



COUNTY CONSULTATIVE COMMITTEE (GOVERNORS)

WEDNESDAY, 8 MAY 2019

6.30 pm PRIORY, ROOM 2F CENTRE BLOCK, COUNTY HALL - COUNTY HALL, LEWES

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

ALSO INVITED - Elizabeth Funge, Jessica Stubbings, Denise Kong, Jane McCarthy-Penman, Monica Whitehead, Matthew Jones, Stuart Ford, Richard Sage, Karen Marr, Clare Cornford, Sue Berry, Jane Branson, Duncan Irvine, Patricia Metham, Jenny Barnard-Langston, John Crouch, Margaret Stebbing, Luke Shevels

A G E N D A

- 1 Minutes of the previous meeting (*Pages 3 - 6*)
- 2 Apologies for absence
- 3 Disclosure of Interests
Disclosure by all Members present of personal interests in matters on the agenda, the nature of any interest and whether the Members regard the interest as prejudicial under the terms of the Code of Conduct.
- 4 Urgent items
Notification of any items which the Chair considers urgent and proposes to take at the appropriate part of the agenda. Any members who wish to raise urgent items are asked, wherever possible, to notify the Chair before the start of the meeting. In so doing, they must state the special circumstances which they consider justify the matter being considered urgent.
- 5 Academies Update (standing item)
 - Elizabeth Funge, Head of Education Improvement
- 6 Local Authority Governor Update (*Pages 7 - 10*)
 - Clare Cornford, Project Officer, Governor Services.
- 7 The New Ofsted Framework (*Pages 11 - 22*)
 - Elizabeth Funge, Head of Education Improvement
- 8 Governor Local Area Forums - feedback and attendance (*Pages 23 - 36*)
- 9 Any other items previously notified under agenda item 4

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30 April 2019

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COUNTY FORUM: Spring Term 2019

SUMMARY REPORT

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

Date: 24th January 2019

Venue: St Mary's House, Eastbourne

Present: Cllrs Standley, Belsey, Shuttleworth, Galley. Karen Marr, Denise Kong, Monica Whitehead, Stuart Ford, Luke Shevels, Jane McCarthy-Penman, Carrie Beech, Jo Saunders, Clare Cornford, Richard Sage, Geoff Lucas.

Apologies: Cllr Scott, Sue Berry, Duncan Irvine, Jenny Barnard-Langston, Matthew Jones, Jane Branson.

Item	Decisions and Outcomes	Action
1.	Minutes of previous County Forum Meeting – 4th October 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.	Academy Update There are a number of schools exploring options in the early stages. Annecy Primary School will convert to academy under the BOSCO Academy Trust on the 1 st February 2019.	
6.	Local authority governor appointments and governor vacancies. Members of the County Forum received a report detailing the nomination for appointment of authority governors for information. Members were made aware of the current vacancy rate in East Sussex.	
7.	System Leadership The proposed subject for the March round of the local area forums is system leadership. This will be delivered by Standards and Learning Effectiveness (SLES) Heads of Service and Headteachers from local schools. The presentation will focus on the self-improving system and the power of working collaboratively. The presentation will lay out the range of building blocks that are in place to support this. Teaching Schools are outstanding or good schools who work on 3 key areas. Recruitment and retention is one of these key areas and Teaching Schools work to bring people into the profession. They also work on continuing professional development (CPD) and leadership development for	

	<p>existing teachers. The third strand is school to school support. They work with National Leaders of Education (NLEs) to develop Specialised Leaders of Education (SLEs), who are skilled middle leaders. The network of Teaching Schools in East Sussex is a real strength and they all meet together on the 3 strands to drive the work forward. They provide additional resource for the county.</p> <p>Education Improvement Partnerships (EIPs) are now in their fourth year. EIPs are geographically based.. EIPs are focused on collectively meeting cross school issues and challenges such as attendance. EIPs can interrogate data across schools. Within EIPs there are a number of Early Years Hubs. This really supports the transition from early years into primary schools.</p> <p>Schools now have increased accountability for outcomes across a group of schools. There is a secondary improvement board now set up and it is proposed that there will be a primary improvement board as well. This is being developed to see what it may look like. The best placed people to develop schools are other schools, this is the basis on which system leadership is established. The improvement boards will have a brokering role for school improvement. A working group has been set up to look at proposals for the vision and the direction in which it will move. There will be a structure in place so it will be able to deliver against key priorities. Governor to governor support will be a part of the work.</p> <p>Some schools are keener on working together than others. There is a danger that some schools will pull up their drawbridges. It is important that if schools are are not working together and having collaborative arrangements that governors ask why.</p> <p>Cllr Shuttleworth stated that the principles are good, but the practicalities need teasing out. In reply it was discussed that support is available through Services to Schools. There are financial pressures on schools and schools to school support can have an implication on this. There is a need to look at the levers to drive it forward. There is a moral purpose to get every child the best education possible. Every school leader should be signed up to this. It is in a school's best interest to work collaboratively together to secure high quality education. Teachers should be enabled to work in small groups to share best practice. For small rural primary schools, headteachers may spend some of their time teaching. These schools particularly need a support network around them if they are to flourish. East Sussex has been really successful in securing funding through the Strategic Schools Improvement Funding bids which have shown that working together we can secure improved outcomes for pupils.</p> <p>Governors are looking at budgets and cost implications. Central funding is essential for schools to be able to draw on funds. An example of a good partnership board is between a primary and a secondary where the secondary senior leadership team are spending time in the primary school dealing with teaching and behaviour. Staff are getting the opportunity to learn and work in different ways. This leads to staff development and learning to teach in a different way.</p> <p>Cllr Galley commented that there are a series of mechanisms in place and changes were likely in the future. A recent scrutiny review evidenced that loose federation doesn't work as well as formal federation, with a shared governing board and members of staff. Lots of lessons have been learnt in terms of what works and good practice.</p> <p>For particular schools or issues, collaborative working makes a difference. Some schools work in a partnership or federation or academy group. What would a self-improving system need to look like in East Sussex? What do governors and leaders need to consider?</p> <p>Cllr Shuttleworth commented about what drivers are there for schools, such as Ofsted? Is there a</p>	
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	<p>mechanism for governors and the local authority to be given value by Ofsted for collaborative working? In reply it was noted that Ofsted do recognise collaboration. This helps secure outcomes and is also included in the improvement section. Going forward there will be an emphasis on the broad and balanced child rather than exam results. Breadth can be achieved by working with other schools.</p> <p>By March there will be a clearer picture of what the landscape in East Sussex will look like. Feedback from governors will help inform this.</p> <p>Some schools are already working in partnership. What are the next steps for these schools? Governors and heads need to be accountable for all children by sharing data and supporting and challenging it. This creates collective accountability.</p>	
8.	<p>Governor Local Area Forums</p> <p>It was agreed to take System Leadership forward to the next round of governor local area forums.</p> <p>The ESGF stated that they are going to map attendance at the local area forums to see who has/hasn't attended. There is a problem reaching some academies.</p> <p>The number of attendees at the last round of local area forums was noted.</p>	
9.	<p>Any other Business</p> <p>There is a consultation out on the new Ofsted Framework. The ESGF is going to provide a collective response to the consultation.</p>	
10.	<p>Dates of Future Meetings</p> <p>8th May 2019 at County Hall, Lewes.</p>	

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Report to: County Consultative Committee

Date of meeting: 8th May 2019

By: Director of Children's Services

Title: Local Authority Governor Update

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

RECOMMENDATIONS

The Committee is recommended to note the report

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 24th January 2019, 10 local authority governors were nominated for appointment, all were approved for a 4 year term of office. Of the 10, 6 were reappointments and 4 were new appointments.

Jenny Barnard-Langston	Fletching Primary School	Reappointment
David Lambeth	St Andrew's Infant School	Reappointment
Philippa Burton	The Bridge Federation	Reappointment
Mike Dixon	Sedlescombe Primary School	Reappointment
Lisa Phillips	The Sussex Spires Federation	New Appointment
Peter Weston	Grove Park Primary School	Reappointment
Elizabeth Scott	St Mary Star of the Sea	New Appointment
Brian Hughes	Hailsham Community College	New Appointment
Katharine Rabson-Stark	St Thomas a Becket Federation	Reappointment
Jill Muggleton	St Mary's Wrestwood	New Appointment

2.2 Of the 105 local authority governor places in East Sussex maintained schools, there are currently 13 vacancies. This is a vacancy rate of 12.3%. The overall vacancy rate for all types of governors in East Sussex is currently 16.57%. Inspiring Governance estimate that the national vacancy rate for governors is between 16% and 20%.

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 boards 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](#) and [Governors for Schools](#) to help advertise governor vacancies and identify potential governors.

2.5 Governors for Schools has stated that they currently have 87 governor vacancies registered in East Sussex. Since the beginning of January, they have placed 9 governors. They are currently in the process of placing another 16. A number of those signing up have specifically quoted the East Sussex governor recruitment campaign as the place they heard about becoming a governor. Inspiring Governance has 87 potential governors registered on their website in the East Sussex area.

2.6 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 17 governors at 15 schools.

2.7 The local authority invites applications for Local Support Governors (LSGs). These are experienced and skilled governors who are willing to help support other governing boards across East Sussex. There are currently 13 LSGs in East Sussex. Local support governors can be nominated as interim additional governors or chair of governors as required, they are also asked to sit on governor panels, facilitate governor to governor networks and provide advice on specific issues.

2.8 The local authority has been 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. There has also been a postcard drop to homes in areas where multiple schools have multiple vacancies. The campaign is 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 is having a positive impact of the number of governor vacancies in East Sussex.

Governor Training

2.9. Since September 2018, we have run 51 training courses for governors with 699 attendees. Since September 2018, 43 Local Authority Governors have attended 155 courses including training and briefings run by Governor Services and the Local Safeguarding Children's Board.

3. Conclusion and reasons for recommendations

3.1 The Committee is recommended to note the report.

Jessica Stubbings

Senior Manager, Partnerships and Governance

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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 September	2018/19 January	2018/19 April
Governor Places at LA Maintained schools	1395	1395	1340	1340	1291
Vacancies (not including non gov HT)	226 (16.2%)	221(15.4%)	251 (18.7%)	234 (17.46%)	214 (16.57%)
Schools with 25%+ vacancies	1	1	6 – start of term	4	6
Head teachers who are not governors	0	0	0	0	0
Head teachers who are governors	116	116	111	111	111
LA governor places	114	114	109	109	105
LA governor vacancies	13 (10.8%)	12 (10.5%)	10 (9.2%)	13 (11.9%)	13 (12.3%)
Parent governor places	274	274	266	266	251
Parent governor vacancies	35 (12.7%)	45 (16.4%)	43 (16.2%)	48 (18%)	43 (17.1%)
Staff governor places	114	114	109	109	105
Staff governor vacancies	17 (14.9%)	12 (10.5%)	18 (16.51)	14 (12.8%)	12 (11.4%)
Co-opted governor places	502	502	490	490	473
Co-opted governor vacancies	109 (21.7%)	98 (19.5%)	108 (22%)	98 (20%)	88 (18.6%)
Foundation governor places	269	269	255	255	246
Foundation governors vacancies	52 (19.3%)	52 (19.3%)	62 (24.31%)	61 (23.9%)	58 (23.5%)
New governors	183 (since 01/09/17)	204 (Since 01/09/17)	288 (1/09/17 – 31/08/18) 20 since 01/09/18	124 since 1/9/18	210 since 1/9/18

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Report to: County Consultative Committee

Date of meeting: 8th May 2019

By: Director of Children's Services

Title: New Ofsted Framework

Purpose: For members of the County Consultative Committee to receive a briefing on the New Ofsted Framework

RECOMMENDATIONS

- 1) For members of the committee to discuss the topic and the proposed presentation.**
- 2) For members of ESGF to decide whether to take this topic to the local area forums for Governors.**

1 Background

To provide an overview of the New Ofsted Framework

2 Supporting information

- 2.1 Appendix 1 – New Ofsted Framework briefing paper
- Appendix 2 – Summary of Ofsted proposed changes
- Appendix 3 – ESGF Ofsted collated response

3. Conclusion and reasons for recommendations

- 3.1 For members of the County Consultative Committee to discuss the topic and proposed presentation.
- 3.2 For members of ESGF to decide whether to take this item forward to the local area forums for Governors.

Stuart Gallimore
Director of Children's Services

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Summer Term Local Area Forums – Ofsted Changes

Ofsted consulted between January – April 2019 on a new Education Inspection Framework for all education inspections from September 2019. The consultation has now closed and the final framework and inspection handbooks will be published in summer 2019.

A briefing was held for all East Sussex Headteachers in March on the proposed changes, this was led by a HMI Inspector as part of their consultation process. The attached paper provides a summary of the proposed changes. The presentation used can be viewed on:

https://czone.eastsussex.gov.uk/media/4844/school_eif-2019-consultation-presentation-march-19.pdf

The proposal for the summer local area forums is to lead a facilitated discussion on the impact of the changes for schools, with a focus on what questions governors should be asking about how their school is preparing for the changes, the role of governors in inspection and how to challenge schools on their preparedness for inspection. The session will be led by an experienced Headteacher with Ofsted experience, either as an Inspector or having been recently inspected. The structure for the session is proposed as:

- Brief overview of the proposed changes (possibly using some of the Ofsted slides), 20 mins
- Overview from ESGF on the response they made to the consultation, 15 mins
- Facilitated discussions on:
 - views on the proposed changes
 - likely impact of the changes for your school/s
 - questions to ask your school about how their preparedness for inspection
 - the role of governors – sharing good practice about governors' involvement in recent inspections.

The Ofsted summary paper on the proposed changes will be sent to those attending the local area forums prior to the session as pre-reading, hard copies will also be available on the tables.

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Proposed new Ofsted Framework for Sept 2019

Summary for schools and academies

Issued for consultation in January 2019, the consultation closed on 4 April 2019. The final framework and inspection handbooks will be published in summer 2019.

<https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education/education-inspection-framework-2019-inspecting-the-substance-of-education>

Key Principles

- revised framework to focus inspection on what children learn through the curriculum, rather than over-reliance on performance data
- proposals will call time on the culture of 'teaching to the test' and off-rolling
- new separate behaviour judgement to give parents reassurance that behaviour is good
- most evidence-based, research-informed and tested framework in Ofsted's 26-year history

The new framework proposes a shift that will rebalance inspection to make sure that young people are being taught the best of what has been thought and said. Instead of taking exam results and test data at face value, Ofsted will look at how a nursery, school, college or other provider's results have been achieved – whether they are the result of broad and rich learning, or gaming and cramming.

Ofsted's research has found that some children are having their teaching narrowed in schools in order to boost performance table points:

- in many primary schools, rather than reading a wide range of books, some children are instead spending their time repeating reading comprehension tests
- in certain secondary schools pupils are being forced to pick exam subjects a year or more early, meaning many lose out on the arts, languages and music
- at GCSE level, pupils are being pushed away from studying EBacc subjects such as history, geography, French and German, and towards qualifications deemed to be 'easier'

Similar practices exist in the further education and skills sector, such as:

- some colleges offering 'popular' courses designed to attract maximum student numbers, rather than those which will lead to a job
- useful maths and English not being taught to support students' vocational training
- apprenticeship providers focusing on quantity rather than quality, meaning young people don't get the training they need

And in early years, instead of feeling able to spend time reading to children, or playing with them, nursery staff feel pressured into completing endless documentation to demonstrate each stage of a child's development.

The new framework will seek to tackle these practices, looking instead at every stage of education from nursery to college, whether young people are being offered a rich curriculum which is taught well and leads to them achieving their all.

The new framework builds on Ofsted's existing expertise but marks a change in emphasis towards the substance of education. The proposed changes to the framework will make it easier to recognise and reward good work done by schools in areas of high disadvantage, by tackling the perverse incentives that leave them feeling they have to narrow the curriculum. Shifting the emphasis away from performance data will empower schools to always put the child first and actively discourage negative practices such as off-rolling. "If we go into a school in challenging circumstances and there is a curriculum that is really doing the right things, it's putting the right things in front of the children, they are learning well but we know in those circumstances actually it's a tough job getting just above average results; for example, we might be considering them for 'outstanding' when previously we might not have done that." However, Ofsted was not dumbing down on standards and that a school with low results would not be judged as "great".

The key proposals for consultation include:

- The quality of teaching, learning and assessment judgment (which Ofsted has admitted is too focused on outcomes) will be replaced a new 'quality of education' judgement, with the curriculum at its heart. This, Ofsted states, will "de-intensify the inspection focus on performance data and place more emphasis on the substance of education and what matters most to learners and practitioners".
- In practice, this means that pupil outcomes won't be the main factor for inspectors when considering a school's judgment. The quality of teaching, learning and assessment will still be judged, but will be "viewed in the context of the provider's curriculum". The new quality judgment will be built around a "working definition of the curriculum", which is set out in the draft framework and factors in elements like behaviour and workload. Ofsted wants to take a "holistic approach to considering the quality of education, rather than artificially separating the leadership of the curriculum from teaching, and separating teaching and the use of assessment from the impact this has on the outcomes that learners achieve".
- No longer using schools' internal performance data as inspection evidence, to ensure inspection does not create unnecessary work for teachers. This data, Ofsted warned, has "limitations", and inspectors will not be able to assess whether it is an "accurate and valid representation of pupils' learning across the curriculum". Instead, inspectors will be tasked with gathering "direct evidence" on the quality of education, and hold "meaningful discussions with leaders about how they know that the curriculum is having an effect". However, inspectors will

ask schools to explain why they collect the data they do, what they draw from it and how it informs their curriculum and teaching. Ofsted believes that this will help reduce unnecessary workload for teachers, but won't have a "negative effect on our [its] ability to judge effectively the quality of education in a school".

- Ofsted has also responded to the demand for parents to give better information about how well behaviour is managed in a school. Ofsted plans to scrap its current personal development, behaviour and welfare judgment. A new separate behaviour judgement will assess whether schools are creating a calm, well-managed environment free from bullying. Alongside that, proposals for a 'personal development judgement' will recognise the work schools and colleges do to build young people's resilience and confidence in later life – through work such as cadet forces, National Citizenship Service, sports, drama or debating teams.
- Extending on-site time for short inspections of good schools to 2 days, to ensure inspectors have sufficient opportunity to gather evidence that a school remains good, although the principle of such visits – to confirm whether schools deserve to remain 'good' or to be marked up or down – will remain the same. Inspectors will still be able to upgrade to a full inspection if they feel a 'good' school has got better or worse.
- Ofsted wants to introduce on-site inspector preparation for all inspections. Whereas now inspectors carry out such preparation remotely the day before they visit a school, Ofsted is proposing that from September, this preparation will take place in the school on the afternoon before inspection, in "collaboration" with school leaders. In practice, this will mean that schools will receive a call from Ofsted no later than 10am, informing them of the inspection, and the lead inspector will arrive on site no earlier than 12.30pm the same day. This time with senior leaders will then be used "to gain an overview of the school's recent performance and any changes since the last inspection", and the lead inspector will then leave the site no later than 5pm.
- The 'leadership and management' judgement will remain, and will include looking at how leaders develop teachers and staff, while taking their workload and wellbeing into account. Headteachers will be judged on excessive off-rolling of pupils; further questions will be asked by inspectors around off-rolling if data shows schools have high levels of pupil movement. Headteachers will be judged on how well they manage teacher workload.
- Inspectors will continue to make an overall effectiveness judgement about a provider.
- All judgements will still be awarded under the current 4-point grading scale.
- Parents will still get the information they appear to value and understand.

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OFSTED consultation – notes for governors

March 2019

The OFSTED consultation is at <https://www.smartsurvey.co.uk/s/EIFConsultation/>

(or web search “Ofsted consultation” and click through the links...)

It will take you through 11 specific questions, each with 5 options from Strongly Disagree up to Strongly Agree, plus a “Don’t Know”. There is a comment box after each question and a comment box available for the separate handbooks (e.g. Independent Schools, Early Years, Further Education).

Summary of changes affecting mainstream maintained schools and Academies, EYFS – Key Stage 4

Proposal 1	“To what extent do you agree or disagree with the proposal to introduce a ‘quality of education’ judgement?”
What’s the aim of the proposed change?	“Quality of Education” will replace the current “Teaching and Learning” and “Outcomes” categories. It will encompass intent (the curriculum) , implementation (how the curriculum is taught and impact (eventual outcomes). The idea is to provide a broad education, to encourage methods of embedding longer term knowledge and develop understanding.
Why might this be good?	More focus on what is being taught and how as well as outcomes good for improving pupils’ life chances. Focus on good management of teacher workload. Specific points that might be of benefit e.g.: <ul style="list-style-type: none"> - Point 163 Equipping pupils with the knowledge and cultural capital they need to succeed in life - Point 169 Developing understanding, not memorising disconnected facts - Point 160 The inspectorate recognises the importance of schools’ autonomy to <ul style="list-style-type: none"> - choose their own curriculum approaches - Point 172 Inspectors will look at whether schools’ collections of attainment or progress data are proportionate and represent an efficient use of school resources, and are sustainable for staff.
What could be improved?	<ul style="list-style-type: none"> - Point 157 says that the school should not “offer disadvantaged pupils or pupils with SEND a reduced curriculum”. It is not clear how this affects pupils with a degree of special need for whom this might be appropriate. - There is no mention of inspections not being carried out while SATS are taking place. Is it possible to assess quality of education during SATS week?

Proposal 2	To what extent do you agree or disagree with the proposed separation of inspection judgements about learners’ personal development and learners’ behaviour and attitudes?
What’s the aim of the proposed change?	“Personal development, Behaviour and Welfare” splits into two parts. OFSTED will talk to pupils and observe pupil behaviour to come to a “Behaviour” judgement. They will look at how schools help develop pupils’ characters, focusing on provisions to inform

	the new “Personal Development” judgement.
Why might this be good?	OFSTED says “It recognises that the impact of the school’s provision for personal development will often not be assessable during pupils’ time at school.” and therefore schools will get credit if they have good “quality and intent” of provision even if other factors in pupils’ lives prevent schools from having more impact.
What could be improved?	<ul style="list-style-type: none"> - Part of the research informing this proposal finds that schools have had very little impact on the healthy lifestyles or otherwise of their pupils and that is why the focus is now on the actual provision. Does this research take into account the fact that schools have had little reward/incentive to prioritise outcomes for physical and mental health and will taking the focus away from outcomes exacerbate this? - Inspectors will interview staff and observe pupils as part of the behaviour inspection. Does this allow for random staff with a grudge, or pupils who have an express intent of disrupting the inspection?
Proposal 3	We want to ensure that the education inspection framework 2019 judgements are appropriate for the range of early years settings.
What’s the aim of the proposed change?	<p>This question asks about different settings, e.g. childminders, and after school care. We have not received any comments on this question.</p> <p>In terms of the EYFS framework, this mirrors the changes seen in the rest of the framework changes.</p>
Why might this be good?	<ul style="list-style-type: none"> - The proposed EYFS framework seems to be generally positively regarded by EYFS practitioners. - An observation is that the new focus on intent should already be incorporated by good EYFS settings. - EYFS practitioners welcome the move towards a more EYFS-like approach to the curriculum across older year groups.
What could be improved?	No-one has come up with any suggestions for improvements.

Proposal 4	To what extent do you agree or disagree with the proposed focus of section 8 inspections of good schools and non-exempt outstanding schools and the proposal to increase the length of these inspections from the current one day to two days?
What’s the aim of the proposed change?	OFSTED say “We want to ensure that there is an opportunity to gather sufficient evidence while on inspection to confirm that a school remains good under the new criteria.”
Why might this be good?	OFSTED say that “feedback from pilot inspections showed schools welcomed the on site preparation”.
What could be improved?	<ul style="list-style-type: none"> - A half form entry school arguably does not need a two day inspection. - The exemption of outstanding schools means that at May 2018, more than 1,600 schools had not been inspected for at least six years - including 296 which have not faced inspection for at least 10 years. Does

	<p>doubling the time spent at good schools provide the best way of ensuring the highest standard of education for all children?</p> <ul style="list-style-type: none"> - There is currently no provision for inspection of whole MAT chains. How can systematic malpractice be identified without it?
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Proposal 5	To what extent do you agree or disagree with the proposed introduction of on-site preparation for all section 5 inspections, and for section 8 inspections of good schools, on the afternoon prior to the inspection?
What's the aim of the proposed change?	This is the infamous "150 minute" proposal, with the potential for inspectors to notify at 10am and arrive at 12.30pm
Why might this be good?	<ul style="list-style-type: none"> - An earlier arrival will help improve communication iron out logistics and build relationships between inspector and staff.
What could be improved?	<ul style="list-style-type: none"> - Governors and leaders in East Sussex and nationally are concerned about the implications for staff stress. - The new on-site preparation list looks a lot like what currently happens with the inspector off-site. It might be more productive for staff to be putting it all together rather than spending time with the inspector.

Proposal 6	To what extent do you agree or disagree with our proposal not to look at non-statutory internal progress and attainment data and our reasons why? (If you disagree, please be specific about the types of data that you think inspectors should consider.)
What's the aim of the proposed change?	OFSTED say internal data "has its limitations" so instead they will gather "direct evidence" about the quality of education and have "meaningful discussions" about how leaders know the curriculum is having an impact. The aim is to ensure that data is proportionate and useful.
Why might this be good?	The proposal takes into account research from the Teacher Workload Advisory Group. It is advised that Data collections should be limited to two or three times a year and actions should arise from data drops.
What could be improved?	<ul style="list-style-type: none"> - Where would this leave a school that is in the process of undergoing improvement but has yet to show an improvement in end of Key Stage outcomes? Should schools be given credit for developing accurate methods of forecasting and if this could be shown, why should internal data not be considered?

Proposals 7 & 8 refer to Independent Schools and we have no comment.

Proposals 9 - 11 refer to Further Education and we have no comment.

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Report to: County Consultative Committee

Date of meeting: 8th May 2019

By: Director of Children's Services

Title: Governor local area forums

Purpose: For members of the Committee to look the 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.
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1 Background

1.1 For members of the Committee to look at minutes, attendance and feedback from the last round of local area forums. For members of the committee to decide the agenda items for the next round of local area forums.

2 Supporting information

- 2.1 Appendix 1 – minutes of the last round of local area forums
- 2.2 Appendix 2 – Attendance at the autumn round of area forums

3. Conclusion and reasons for recommendations

- 3.1 To note any feedback from the last round of local area forums.
- 3.2 To decide the agenda for the next round of local area forums.

Stuart Gallimore
Director of Children's Services

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BACKGROUND DOCUMENTS

None

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Spring Local Area Forum
GOVERNORS' Local Area Forum Spring 2019
SUMMARY REPORT

The local area forums for governors took place as follows:-

06/03/2019	GOV701	19:00 – 21:00	Uckfield Civic Centre
14/03/2019	GOV702	19.00 – 21.00	The Sussex Exchange, Hastings
20/03/2019	GOV703	18:30 – 20:30	County Hall, Lewes
28/03/2019	GOV704	19:00 – 21:00	East Sussex Training and Development Centre, Eastbourne

The following officers were in attendance:

System Leadership

Uckfield – Elizabeth Funge, Head of Education Improvement, SLES

Hastings – Carrie Beech, Head of Service: Primary & Early Years, SLES

Lewes- Elizabeth Funge, Head of Education Improvement, SLES

Eastbourne - Carrie Beech, Head of Service: Primary & Early Years, SLES

Headteacher presenting

The forums were supported by the following headteachers:

- Uckfield – Debbie Coslett, Consultant Headteacher
- Hastings – Simon Hughes, Head at Battle and Langton Primary School
- Lewes – Tony Smith, Priory School, Lewes
- Eastbourne – Bob Ellis, Principle Seaford Head Community College

Local Area Forum Chair	Name
Uckfield	Sue Berry
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.	System Leadership	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 Clerking.	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 Autumn Term County Forum, East Sussex Governor Forum and Summer 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>System Leadership</u></p> <p>The Government's White Paper 'The Importance of Teaching' (2010) committed to give schools greater autonomy and to design and enable a wider system where the best schools and leaders can take on greater responsibility, leading improvement work across the system, and where all schools work together to improve outcomes for pupils. This development has been facilitated by an increased focus on autonomy for school leaders, the development of partnerships between schools, Teaching Schools, new regional structures and a changing role for local authorities in school improvement. Resources for school improvement now follow these new structures.</p> <p>The role of the local authority is changing; the current educational landscape is complex and now characterised by a variety of overlapping partnerships, networks and alliances. The presentation at the local area forum will cover some of the key elements of the new system leadership structure within East Sussex.</p> <ul style="list-style-type: none"> ❖ Teaching Schools ❖ Education Improvement Partnerships (EIPs) ❖ Early Years Hubs ❖ Secondary Improvement Board ❖ Development of a Primary Improvement Board ❖ Governor to Governor support <p>The educational landscape is complex and fragmented. The session aimed to give governors an overview and understanding of the different components that make up this landscape and how they are brought together.</p> <p>System leadership is the collective capacity for a self-improving school system. It is designed by schools for schools. Within this there is a real sense of moral purpose to make a difference for pupils. Schools are at the heart of this system.</p> <p>Teaching schools.</p> <p>There are 8 teaching schools across East Sussex. They work proactively to bring capacity to school improvement in East Sussex. Teaching schools are nationally accredited to</p>	

Agenda Item	Discussion and Decisions	Action
	<p>deliver key priorities in terms of impact. They have three key roles:</p> <ul style="list-style-type: none"> • Co-coordinating and delivering high-quality, school-based initial teacher training (ITT) • Spreading excellent practice by supporting other schools, particularly those most in need (School to school support) • Providing professional development for teachers and leaders across their network (CPLD). <p>The Headteacher of a Teaching school is a National Leader of Education (NLE). Teaching schools can bid for funding to deliver school improvement under the above key roles. They also undertake outreach work in other schools. Within their Education Improvement Partnerships (EIPs).</p> <p>Governors should ask how their school is working with their local teaching school.</p> <p>Education Improvement Partnerships (EIPS) Nine EIPs were established in East Sussex in 2014. These have undergone significant changes over the last 5 years in responding to their local context in terms of structure and capacity. Some EIPS are more proactive than others and engage more with their schools. In large EIPs, schools often work together in clusters. EIPs have a massive impact in terms of the self-improving school system. Schools can identify quickly within their locality, the priorities in their areas and work together to achieve outcomes.</p> <p>Each EIP submits an action plan to the EIP Executive for the planned work for each year. The executive moderates the plans and provides feedback. There is now governor representation on the EIP Executive by a member of the East Sussex Governors Forum (ESGF).</p> <p>One challenge for EIPs is those schools that choose not to engage. Governors asked if this was being addressed. There is a constant effort from EIPs to engage with all schools within their area.</p> <p>Governors should ask to see a copy of their EIP Action Plan. Governors should ask for regular updates on how their school is working with their EIP.</p> <p>Early Years Hubs Early Years Hubs seek to ensure that:</p> <ul style="list-style-type: none"> • All children are able to attend an early education provision that is rated at least 'good' by Ofsted. • All children achieve the best possible outcomes from their early education. • All children experience consistent and wherever possible seamless Foundation Stage learning. <p>In East Sussex, there are a wide range of providers of early year's education. There is</p>	

Agenda Item	Discussion and Decisions	Action
	<p>between 1 and 4 Early Years Hubs within each EIP. They are led by schools based early years practitioners in partnership with the Local Authority. They share good practice and provide practitioners with an opportunity for professional development. Central hub meetings are regularly held to look at the impact from interventions.</p> <p>Governors can ask how their school is engaging with the Early Years hubs.</p> <p>Secondary Improvement Board East Sussex Secondary Schools and the local authority have been working together to develop a school-led system of improvement for secondary phase schools over a number of years.</p> <p>The Secondary Improvement Board has overall responsibility for setting the strategic direction and overall priorities for improvement for secondary schools. It is informed by the work of Area Groups who work to ensure all schools have the right challenge and support to improve and building school-to-school support at a local level. The Area Groups report regularly on their progress to the Secondary Improvement Board and challenging each other on their progress through the Board. The Board also has responsibility for commissioning additional resources and expertise to support the work of Area Groups.</p> <p>The Secondary Improvement Board places school leaders even more firmly in the driving seat for the next phase of improvement. The Board is collectively responsible for improving outcomes in the secondary phased and also for building capacity for school to school support.</p> <p>Governors should ask how their school is engaging with the Secondary Improvement Board.</p> <p>Primary Improvement Board The EIP Executive and primary headteachers are working with the local authority to develop a Primary Improvement Board that will work alongside the Secondary Improvement Board and build on the successes and structure of the EIPs. This work is in the early stages of development.</p> <p>Governor to Governor Support Teaching Schools, EIPs and the Secondary Improvement Board all have priorities that focus on developing and supporting school leadership, of which governance is a key part. Teaching Schools designate National Leaders of Governance (NLGs) and will have a greater role in deploying NLGs. Many EIPs have active governor networks that are meeting to share good practice and for training on key themes.</p> <p>The local authority is further developing the capacity for governor to governor support. In the summer we invited expressions of interest for Local Support Governors, experienced and skilled governors who can provide support to other governors and governing bodies through filling an interim governor or chair position at another school,</p>	

Agenda Item	Discussion and Decisions	Action
	<p>sit on governor panels, and provide one to one support on specific issues. We now have appointed 13 Local Support Governors, who are available for deployment to governing boards. We have also facilitated governor networks on requested themes to support the sharing of good practice between governors. The East Sussex Governors Forum will be establishing a Chair's Network this year.</p> <p>Governors then received a presentation by a headteacher from a school within their locality.</p> <p>Uckfield – Debbie Coslett, Consultant Headteacher. Debbie is a consultant headteacher who supports schools for 70 days a year to effect school improvement. The National Support School programme started in 2006 to support schools that were not doing so well. This attracted funding for the school delivering the support. The programme saw rapid improvement. A lesson learnt was that the support was better provided with formal arrangements. There were also benefits to the home school in terms of professional development. There was a real philosophy of helping students in all schools, not just your school. The real current challenge is funding as there is not the same level of funding that there was.</p> <p>With school to school support, governors are mostly supportive of the Headteacher and their desire to be involved in because they can see the benefits. The role of the chair is crucial as their support is needed to get the support through. Support is not always unanimous. The whole concept of system leadership should be child centred and have the right moral purpose.</p> <p>Q What would you do differently? Have some more hesitation before agreeing to sort out problems and inviting people to visit the school. Gage the opinion of the school community before agreeing to support.</p> <p>Q Other than Teaching schools, do other schools send leaders out? Yes. Some schools send their headteacher out for up to 50 days. Schools see the benefits coming in from this.</p> <p>Hastings – Simon Hughes, Head at Battle and Langton Primary school. There is lots of support available across East Sussex. Teachers access training in other schools and learn from best practice in other schools. National programmes can be expensive. Schools working together can buy in bulk to get reduced rates for CPD/resources.</p> <p>Early years hubs run well. By supporting pre-schools, this means children are where they need to be by the time they arrive at primary school. Peer review is a great system where teachers go into other schools and look at an agreed focus and take learning back to their own school.</p> <p>Challenges are sometimes around engagement. There is a need to look at how teachers grow from development. Schools are still vulnerable to certain events like long term sick</p>	

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	<p>or small class size. Governors need to ask questions to find out what is going on. Schools are better for being part of a network. Within the network, everyone around the table needs to give to get the most from working together.</p> <p>Lewes – Tony Smith, Head at Priory School</p> <p>Priory is a teaching school in Lewes and is involved with many partnerships. The Lewes EIP is small with one secondary school and primary schools. One of the areas of work Priory has been involved in is moderation of writing. This involved peer review with primary and secondary to find out how this works. Priory has also been involved in Strategic School improvement Funding (SSIF). This is now coming to a close but it is important to look at the results and self-reflect to see the benefits.</p> <p>Tony is an NLE and the Director of the Teaching school. He has recruited Specialist Leaders of Education (SLE) to deliver accredited programmes. This gives members of staff a career pathway within a teaching school. All staff know that they are working at a teaching school. SLEs are time off timetable to enable them to have time to do the job.</p> <p>It is important to prioritise what really needs to happen. NLE work has happened in Lewes and Eastbourne. There is a lot of demand for NLEs.</p> <p>The East Sussex Teaching Alliance is working well together to on the recruitment and deployment of NLEs and SLEs.</p> <p>The benefits of system leadership include: professional development for staff, staff retention as there are more opportunities for staff, staff recruitment as people are drawn to teaching schools, funding as teaching schools do get some funding, and it opens up other opportunities to access funding. Being a teaching school is good for a schools' reputation as it attracts attention.</p> <p>The main challenge is capacity in terms of balancing a tight budget with release time for outreach work. Some people perceive teaching schools as negative as they don't want your help. Not all governors want to see you out of the office. There are huge demands on your time. Back office support is essential. The right support is needed to make things happen.</p> <p>From working with other schools, there has been improved quality of teaching, better outcomes and progress for pupils at Priory.</p> <p>For the governing board, becoming a governor at one school can mean helping at another school. It is important to not look inward. Schools want to keep their best staff and headteacher. There is a real need to think about what partnership means and what they understand by partnership. Governors need to think about how their own school will benefit and recognise that this might not be straight away. Governors need to know what is happening. One of the Priory governors went to the peer review feedback. Governors should see what they can do to support system leadership.</p>	

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	<p>Eastbourne – Bob Ellis, Principle at Seaford Head Community College</p> <p>Bob worked across 2 schools in Lewisham before coming to Seaford Head. There are a lot of opportunities with system leadership to drive improvement, with the overarching goal to make sure no child is left behind. There is a collective responsibility for driving improvement.</p> <p>Working with other schools within the locality means that clear outcomes are pursued. Work can be aligned to the EIP. Bids can be made to get funding to support specific school projects which means that the whole of Seaford benefits from the relationship the secondary school has with the local schools in the town. This has particularly worked around transition and mental health.</p> <p>Going into other schools is the best CPD in the world and helps creates partnerships between schools. Teachers can take examples of best practice back to their own schools.</p> <p>Middle leaders can access subject hubs, for example a secondary maths teacher supporting a primary school with their year 6 pupils. This also helps with retention of staff who are ambitious as they have the opportunity to look out beyond their school.</p> <p>It is important also to recognise the challenges. It can lead to some fragmentation. One headteacher running lots of schools is not a sustainable model. There is also a need to be good co-ordination of the different elements of the system to make sure it is joined up and not a scattergun approach.</p> <p>For Seaford Head, it was important to be outward facing and highlight examples of best practice as it was previously a school in special measures.</p> <p>Governors have an important role to play in terms of monitoring. System leadership generates pace of improvement. Governors should look at and challenge results. Governors need to make sure that there is the right balance around the capacity of the school to provide support and the responsibility to their own school.</p> <p>Governors should ask what role their school is playing in driving up results across the area. Governors should ask why the school is doing it and how it will benefit their school and the partner schools.</p> <p>Any other comments and questions</p> <p>It would be useful for heads to give a small report on system leadership, including about the work they are doing in the EIP. Governors should receive a copy of the EIP action plans so they know about the work that is going on.</p> <p>The system isn't cyclic, it is an upward spiral. Commitment is strong and can secure improvement very quickly.</p> <p>System Leadership is a powerful model in securing improvement in a complex landscape.</p>	

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	<p>This session has helped to demystify what system leadership is. Perhaps the language used to describe this could be more explicit.</p> <p>There is a space in governor meetings to feed back to other governors. It is great to come to meetings like this and network and take exemplary information back to the board about what governors should know.</p> <p>Would there be any scope to have a collaboration link governor?</p> <p>Some schools act in isolation and pull up the drawbridge. All schools want to survive and governors are key to making sure this happens.</p> <p>Some of the EIPs are too big. There needs to be an acceptance that not everything will be right for every school.</p>																	
4.	<p>Dates of the next meetings:</p> <table><tr><td>05/06/2019</td><td>GOV705</td><td>19:00 – 21:00</td><td>Uckfield Civic Centre</td></tr><tr><td>12/06/2019</td><td>GOV706</td><td>18:30 – 20:30</td><td>County Hall, Lewes</td></tr><tr><td>20/06/2019</td><td>GOV707</td><td>19.00 – 21.00</td><td>The Sussex Exchange, Hastings</td></tr><tr><td>27/06/2019</td><td>GOV708</td><td>19:00 – 21:00</td><td>East Sussex Training and Development Centre, Eastbourne</td></tr></table>	05/06/2019	GOV705	19:00 – 21:00	Uckfield Civic Centre	12/06/2019	GOV706	18:30 – 20:30	County Hall, Lewes	20/06/2019	GOV707	19.00 – 21.00	The Sussex Exchange, Hastings	27/06/2019	GOV708	19:00 – 21:00	East Sussex Training and Development Centre, Eastbourne	
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5.	<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 Autumn and Spring 2018 terms.**

Area	Total number of governors attending		Total number of schools represented	
	Autumn	Spring	Autumn	Spring
Eastbourne	27	19	21	17
Hastings/Bexhill	24	23	17	19
Lewes	21	13	14	16
Uckfield	21	12	14	11
TOTALS	93	67	66	63

List of schools attending Local Area Forums. This data now includes the schools where a governor is at more than one school.

Uckfield

Ashdown Primary School - Governing Body
Brede Primary School - Governing Body
Heathfield Community College - Governing Body
High Hurstwood CE Primary School - Governing Body
Newick CE Primary School - Governing Body
Robertsbridge Community College - Governing Body
South Ashdown Schools Federation
St Andrew's CE Infant School - Governing Body
St Mark's CE Primary School (Hadlow Down) - Governing Body
St Thomas a Becket Church of England Federation - Blackboys and Framfield
Uckfield College - Governing Body

Lewes

Brede Primary School - Governing Body
Causeway School (IEB) - Governing Body
Chailey St Peter's CE Primary School IEB - Governing Body
Harbour Primary School - Governing Body
Kings Academy Ringmer (Academy) - Governing Board
Peacehaven Community School - Governing Body
Priory School - Governing Body
Robertsbridge Community College - Governing Body
Seahaven Academy - Governing Body
South Malling CE Primary School - Governing Body
Southover CE Primary School - Governing Body
The Cavendish School LGB
The Oaktree Federation (Firle and Laughton)

The Skylark Federation - Barcombe, Hamsey and Plumpton
The Woodlands Federation - Broad Oak, Punnetts Town and Dallington
Ticehurst and Flimwell CE Primary School - Governing Body
Western Road Community Primary School - Governing Body

Eastbourne

Bourne Primary School - Governing Body
Brede Primary School - Governing Body
Chyngton School - Governing Body
Harbour Primary School - Governing Body
Hellingly Community Primary School - Governing Body
Langney Primary Academy LGB
Peacehaven Heights Primary School - Governing Body
Priory School - Governing Body
Robertsbridge Community College - Governing Body
Seaford Head School (Academy) - Governing Body
Shinewater Primary School - Governing Body
St John's Meads CE Primary School - Governing Body
St Thomas a Becket Catholic Primary School
The Cavendish School LGB
The Haven CE / Methodist Primary School - Governing Body
Uplands Community College - Governing Body
West Rise Junior School - Governing Body

Hastings

Battle and Langton CE Primary School - Governing Body
Brede Primary School - Governing Body
Chantry Community Primary School - Governing Body
Crowhurst CE Primary School - Governing Body
Guestling-Bradshaw CE Primary School - Governing Body
Icklesham 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
St John's Meads CE Primary School - Governing Body
St Mary Magdalene's Catholic Primary School - Governing Body
St Mary Star Of The Sea Catholic Primary School - IEB
St Michael's CE Primary School (Playden) - IEB and Shadow Governing Body
The Genesis Federation (Beckley and Peasmarsch)
The Quercus Federation - Northiam and Hurst Green
The Sussex Spires Federation (All Saints and St Richards and Herstmonceux)
Westfield School - Governing Body