, to outline the activities and duties that might be undertaken by a link governor with responsibility for the pupil premium.

Derek said that a pupil premium link governor will analyse the following 2 areas of the school's management:

1. The allocation of resources and consequent audit trail
2. Narrowing attainment gaps between disadvantaged pupils and other pupils

A pupil premium link governor should be familiar with the pupil premium: what it is, why it has been set in place, how it is allocated, how it is calculated, and which groups of pupils attract the premium.

Pupil premium: further reading for governors

We have a number of articles that may help a link governor get to grips with the pupil premium.



For example, in a [QuickRead](#) we summarise the key features of the pupil premium in just one page.

We also have in-depth articles on different aspects of the pupil premium and how it relates to the role of governors. You can find these in our [bundle of articles on the pupil premium](#), which links to articles on topics such as getting the best value for money and how Ofsted may evaluate your school's practice.

Remit of a pupil premium link governor

The following responsibilities could fall within a pupil premium link governor's remit:

Knowing the school

- Obtain and become familiar with the school's pupil premium policy, if it has one
- Know basic pupil premium facts for the school, such as how many pupils attract the premium, how this figure compares with other local and similar schools, and how the money is spent
- Meet occasionally with the special educational needs co-ordinator (SENCO) and/or other staff responsible for performance data to discuss issues around under-performing groups, including those eligible for the pupil premium
- Challenge the allocation of the pupil premium grant if there is no clear audit trail showing appropriate use of the resources

Monitoring data

- Understand relevant pupil performance data for the school that shows the progress of different groups over time
- Monitor the spending of the pupil premium, ensuring money is spent in identifiable ways to support target groups of pupils
- Monitor the impact of pupil premium spending on target groups
- Monitor the attainment of different groups of pupils over time to provide evidence of how pupils eligible for the pupil premium are progressing compared with others

Governing board meetings

- Take an active part in any governing board or committee discussions when the allocation and monitoring of the pupil premium is discussed and decided
- Report back to the governing board on the school's use of the pupil premium

Job description: example

The London Borough of Barking and Dagenham has produced a job description for a pupil/sports premium governor for its schools. It says:

If a school receives significant additional funding and/or has significant attainment gaps which it needs to close then governing bodies should consider appointing a governor(s) to keep the governing body well informed.

It goes on to list duties a pupil premium governor could undertake, including:

- Ensuring governors are being involved in decisions about how the pupil premium is spent

- Ensuring the school has published information on its website about pupil premium allocation, its spend and impact, and that parents can find this information
- Meeting regularly with the senior leader who is responsible for overseeing how the pupil premium is spent to monitor and evaluate specific actions that it is funding

[Pupil/sports premium governor: what skill set is needed?](#), London Borough of Barking and Dagenham (Adobe pdf file)

<https://www.lbdd.gov.uk/sites/default/files/attachments/School-governors-Pupil-Sports-Premium-Governor-job-description.pdf>

Staff governors: suitability

A member asked us whether a staff governor can be the pupil premium link.

Vicky Redding, a governance consultant and associate education expert, said that having a staff governor holding the role of pupil premium link is not ideal, but that governing boards should make this decision on a case-by-case basis. When making their decision, they should think about the relationship between the staff governor and the relevant school leads.

The role of the pupil premium link governor involves holding staff to account. This may place a staff governor in an uncomfortable position if they are required to challenge their line manager.

Another article from The Key includes further advice on [staff governors filling link governor roles](#).

Questions to ask

Derek advised that visiting the school is an important part of the pupil premium link governor's role. The pupil premium link governor may wish to meet the school business manager, data manager, SENCO and/or others with relevant roles.

The governor could ask the following questions when visiting the school:

- How effective is the school's pupil premium policy in supporting the target groups?
- How confident are you that the pupil premium grant is spent appropriately on the intended target groups?
- Is the pupil premium funding kept separate from general school resources so it can be specifically and identifiably used as intended?
- How is the allocation of the pupil premium decided?
- What is the pupil premium used for?
- How is the progress of different groups of pupils monitored so the school can identify any under-performing groups?
- Are there groups of pupils whose attainment falls behind others?
- How does the attainment of pupil premium pupils as a group compare with others?
- What would you say are the main challenges in the use of the pupil premium, and how is the school working to overcome them?
- What benefits can you see from the allocation of the pupil premium?

How effective is the school's pupil premium policy in supporting the target groups?

- Is there anything the governing board should be aware of that could help the school gain the maximum advantage from the pupil premium?

In another article from The Key, we refer to further examples of [questions that governors could ask](#) pupils and staff on a school visit.

School visit report: examples

Primary school examples

The website of Holy Rosary and St Anne's Primary School in Leeds includes guidance documents on link governor roles developed by the local authority. It includes a sample record of a school visit by a governor responsible for pupil premium.

The report allows the governor to record the purpose of the visit with links to the school improvement plan and the activities seen.

In the example, the governor met with the deputy headteacher to discuss pupil premium tracking, data collection dates and interventions. The governor looked at the school's internal tracking system and its system for monitoring the cost and impact of all interventions.

[Pupil premium governor, Holy Rosary and St Anne's Primary School, see pages 5-7 \(Adobe pdf file\)](#)

<http://www.holyrosaryandstannes.org.uk/wp-content/uploads/2016/01/Pupil-premium-governor-guidance.pdf>

Foxfield Primary School in Greenwich has published a report from a visit by a governor with responsibility for pupil premium. It includes question prompts for the governor such as:

- Are all staff aware of which pupils are eligible for the pupil premium grant and the strategies they should be using to support these pupils?
- How is the school evaluating the effectiveness of its pupil premium strategy?
- What is the school's ambition for the attainment and progress of pupil premium eligible pupils? Is this in line with the national average?

How is the school evaluating the effectiveness of its pupil premium strategy?

[Pupil premium governor's report, Foxfield Primary School \(Adobe pdf file\)](#)

http://upload.reactcdn.co.uk/foxfield/uploads/asset_file/3_403_pupil-premium-governors-report.pdf

Secondary school example

Grobby Community College in Leicestershire has published a report from a visit by a pupil premium link governor. The proforma for the report allows the governor to record:

- The purpose of the visit
- Links with the school's improvement plan
- Governor challenge: observations and comments about the visit
- Key issues for the governing board
- Follow-up action

The report explains that the visit relates to the following priorities in the school improvement plan:

- Closing the gap
- Engaging hard to reach parents

- Raising achievement

[Governor visit record 2014-15, Groby Community College \(Adobe pdf file\)](http://groby.streamweb.co.uk/images/pdf/governor-visit-pupil-premium-mike-rule26nov14.pdf)

<http://groby.streamweb.co.uk/images/pdf/governor-visit-pupil-premium-mike-rule26nov14.pdf>

In another article from The Key, we look in more detail at [how governors can report back](#) to the governing board following a visit to school. This article includes a KeyDoc template which governors can use, as well as links to other examples of report forms.

Sources

Derek Balaam is a school and children's centre governance consultant. He has extensive experience of governance issues having been a school teacher, local authority governor support manager, and chair of the London Co-ordinators of Governor Services.

Vicky Redding is a governance trainer and consultant. She provides training, advice and support on effective school governance.

This article was updated in response to feedback from the chair of governors of a medium-size primary school in London.

Next steps

- [QuickRead: Pupil premium](#)
- [Reporting pupil premium expenditure to governors](#)
- [Guidance for governors on visiting the school](#)
- [Pupil premium: demonstrating the impact](#)
- [Pupil premium: spending and accountability](#)
- [Ofsted inspection: pupil premium spending](#)
- [Pupil premium: ensuring value for money](#)
- [Allocating link governor roles](#) **UPDATED**

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East Sussex Secondary Schools

E: Pupil Premium Reviews

10 Lessons Learned and 1 Key Issue

May 2018

The Background

Just under two years ago, East Sussex, concerned by the PP gaps within schools, commissioned The London Leadership Strategy, who had developed a model for PP reviews in London and Gloucester, to undertake trial reviews at Beacon Academy and Willingdon Community School. Based on feedback and evaluation of the trials, we have developed our own model which was piloted with Robertsbridge Community School and Ratton Academy last summer.

This newsletter describes the process and gives initial feedback on what is working well in some schools and shares some of the common areas for improvement we have identified from the reviews so far.

We hope you find it of use and if you wish to participate in a review in the future then please talk with your Consultant Head.

The Review Model

In brief, the model partners schools in reviews which are led and supported by their respective Consultant Headteachers. Much of the strength of the model is in the fact that two staff from the reviewer school joins the review of their partner school. The process is then reversed with staff from the school to be reviewed first joining the return review of the other school.

Each review entails a brief self-review by the receiving school which identifies their key PP strategies. This then determines the shape of the review day with the team assessing the effectiveness of the identified strategies.

Following an extended morning of investigation, including learning walks, interviews with leaders, teachers, support staff, pupils and governors the team produce a draft report, presented to the Headteacher at the end of the day. The final report includes an assessment of the school's identified strategies plus any other issues identified during the review and finally suggest a range of actions for the school to consider in order to strengthen their approach to closing gaps. It is suggested, at this point, the school produces an updated action plan of their own.

However, the process does not stop there as we believe the greatest strength of the model is the on-going partnership between the two schools. We suggest the two staff from each of the partner schools, sometimes supported by the relevant Consultant Headteacher, visit each other on at least two occasions over the following year to explore how the school is securing impact and how they have adapted their plans. It is the involvement of the staff, of whom one is invariably the school's PP lead, which has been found to be most valuable because of the learning involved but also because it gives the process an on-going momentum.

At the end of the first year both schools are invited, with each other's support, to produce a further revised action plan and to maintain the contacts between the two schools.

Currently, the Local Authority is subsidising 50% of the cost of the reviews. The subsidised cost to each school is £750.

For further information, please contact Ian Jungius at ianjungius@gmail.com

Reviews So Far

As well as the initial trial at **Beacon Academy** and **Willingdon Community School** and then the pilot of the partnership model at **Robertsbridge Community School** and **Ratton Academy**, we have undertaken 3 other partnered PP Reviews. They have been with **Kings Academy Ringmer** and **Seahaven Academy**; **Claverham Community College** and **Seaford Head School**; and **Chailey School** and **St Richard's Catholic College**. A further two schools, **Uckfield College** and **Peacehaven Community School** are participating in Terms 5 and 6. **A total of 12 East Sussex secondary schools**. We are currently evaluating the model but so far the feedback has been very positive with the staff involved being particularly positive about the opportunity to look at what another school is doing and developing a relationship with staff who are facing many of the same issues. Headteachers have also found them valuable in that they have either identified concerns of which they were unaware or have added strength to their arm where the review has confirmed a Head's own perception of what may be happening.

Pupil Premium – Ten Lessons Learned

The ultimate measure of good practice is whether or not it is having impact. The evidence seen in the reviews has not always been conclusive but we have identified a number of strategies which are having some impact or, we believe, will have impact in time. What has become clear is that all strategies need to be constantly reviewed and often changed or adapted as the nature of cohorts change or the stage of development of the school as a whole alters.

Key to all the schools visited was a focus on quality first teaching which included varying degrees of sharpened focus on PP students. As you will note below, where this was done consistently well it had impact but too often there was a lack of consistency which undermined the impact. The issue of consistency/variability became something of a theme in many of the reviews. It might be too obvious to say that good initiatives done consistently well, worked well, but done inconsistently, did not work well. However, **if there is a single message to take away from the reviews it is that whatever the strategy or initiative it needs to be pursued doggedly and applied consistently by all involved**. We will identify some of the factors which contribute to achieving this consistency although they are no more than the key elements of the good leadership of any initiative.

Whilst the focus of the reviews was on disadvantaged students, it became clear that much of what applied to them also applied to SEND students, not just those who fell in to both categories. It would therefore be possible to apply some of what we learned to address the needs of SEND students.

The 10 Key issues:

1. Raising awareness across all staff of the importance of addressing the specific needs of PP students. This was often stated by schools but the evidence on the ground was that awareness was inconsistent and the associated and expected responses, particularly regarding quality first teaching (e.g. marking strategies, differentiation, targeting PP students), were not being universally applied.

The best examples, where it was very clear that every member of staff accepted the importance of focusing on PP students and knew what the expectations on them were to support them, were where every leader, both senior and middle, had a responsibility for ensuring that their team members were following through on agreed practice. This included very clear and hard-nosed accountability systems at tracking points, line management meetings, team meetings and performance management. Performance management played a key role in this.

Where schools had established this full and genuine buy-in from their staff, the associated strategies were delivered with a much greater degree of consistency and impact.

2. The use of teaching and learning, class folders, for all teachers, was a common feature in many of the schools visited. Most were in some form of hard copy but some were held electronically on programs such as “Class Charts”. These contained a range of class information, including seating plans which identified PP and SEND students, assessment data, marking and feedback information and more specific information about PP and SEND students.

We witnessed some outstanding practice in the use of these folders where teachers kept them up to date and used them as a living document to support their planning for the learning of all students but specifically for the vulnerable and disadvantaged. However, whilst there was evidence in some schools of the widespread use of the folders (rarely 100%), the use of them to help direct and enhance the progress of PP students was rare. Too often they were used more passively, at best merely a record keeping document and at worst something that sat in a drawer. The schools where they were used best were those that had established clear monitoring systems which regularly tracked their use, including on daily learning walks.

3. Information sheets on PP and SEND students produced by the PP lead or equivalent and the SENCo featured in varying forms in most of the schools. These were sometimes held in hard copy in the T&L folders (see above) or linked electronically through a SIMS data spreadsheet.

The best examples were very detailed, including background, prior and current attainment and personal information related to their learning needs. These also included detailed T&L support strategies which were likely to help the student make progress. They were labour intensive documents but provided teachers with invaluable information to help them plan for the teaching of these students. Their impact related entirely to how well and how widely they were used.

We saw some outstanding examples of teachers using this level of information to very specifically plan their lessons and to track the impact of what they were doing. However, the use of this type of information was hugely variable and quite often ignored. Evidence indicated that information held electronically was less well/regularly used than hard copy.

4. Marking and feedback was often cited as a key instrument for supporting PP students. Strategies included the marking of their books first, feedback which related specifically to their particular needs, regular informal feedback in each lesson and regular feedback to parents on how their child was doing. A number of the schools visited had variations on a 3 point marking system which required teacher feedback on the work, next steps to improvement and a student response.

Without doubt, feedback was the most variable and inconsistent of the strategies both in terms of its quality and regularity, with the student response aspect of the approach being the weakest.

Practice did not always reflect school policy. We witnessed outstanding examples of regular marking and feedback which students, including PP students, found helpful and with which they engaged actively. The best examples were where teachers had clearly taken on-board information provided to them by the PP Lead or SENCo, and were giving feedback which related to that information. This was not always just seen in the physical marking of books but also in oral, in-class feedback.

There was little evidence that marking PP books first was having any impact, although this was often used as a way of highlighting the significance of these students. Where student responses to feedback were asked for consistently, there was evidence that this helped students understand how to make better progress. There was some evidence that the involvement of parents in trying to understand the feedback their children were receiving was helpful for some students.

Good, regular and consistent feedback (not necessarily always written) that addressed the specific needs of these students had a significant impact on their progress. The issue for schools is ensuring that practice is consistently applied at all times by all staff. It tended to be stronger where schools had rigorous monitoring systems which included regular monitoring on a weekly basis.

5. Target setting, assessment and tracking were key features of the PP strategy for all the schools visited.

Target setting varied, with the majority of schools setting targets for PP students on the same basis as all students. There is a move in some schools to setting more challenging targets for PP students in order to speed up their progress and close the gap on their peers. For example, all PP students being set FFT5 targets rather than FFT20. This information was not always shared with staff. The evidence of how effective this is in enhancing progress is, so far, limited but there are some signs that it may be an effective strategy.

Tracking of student progress tended to be based around 3, 4 and, in some cases, 6 assessment points during the year. In most schools there was an emphasis at each assessment point on noting and analysing the specific progress of PP students. As a general rule, where departments/faculties were firmly accountable for tracking, the emphasis on PP students was more widespread and embedded across the staff and staff were more aware of their accountability for PP outcomes. Where tracking points were analysed more centrally, this was less obvious.

Whilst tracking was key in all year groups there was a tendency for it to become more high profile and intense in Y11, with tracking “war-boards” evident in staffrooms etc. and, in some cases, student versions in the classrooms. This enhanced intensity sometimes spread into Y10 but by no means in every case and was even less intense in KS3. Schools should consider versions of this level of intensity or high visibility tracking in all year groups, to allay the need to “catch-up” in a rush at the end of KS4 and to even out the rate of progress over the earlier years. Some schools focused more on the work habits of students in KS3 rather than very specific grades/levels as they considered there was a greater sense of reliability about these and they would ultimately lead to improved grades which could be more reliably tracked in KS4.

5. Interventions of varying kinds (e.g. additional classes before during and after school and in the holidays) were common to all the schools but, as above, they tended to focus on Y11 and, to a lesser extent, Y10. Many of these concentrated on English and maths and included targeted PP students. The use of trial exams and PIXL strategies were used in a similar fashion. KS3 interventions were less prevalent but should be more widely considered by schools.

1:1 support featured in some schools. The nature of this support varied between the use of support staff or qualified teachers. Some support staff had developed a high degree of specialist knowledge which significantly enhanced their impact. The best examples of 1:1 were where specialist teachers had daily 1:1 sessions (usually maths) with targeted PP students in Y11. A very expensive model but one that was having significant impact.

“Special units” for more challenging students, invariably PP, where a range of support mechanisms were in place to engage or re-engage students had varying degrees of success. The work in these units was often of a very high quality but was expensive and only impacted on a small number of students, often outliers, and there was not always evidence of impact.

6. Literacy support for PP students was a common feature in all the schools visited. Much of this was targeted in Y7 and 8 with some extending into Y9. Support was provided by a range of different mechanisms including TA withdrawal sessions, reading support from older students, small group work with specialist teachers and the use of programs like Accelerated Reader and Lexia. Where this was tracked closely and the specifics of the literacy needs were being addressed more widely there was evidence that it was having an impact on literacy levels. Just running the programmes per se did not necessarily produce results.

7. Homework support was an aspect that was quite variable in its quality and hard to measure for its impact. These tended to be lunchtime or after school sessions, largely for Y11.

Quality support and information given to students about their homework and how to do it, particularly for the more vulnerable, was seen as being more effective than general sessions and could be targeted at all the appropriate students. Where feedback on homework was regular, not always formal, students valued the homework more and completion rates were better. In one school, work with the parents of disadvantaged students in KS3 to help them understand what their child was learning and how it was assessed, was proving to be very effective in helping students develop good work habits, including approaches to homework.

8. CEIAG did not feature extensively as part of schools' strategies to improve the progress of PP students but there were examples of where it was used well to enhance their aspirations and to support them in making appropriate course choices for KS4 and onto post 16. The use of IAG in KS3 to encourage PP students to aspire to higher grades and to consider long term progression to L3 courses post 16 was seen as a good example. Links with Universities, University visits and the Brilliant Club programme all featured as effective initiatives to raise the aspirations of higher ability PP students.

9. Additional funding to support special activities, trips, uniform, resources, revision guides etc. for PP students was a common feature of all schools. The evidence to support the value of this in terms of enhancing progress was limited but the value in terms of enriching the educational experience for PP students and improving their engagement was more convincing. This could amount to quite extensive expenditure without any sense of knowing precisely what it was achieving. It is acknowledged that sometimes the value is hard to evaluate other than knowing it was the right thing to do. Schools should, however, establish more rigorous analysis of this type of expenditure to ensure it secures impact for pupils and is money well spent.

10. Attendance strategies were, as a general rule, being well developed in most schools. As well as the need to address the attendance of PP students there was a general need to improve overall attendance and to reduce Persistent Absence. **As a result we will report on this in a separate paper.**

However, what became very evident is that the key to improving the attendance of all, including PP students, is a whole school, dogged, persistent and high profile strategy which involves all staff and engages all students. It needs to become embedded in the culture of the school and its community. We saw a number of good strategies which were having some significant impact on small groups of students but without having dramatic impact on the overall figures. We believe that once embedded over time, the culture of high expectations on attendance will produce significant improvements.

One Key Issue

Without wishing to state the obvious, there is one clear message from all we have seen. In all the schools visited there has been a stated intent to address and close the gap between disadvantaged and non-disadvantaged students. Schools have introduced a varying range of strategies to attempt to close that gap. Many of those strategies are of a good quality and are having some impact but the gap in attainment, progress, attendance and exclusions is not significantly closing in East Sussex. There is no definable trend other than it goes up and down from year to year which is also generally reflected on a school by school basis. The gap in East Sussex also remains consistently wider than the gap nationally.

The key issue is the quality and depth of the commitment which invariably reflected the quality and depth of the monitoring and evaluation. This broke down into two key components:

1. Too often the stated intent, commitment and values, usually expressed clearly by the Headteacher, was not followed through with the rigour required to ensure that expectations on practice were uniformly applied. Good policies/strategies were undermined by not being applied consistently. Rarely were there strong monitoring systems that ensured that expectations and policy/strategy were being rigorously driven at all levels and at all times. Leaders, both senior and middle, were not being firmly held to account or holding others to account for the delivery of the PP strategies, hence the drive to close the gaps lost momentum or became haphazard and/or patchy.
2. Clearly linked to 1. was the quality of the evaluation of strategies. Without wishing to over characterise the approaches, too many were a collection of different strategies, all very reasonable and possibly appropriate things to try but there was little evidence of systematic measuring of their impact. There was evidence of schools evaluating the quality of what they were doing but this did not always link to whether it was having an impact or was good value for money. Schools could point to some outstanding practice which was valued by the students and achieved a number of positive, soft outcomes but was having limited impact on key performance indicators. There was not a systematic evaluation of the PP Strategy based on impact, which was likely to lead to schools continuing to do the same thing regardless of how successful it was. This is something that **governors** were not particularly strong at challenging.

In short, schools have adopted a range of different, sometimes innovative and often good strategies to drive their approach to closing the gap but the drive too often lacks rigour and consistency, with accountability systems lacking the sharpness applied to other areas of provision, all of which tends to lead to a loss of momentum.

Hampshire Disadvantaged Learners Report

Hampshire County Council have recently completed a review of how to address the needs of disadvantaged learners entitled, "Improving Outcomes for Disadvantaged Learners". The report highlights, in a very readable fashion, the key components of such a strategy and then provides a number of school based case studies. I would recommend having a look at it and include the link here: <https://marcrowland.wordpress.com/2018/04/08/hampshire-disadvantaged-learners-report/>

The report echoes some of our own findings, particularly around leadership, monitoring, evaluation and accountability but includes much more, including the case studies which I think all have value.

The report identifies the 5 key "Active Ingredients" to a successful strategy, which are: Leadership, Culture and Values; High Expectations; Understanding Barriers and Targeted Evidence Based Activities; Monitoring and Evaluation; and, Securing Accountability.

Well worth a read.

Report to: County Consultative Committee

Date of meeting: 3rd October 2018

By: Clare Cornford

Title: Governor Local Area Forums

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

RECOMMENDATIONS

- 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 Summer 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.

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BACKGROUND DOCUMENTS

None

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Autumn Local Area Forum
GOVERNORS' Local Area Summer 2018
SUMMARY REPORT

The Local Area Forums for Governors took place as follows:-

GAM063	06/06/18	Uckfield Civic Centre	19.00-21:00
GAM066	14/06/18	County Hall, Lewes	18:30-20:30
GAM069	20/06/18	St Mary's House, Eastbourne	19.00-21:00
GAM072	28/06/18	The Sussex Exchange, Hastings	19.00-21:00

The following officers were in attendance:

Governor Workload

Jenny Barnard-Langston – National Leader of Governance
Michael Roy – Inspiring Governance
Karen Marr – National Leader of Governance (Hastings)
Simon Richards – Chairs Development Manager, NGA (Hastings)

The meetings will be chaired as follows:

Local Area Forum	Name
Uckfield	Matthew Jones
Lewes	Denise Kong
Eastbourne	Jane McCarthy-Penman
Hastings	Karen Marr

Agenda

No	Item	Time
1.	Welcome	7.00pm (6.30 Lewes)
2.	Minutes & Matters Arising	7.00pm (6.30 Lewes)
3.	<u>Governor Workload</u> The session will cover the following aspects: <ol style="list-style-type: none"> 1. The requirement for GBs to complete skills audits and individual governor training plans 2. The benefits of a task based approach to workload management 3. Recruiting volunteers with the right skills 4. Governor led support, share best practice, promoting local networking – governors with particular leads working together to find solutions and share best practice/ develop local multi-school working groups to share the load and solve issues together 5. Local Support Governor Programme (LSG), providing local support and help broker governor led support 6. NLG programme – how to access the programme and maximise use of the support available 7. Succession planning – touch on how the above approach will aid succession planning. Future Chairs Programme (NGA/Inspiring Governance joint national programme) 	7.05pm (6.35 Lewes)
4.	ESGF session An opportunity for governors to meet with their elected ESGF representative. The Hot Topic will focus on teacher workload and pay.	8.30pm (8.00 Lewes)
5.	Close	9.00pm (8.30 Lewes)

Agenda Item	Discussion and Decisions	Action
1.	Welcome	
2.	To receive the minutes of the Summer Term County Forum, East Sussex Governor Forum and Spring Local Area Forum <i>This item is included on the agenda each term for information only.</i> The minutes were noted as above.	
3.	<p><u>Governor Workload</u></p> <p>Governors received a presentation about effective governance and managing governor workload. The aim of the presentation was to explore how the work of the governing board can be carried out more efficiently. The sessions looked at issues that arise with the demands of governance and gave governors the opportunity to look at and discuss ideas and support solutions for this.</p> <p>There are 8 elements identified by the National Governors Association for successful governance. These are:</p> <ol style="list-style-type: none"> 1. The right people around the table 2. Understanding role & responsibilities 3. Good chairing 4. Professional clerking 5. Good relationships based on trust 6. Knowing the school – the data, the staff, the parents, the children, the community 7. Committed to asking challenging questions 8. Confident to have courageous conversations in the interests of the children and young people <p>All these elements need to be seen on a board for it to be successful.</p> <p>Governors felt that having a professional clerk was essential in being able to carry out their role, although some schools said if the clerk also had another role of the school, this comes with its own challenge.</p> <p>Governors stated it is essential to have a robust code of conduct on a governing board. This can be invaluable if governor behaviour needs to be managed. There should be an annual sign up to this.</p> <p>Governors gave examples of courageous conversations they had undertaken. Frequently these have been around work load and governors who do not turn up to meetings. Confidentiality is another issue that some governors have to have courageous conversations about, where a governor has shared information with a partner or a governor shares an email address with their partner. It is best practice for governors to each have their own school email addresses. Courageous conversations also happen with</p>	

Agenda Item	Discussion and Decisions	Action
	<p>councillors who are sometimes politically motivated to become a governor. There is a need to make sure they are there for the right reasons. Sometimes councillors are also stretched and courageous conversations happen around their attendance and contribution to the governing board.</p> <p>Governors looked at how they are held to account for the work they do. Challenge should be well recorded in the minutes of meetings as Ofsted will look at minutes as part of the inspection. Ofsted comment on the leadership and management of the school, which includes governance. Governors can also undertake a self-facilitated or externally facilitated self-evaluation or External Review of Governance.</p> <p>Skills audits can be used to identify skills gaps in the governing board when recruiting a governor and also to identify training needs. Skills audits can be used to identify people to be upskilled.</p> <p>The DfE Competency Framework for Governors identifies that someone on the governing board should have a certain skill. The chair has a significant role but they shouldn't be doing everything. It allows governing boards to identify people with certain skills so not everyone has to have a specialism. This allows for a distribution of duties. It is important to remember to use a person's skills. If a governor finds it difficult to make school visits, but is strong in another area such as data, make full use of this.</p> <p>Succession planning is important. If people work in silos, when someone leaves, they take all their knowledge with them. Governing boards should move away from having a committee structure to having working groups or task and finish groups that report back to the full governing board. In a federation of 3 schools, there has been the need to go back to having a committee for finance as the task of looking at 3 budgets for 3 schools is too much. Important to have a vice chair who is being prepared for chair.</p> <p>Have an annual planner so governors are aware of what is coming up. Avoid repeating what has happened before. Question if it has made a difference and how. Work can be split into areas with governors assigned to areas. Governors then can carry out the work between them. It is important to have manageable delegated functions so the workload doesn't fall on one or two people. Volunteers are different to paid staff and can say no, however a governor is a volunteer with accountability and responsibility.</p> <p>Networking – Safeguarding Link Governors recently had the opportunity to take part in one of 2 networking sessions set up for safeguarding link governors. Feedback for these sessions has been good and governors have said that there is strength in supporting each other across agendas and in governors talking to each other. If there is a need for further sessions to be set up around other subjects, this can be facilitated by governor services and with a school offering themselves as a venue.</p> <p>The Chairs Development Programme is an in depth look at being Chair of Governors and targets existing chairs and inspiring chairs. The next session will start in September and will take place throughout the year. There is a charge of £500 for the session, but the DfE</p>	

Agenda Item	Discussion and Decisions	Action
	<p>will subsidise this. Chairs can register their interest with the NGA to join this course. Chairs who have completed this course say it has been beneficial to them in their role as chair. Feedback also stated that it needs to be clearer how to book on the session and how the funding works.</p> <p>National Leaders of Governance (NLGs) can also provide support to governors and boards. There are 500 NLGs across the country. NLGs can be contacted through the National College or through the East Sussex Governor and Clerking Services.</p> <p>Local Support Governor Programme. In response to the growing need for governors to support each other, East Sussex has launched the East Sussex Local Support Governor Programme.</p> <p>The aim of the programme is to provide a more formal approach for governor led support, providing the framework within which:</p> <ul style="list-style-type: none"> • Governor led support and local networking can flourish • Local Support Governors can be better supported and developed • Governor development pathways can be established <p>Support Governors who will work alongside National Leaders of Governance and the East Sussex Governor and Clerking Service, to provide additional capacity and help broker local governor networks.</p> <p>The following key aspects have been identified for the Local Support Governor role:</p> <ol style="list-style-type: none"> 1. To support another governing board or the local authority by sitting on a panel, including: complaints panel, disciplinary panels, pay panels 2. To be appointed or seconded as an additional governor 3. To be appointed or seconded as a chair or vice-chair 4. To share expertise on specific issues through providing case studies and/or advice to individual governors 5. To help facilitate link governor networking in order to promote the sharing of experience, best practice and expertise 	
4.	<p>Inspiring Governance https://www.inspiringgovernance.org/</p> <p>Inspiring Governance facilitates the way in which schools can find skilled volunteers for their governing boards using an on-line, electronic, matching platform and provides new governors and trustees with induction, support and guidance. It is funded by the DfE and is delivered by Education and Employers.</p> <p>There are over 40000 vacancies for school governors nationally. Inspiring Governance enables volunteers to sign up to become a governor. Volunteers can also look for suitable vacancies in the area they want to become a governor. Volunteers can add their skill set so it makes it easier for schools to identify someone with the skills they need.</p>	

Agenda Item	Discussion and Decisions	Action
	<p>Schools can also register the vacancies they have on their governing boards and the skills they are looking to recruit to. It is really important that schools are as prescriptive as possible when registering their vacancies. Inspiring Governance work with businesses and being able to identify a skills shortage in a particular area means they can target their recruitment to identify people with the skills that are needed.</p> <p>Benefits for Governing Boards:</p> <ul style="list-style-type: none"> • The ability to search for volunteers by skills, experience and location. • 1000's of volunteers have already signed up across the country. • Covers primary / secondary schools and colleges. • Bespoke recruitment service for finding chairs. • Support and advice for new governors • MATs, local authorities, diocesan boards and clerks will be able to use the service for multiple schools. • Hands on support available where it is not possible to make matches online. • Guidance on recruiting and appointing governors and trustees. • And via the Inspiring the Future platform schools and colleges have instant access to over 35,000 volunteers willing to inspire young people. <p>Benefits for Volunteers</p> <ul style="list-style-type: none"> • Easy and quick way to register interest in volunteering as a governor / trustee. • Ability to register indicating individual skills, preference for type of school, • Support and advice to help new governors for the first year. • Induction and training materials including fact sheets, top tips & specific guidance. • Free access to the NGA's 8 e-learning induction modules. • Dedicated support from the NGA via telephone and email. • Free Access to on-line resources, including Governing Matters. • If aged under 40, membership of the NGA's Young Governors Network. • Complimentary copy of the "Welcome to Governance" guide. • And via Inspiring the Future platform easy way to volunteer an hour a year to talk to young people, help with CV, mock interviews etc. <p>Benefits for Employers</p> <ul style="list-style-type: none"> • Effective way to support local community, meet CSR objectives and make a difference to education and the lives of young people. • Helps build links with local schools, connecting with 80% of secondary schools and 3000 primary schools across the country. • Helps develop staff skills including leadership, setting strategy and gives board level experience. • Ability to target different groups of staff by gender, age, experience etc. • Help available on how best to support staff serving as governors. • Regional managers available to present to staff about volunteering in schools. • Management information on their staff volunteering. • And via Inspiring the Future platform easy way for staff to volunteer in schools 	

Agenda Item	Discussion and Decisions	Action																
	<p>e.g. talking to young people, career insights, CVs, mock interviews.</p> <p>Governors also watched two short videos which are linked below:</p> <p>Inspiring Employers Video</p> <p>Inspiring Governors Video</p>																	
5.	<p>Dates of the next meetings:</p> <table><tr><td>GOV697</td><td>Wednesday 7th November</td><td>Uckfield Civic Centre</td><td>19.00 – 20.30</td></tr><tr><td>GOV698</td><td>Thursday 15th November</td><td>Hastings Sussex Exchange</td><td>19.00 – 20.30</td></tr><tr><td>GOV699</td><td>Wednesday 21st November</td><td>Lewes County Hall</td><td>18.30 – 20.00</td></tr><tr><td>GOV700</td><td>Thursday 29th November</td><td>Eastbourne St Mary’s</td><td>19.00 – 20.30</td></tr></table>	GOV697	Wednesday 7th November	Uckfield Civic Centre	19.00 – 20.30	GOV698	Thursday 15th November	Hastings Sussex Exchange	19.00 – 20.30	GOV699	Wednesday 21st November	Lewes County Hall	18.30 – 20.00	GOV700	Thursday 29th November	Eastbourne St Mary’s	19.00 – 20.30	
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6.	<p>ESGF Forum</p> <p>Representatives from the Local Authority left the meeting so Governors could meet with representatives from the ESGF.</p>																	

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SUMMARY OF ATTENDANCE AT AREA FORUMS**Area Meetings for Governors Spring and Summer 2018 terms.**

Area	Total number of governors attending		Total number of schools represented	
	Spring 2018	Summer 2018	Spring 2018	Summer 2018
Eastbourne	24	18	21	14
Hastings/Bexhill	32	23	32	18
Lewes	14	9	13	8
Uckfield	31	23	20	17
TOTALS	101	73	86	57

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

Ashdown Primary School - Governing Body
Cross in Hand CE Primary School - Governing Body
Harlands Primary School - Governing Body
Heathfield Community College - Governing Body
High Hurstwood CE Primary School - Governing Body
Holy Cross CE Primary School - Governing Body
Newick CE Primary School - Governing Body
Nutley CE Primary School - Governing Body
Robertsbridge Community College - Governing Body
Rocks Park Primary School - Governing Body
South Ashdown Schools Federation
St Mark's CE Primary School (Hadlow Down) - Governing Body
St Philip's Catholic Primary School - Governing Body
St Thomas a Becket Church of England Federation - Blackboys and Framfield
The Aspire Federation - Mayfield and Five Ashes
The Woodlands Federation - Broad Oak, Punnetts Town and Dallington
Uckfield Community Technology College - Governing Body

Lewes

Laughton Community Primary School - Governing Body
Nutley CE Primary School - Governing Body
Seaford Head School (Academy) - Governing Body
Southover CE Primary School - Governing Body
The Skylark Federation - Barcombe, Hamsey and Plumpton
Western Road Community Primary School - Governing Body
Wivelsfield Primary School - Governing Body
Kings Academy Ringmer (Academy) - Governing Board

Eastbourne

Bourne Primary School - Governing Body
Chyngton School - Governing Body
Langney Primary School - Governing Body
Laughton Community Primary School - Governing Body
Peacehaven Heights Primary School - Governing Body
Roselands and Stafford Federation
Seaford Primary School - Governing Body
St Andrew's CE Infant School - Governing Body
St John's Meads CE Primary School - Governing Body
St Thomas a Becket Catholic Primary School
The Cavendish School - Academy Board
The Haven CE / Methodist Primary School - Governing Body
West Rise Community Infant School - Governing Body
West Rise Junior School - Governing Body

Hastings

Battle and Langton CE Primary School - Governing Body
Catsfield Primary School - Governing Body
Claverham Community College - Governing Body
Crowhurst CE Primary School - Governing Body
Herstmonceux CE Primary School - Governing Body
Ninfield CE Primary School - Governing Body
Robertsbridge Community College - Governing Body
Sacred Heart Catholic Primary School - Governing Body
Sandown Primary School - Governing Body
Sedlescombe CE Primary School - Governing Body
St Mary Magdalene's Catholic Primary School - Governing Body
St Michael's CE Primary School (Playden) - IEB and Shadow Governing Body
St Richards Catholic College - Governing Body
St Thomas' CE Primary School - Governing Body
The Beckley Peasmarsh Schools Federation
The Haven CE / Methodist Primary School - Governing Body
The Quercus Federation - Northiam and Hurst Green
Westfield School - Governing Body