



COUNTY CONSULTATIVE COMMITTEE (GOVERNORS)

WEDNESDAY, 9 OCTOBER 2019

6.30 pm COMMITTEE ROOM - COUNTY HALL, LEWES

MEMBERS - Councillor Bob Standley (Chair)
Councillors Colin Belsey, Roy Galley, Philip Scott, Alan Shuttleworth.

ALSO INVITED - 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, Margaret Stebbing, Luke Shevels

A G E N D A

- 1 Minutes of the previous meeting (*Pages 3 - 8*)
- 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)
- 6 Local Authority Governor Appointments and Governor Vacancy Update (*Pages 9 - 12*)
- 7 Educational Attainment in East Sussex (*Pages 13 - 20*)
- 8 The New Ofsted Framework and the National Curriculum (*Pages 21 - 34*)
- 9 Governor Local Area Forums (*Pages 35 - 46*)
- 10 Any other items previously notified under agenda item 4

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Assistant Chief Executive
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1 October 2019

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Agenda Item 1

COUNTY FORUM: Summer Term 2019

SUMMARY REPORT

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

Date: 8th May 2019

Venue: County Hall, Lewes

Present: Cllrs Standley, Belsey, Shuttleworth, Galley. Karen Marr, Denise Kong, Patricia Metham, Stuart Ford, Monica Whitehead, Richard Sage, Margaret Stebbing, Luke Shevels, Jenny Barnard-Langston, Elizabeth Funge and Clare Cornford.

Apologies: Cllr Scott, Jane McCarthy-Penman, Sue Berry, Duncan Irvine, Jane Branson

Item	Decisions and Outcomes	Action
1.	Minutes of previous County Forum Meeting – 24th January 2019 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 Anney Primary School converted to academy under the BOSCO Academy Trust on the 1 st February 2019. There is a lot of publicity in Peacehaven around the proposed conversion of Telscombe Cliffs and Peacehaven Heights to academy. No decisions have been made yet. It will be a decision for the governing board as to how they proceed. . Peacehaven Community School has been working on becoming an academy for some time and the consultation has happened. There is a secondary school in Eastbourne considering converting to academy, although no academy order has been made.	
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. JBL commented that the recruitment campaign was well run. Part of the Hot Topic at the Local Area Forums will be about governor recruitment. Recruiting Foundation Governors and young governors are a real challenge. Employers need to be more aware of the benefits for them supporting their staff to be governors.	

7.	<p>The New Ofsted Framework</p> <p>The proposed topic for the Summer round of Local Area Forums is the new Ofsted framework. The consultation on the New Ofsted Framework has now closed and the final framework will be published in the Summer term. A briefing was held for teachers with an overview of the proposed changes.</p> <p>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:</p> <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> - views on the proposed changes - likely impact of the changes for your school/s - questions to ask your school about how there preparedness for inspection - The role of governors – sharing good practice about governors’ involvement in recent inspections. <p>There is a proposed shift to look at the whole curriculum, rather than just a focus on the data. Most governors have welcomed this. The new approach is much more rounded, whereas the challenge before is a fixed view of a school by Ofsted.</p> <p>Governors made the following points about the proposed framework:</p> <ul style="list-style-type: none"> ● Organising Enrichment is a real challenge for a small school. ● Behaviour is different to conduct. Behaviour for learning is important. ● It is hard to believe that the focus on data won’t ease off. It is important to state how you use the data and tell the story of the data. Justifying poor data should be Ok if you can tell the story why. ● The onsite preparation by the inspector needs to be robustly feedback. This may be taken out of the final framework. <p>It had been hoped to ask Ofsted to deliver a briefing session for all governors. However, they are unable to deliver the session. The local Authority has secured Phillip Bunn, who is an external advisor, to run the 4 sessions. He will provide an overview for the changes and facilitate work with governors as to what this means. At the end of the session, governors will have clarity in their role.</p>	
8.	<p>Governor Local Area Forums</p> <p>It was agreed to take the new Ofsted framework forward as the topic for the Summer round of Forums.</p> <p>The ESGF informed Councillors about the discussion they had around the cost of the Local Area Forums. Some schools and academies do not attend the sessions. It was felt that schools that subscribe do so for the support and training programme, rather than the forums. The cost of attending the Local Area Forum for non-subscribing schools and academies is £80. The ESGF would like to make the session free to attract more schools and help facilitate networking and provide</p>	

	<p>capacity for schools, particularly with Ofsted.</p> <p>The Spring round of Local Area Forums on System Leadership were well received. They stimulated some interesting questions for governors to take back to their schools. CC to send an an email on behalf of Karen Marr thanking the presenters.</p> <p>The number of attendees at the last round of local area forums was noted.</p>	
9.	Any other Business	
10.	Dates of Future Meetings TBC	

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Memorandum of Understanding (MoU) between the East Sussex Governors Forum (ESGF) and the East Sussex Local Authority (LA)

Introduction

The East Sussex Governors' Forum (ESGF) is an elected, independent, body. It aims to:

- i) Provide a vehicle for seeking and expressing the collective views of governors through governing bodies, and make appropriate representations to the National Governors' Association, East Sussex County Council and other relevant bodies.
- ii) Foster good practice among East Sussex governing bodies and exchange ideas within the County.
- iii) Act as a 'fast response' consultative and policy formulation governor group for the Local Authority or other organisations.
- iv) Be non-party political and non-sectarian.

The independent governor group represents important stakeholders and is uniquely placed to facilitate communication between the LA and governance. This memorandum sets out how the relationship between the ESGF and the Local Authority will work.

The Local Authority

The Local authority acknowledges the role of ESGF and its importance as an independent body and will recognise the ESGF as a formal consultative Body on matters affecting school governance by:

- Facilitating communication between the ESGF and governors in East Sussex schools for the purpose of consultation on key issues.
- Notifying the ESGF of relevant new developments.
- Using the views of governors, as communicated by the ESGF, to develop its policies, procedures and customer focus with schools

The ESGF

The ESGF recognises the role of the LA as a body that can support governors to secure the best education possible for children and young people in East Sussex and will take an active interest in consultations by the LA about its services by:

- Providing constructive challenge to the LA on the development of policies for school improvement.
- Working with the LA to ensure that all governors understand, and have an opportunity to respond to, consultations on policy and practice.
- Approving Governors to the Schools Forum if there are more applicants than vacancies.
- Working with the LA to support effective governance practice across all East Sussex schools.

Review Period

This framework will be reviewed every 12 months

Signed

.....
Chair of ESGF

.....
Director of Children's Services

.....
Lead Member for Education and Inclusion, Special Educational Needs and Disability

Date:

Report to: County Consultative Committee

Date of meeting: 9th October 2019

By: Clare Cornford

Title: Local Authority Governor Update for Councillors

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

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 8th May 2019, 12 local authority governors were nominated for appointment, all were approved for a 4 year term of office. Of the 12, 7 were reappointments and 5 were new appointments.

Leonard Parkyn	Maynards Green Primary School	Reappointment
Jen Farrer	All Saints Primary, Bexhill	Reappointment
Rosie Gloster	Western Road Primary School	New Appointment
Anita Rookley	Tollgate Junior School	New Appointment
Tim Rowbottom	St Michael's Playden	New Appointment
Peter Smyth	St Mark's Hadlow Down	New Appointment
Joy Mercer	Potentially Grovelands Primary School	New Appointment
Penelope Spurrell	The Weald Federation	Reappointment
Chris Jennings	Chyngton Primary School	Reappointment
Isabel Hodger	Guestling Bradshaw Primary School	Reappointment
Anne Allison	Park Mead Primary School	Reappointment
Chris Woodbridge-Cox	Danehill Primary School	Reappointment

2.2 Of the 102 local authority governor places in East Sussex maintained schools, there are currently **23** vacancies. This is a vacancy rate of 22.5%. The overall vacancy rate for all types of governors in East Sussex is currently 18.7%. Governor Services are currently processing 5 applications and a further 5 Local Authority Governors are waiting for their appointment to be ratified at their next Full Governing Board meeting. This will bring the vacancies down to 13.

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 service 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. We are launching a new, more localised, recruitment campaign, this includes a form on the ESCC website that people interested in becoming a governor can complete, we can then use the vacancy data we hold to match governors with a local school. The campaign will include a social media campaign and “become a governor” events in local areas where governor vacancies are high.

2.5 The service 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 19 governors at 17 schools.

2.6 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 with 2 more governors going through the application process. 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.

2.7 A locum clerking service offer was launched in September. This service allows governing boards to buy in an experienced, accredited clerk if their substantive clerk is unable to clerk a meeting or while they are recruiting a substantive clerk. There have already been a number of requests for locum cover.

Governor Training

2.8. The governor and clerking 2019/20 training programme started at the end of September. There are 81 sessions booked in over the academic year. Over the last academic year, 45 local authority governors have attended 142 courses, including training and briefings run by the governor and clerking services and the Local Safeguarding Children’s Board.

2.9 The service is planning to send regular information to local authority governors 3 times a year. This is to support them in providing the governing body with an understanding of the current East Sussex policy and approach for school improvement as outlined in the responsibilities and expectation for local authority governors.

2.10 15 local authority governors attended the last round of local area forums.

3. Conclusion and reasons for recommendations

For information only.

Clare Cornford
Project Officer: Governor and Clerking Service

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BACKGROUND DOCUMENTS

None

Appendix 1
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	2019/20 September
Governor Places at LA Maintained schools	1395	1395	1340	1340	1291	1252
Vacancies (not including non gov HT)	226 (16.2%)	221(15.4%)	251 (18.7%)	234 (17.46%)	214 (16.57%)	235 (18.7%)
Schools with 25%+ vacancies	1	1	6 – start of term	4	6	8 (start of term)
Head teachers who are not governors	0	0	0	0	0	0
Head teachers who are governors	116	116	111	111	111	108
LA governor places	114	114	109	109	105	102
LA governor vacancies	13 (10.8%)	12 (10.5%)	10 (9.2%)	13 (11.9%)	13 (12.3%)	23 (22.5%)
Parent governor places	274	274	266	266	251	243
Parent governor vacancies	35 (12.7%)	45 (16.4%)	43 (16.2%)	48 (18%)	43 (17.1%)	32 (13%)
Staff governor places	114	114	109	109	105	102
Staff governor vacancies	17 (14.9%)	12 (10.5%)	18 (16.51)	14 (12.8%)	12 (11.4%)	11 (10.8%)
Co-opted governor places	502	502	490	490	473	456
Co-opted governor vacancies	109 (21.7%)	98 (19.5%)	108 (22%)	98 (20%)	88 (18.6%)	110 (24%)
Foundation governor places	269	269	255	255	246	241
Foundation governors vacancies	52 (19.3%)	52 (19.3%)	62 (24.31%)	61 (23.9%)	58 (23.5%)	59 (20.4%)
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	288 since 1/10/18. 37 since 1/9/19

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Report to: County Consultative Committee
Date of meeting: 9th October 2019
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

- 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.**

Stuart Gallimore
Director of Children's Services

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BACKGROUND DOCUMENTS

None

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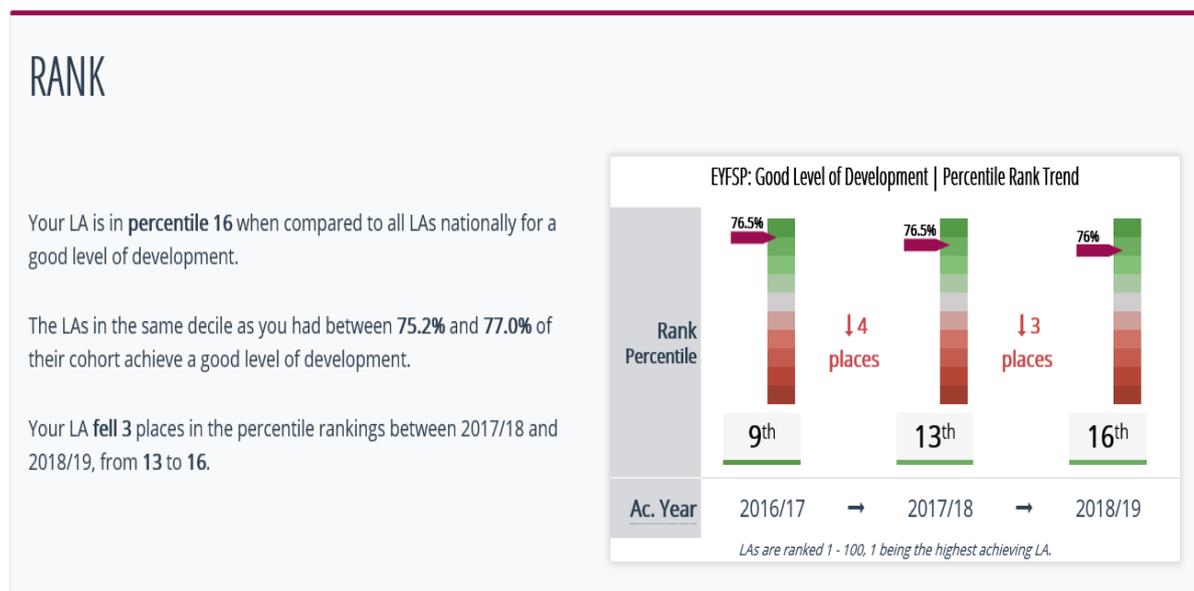
Educational Attainment in East Sussex

Report on Outcomes for Governors – September 2019

1.1 This report provides a summary of the outcomes achieved in summer 2019 by pupils in East Sussex from Early Years to Key Stage 4. Data presented in this report is provisional and subject to change as re-marks and appeals are undertaken by schools. Key Stage 2 outcomes are validated in December 2019 and Key Stage 4 outcomes in March 2020. Early Years and Key Stage 1 remain unvalidated. Emerging and provisional national data, where available is provided. The data charts and local authority (LA) rankings that are included in this report are taken from Nexus which is a system that is run by the NCER (National Consortium for Examination Results). Schools can access this data through Perspective Lite, and should be providing governors with reports and summary charts showing the schools' performance.

2 Early Years – Good Level of Development (GLD)

2.1 The percentage of children achieving a good level of development in East Sussex in 2019 is 76.0% which is a decrease of 0.5% compared to 2018 but is 4.2% above the emerging national average of 71.8%. The percentage point gap between children eligible for Free School Meals (FSM) achieving a good level of development and their peers is 12.6% compared to 12.5% in 2018. The national average gap for this cohort for 2019 is 18.3% and has widened nationally by a further 1%.



2.2 Phonics In 2019, 81.7% of pupils in East Sussex were working at the expected level in phonics at the end of Year 1, against a national average of 81.9%. The national average fell by 0.6% compared to 2018, and East Sussex decreased by 0.6%. East Sussex is ranked 59 out of all local authorities; in 2018 our rank was 49. In 2019 69.9% of disadvantaged pupils in East Sussex were working at the expected level in phonics at the end of Year 1. This is an increase of 0.1% compared to 2018. The 2019 emerging national average for this cohort is 70.9%.

3. Performance data at Key Stage 1

3.1 The percentage of pupils working at the expected standard in each subject is above the emerging national average and East Sussex ranks well compared to other local authorities. **Reading:** In 2019 77.2% of pupils were working at the expected standard in reading which is 2.3% above the emerging national average and a 0.2% increase compared to the previous year. **Writing:** In 2019, 72.2% of pupils were working at the expected standard in writing which is 3.0% above the emerging national average but a decrease of 1% compared to 2018. **Maths:** In 2019, 77.6% of pupils were working at the expected standard in maths which is 2% above the emerging national average and an increase of 0.2% compared to 2018.

3.2 The following charts show how East Sussex is performing compared to the national average, the local authority's rank and whether our ranking has moved.

Expected Standard (EXS)			
Reading	Performing well	Rank 33	Stable 3 yrs
Writing	Performing well	Rank 26	Stable 2 yrs
Mathematics	Performing well	Rank 33	Best for 3 yrs

3.2 The percentage of pupils working at the greater depth standard in each subject is in line or above the emerging national average but there are some decreases from our performance in 2018.

Greater Depth Standard (GDS)			
Reading 26.9% (N25%)	Performing well	Rank 36	Broadly stable 3 yrs
Writing 15.5% (N14.8%)	In line	Rank 46	Dropping
Mathematics 22.1% (N21.7%)	In line	Rank 49	Dropped

4. Performance data at Key Stage 2

4.1 62.4% of pupils in East Sussex achieved the expected standard in Reading/writing/maths combined in 2019. This is a decrease of 1.6% compared to 2018 and 2.4% below the provisional national average. 8.2% of pupils were working at greater depth in Reading/writing/maths combined in 2019. This is an increase of 0.8% compared to 2018 but remains below the provisional national average of 10.5%. 45.8% of disadvantaged pupils achieved the expected standard in Reading/writing/maths combined, a decrease of 3.5% compared to 2018. 2.7% of disadvantaged pupils were working at greater depth in Reading/writing/maths combined in 2019, a decrease of 0.6% compared to 2018. The 2019 provisional national averages for this cohort are expected standard 51.4%, greater depth 4.7%.



4.2 The following charts show the percentage of pupils in East Sussex that reached the expected standard and high/greater depth standard in reading, writing and maths, compared to the national average, the local authority's rank and whether our ranking has moved.

Expected Standard (EXS)			
Reading 71.9% (N73.2%)	Below national	Rank 64	Down 17
Writing 78.7% (N78.7%)	In line	Rank 51	Stable 2 yrs
Mathematics 75.1% (N78.7%)	Below national	Rank 87	Down 13

High / Greater Depth Standard (High / GDS)

Reading	Below national	Rank 65	Down 14
Writing	Below national	Rank 74	Improving 3 yrs
Mathematics	Below national	Rank 89	Down 5

5. Performance data at Key Stage 4

5.1 The provisional Attainment 8 Score for East Sussex in 2019 is 45.3 which is just above the 2018 figure of 45.2. 63.6% of East Sussex pupils achieved grades 9-4 in english and maths in 2019, which is 1.6% above the 2018 figure of 62.0%. 41.7% of East Sussex pupils achieved grades 9-5 in english and maths in 2019, which is 0.3% above the 2018 figure of 41.4%. 23.3% of pupils achieved grades 9-4 in all EBacc subjects compared to 18.6% in 2018. 15.8% of pupils achieved grades 9-5 in all EBacc subjects, compared to 12.8% in 2018. The provisional national data is not available for key stage 4.

6. Attendance and exclusions data

6.1 At primary phase East Sussex continues to have absence rates above the national average, though there was a slight decrease in absence rates between 2017/18 and 2018/19.

Primary:

Overall % Sept 18 – June 19	Persistent Absence (%)	Overall Absence (%)
ESCC 2017/18	9.94	4.56
ESCC 2018/19	9.40	4.37
National 2017/18	8.70	4.20

6.2 At secondary phase East Sussex continues to have absence rates above the national averages, and there was an increase in absence rates between 2017/18 and 2018/19.

Secondary:

Overall % Sept 18 – June 19	Persistent Absence (%)	Overall Absence (%)
ESCC 2017/18	16.28	6.30
ESCC 2018/19	17.12	6.55
National 2017/18	13.9	5.5

6.3 At both primary and secondary phase East Sussex has a higher percentage of fixed term exclusions and permanent exclusions than the national.

Primary:

Sept 18 – June 19	FTE % NoR	FTE No of pupils	FTE FSM6 excluded	FTE SEN excluded	PEX incidents as % of NOR	PEX incidents
East Sussex 2017/18	2.07	294	133 (45%)	189 (64%)	0.05	21
East Sussex 2018/19	1.74	255	111 (44%)	176 (69%)	0.06	25
National 2016/17	1.37	-	-	-	0.03	-

FTE – Fixed Term Exclusions, FSM6 – Free School Meals in the last 6 years, SEN – Special Educational Needs, PEX – permanent Exclusions. NOR – Number on Roll.

Secondary:

	FTE %	FTE No of pupils	FTE FSM6 No excluded	FTE SEN excluded	PEX incidents as % of NOR	PEX incidents
Sept 18 – June 19						
East Sussex 2017/18	11.64	1275	679 (53%)	351 (28%)	0.30	73
East Sussex 2018/19	12.23	1307	693 (53%)	411 (31%)	0.25	62
National 2017/18	10.13	-	-	-	0.20	-

7. Conclusion

These results have been shared with schools, the Secondary Board and the Primary Board and have been used to inform our joint priorities for this coming year. These priorities are:

Primary:

- Urgently improve outcomes at Key Stage 2, improve progress in all subjects and mathematics and reading outcomes
- Performance of disadvantaged pupils in all measures at all key stages
- Improving attendance
- Reducing exclusions, particularly for disadvantaged pupils and those with SEN/D.

Secondary:

- Commitment to maximize attendance and minimize exclusions
- Affirmative action to raise achievement – and close ‘achievement gaps’ where they exist
- Classroom teaching and leadership at all levels to be of the highest quality
- Reduce in-school variation by subjects.

Report to: County Consultative Committee
Date of meeting: 9th October 2019
By: Jessica Stubbings
Title: New Ofsted Framework and the Curriculum
Purpose: For members of the County Consultative Committee to receive a briefing on the New Ofsted Framework and the Curriculum

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 and the Curriculum

2 Supporting information

- 2.1 Appendix 1 – Overview of session
- Appendix 2 – Powerpoint Presentation on the new framework and the curriculum.
- Appendix 3 – Questions for the SEF to address

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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Overview of the Governors' Local Area Forums Briefing Sessions – November 2019

The Curriculum and Quality of Education

The purpose for the Governors' Briefing Sessions:

- To provide governors with up to date knowledge of the new Ofsted Inspection Framework with a specific focus on the '*Quality of Education*' judgement area.
- To support governors' preparations for Ofsted. inspection.
- To provide an opportunity for networking and discussion with other governors.

The sessions will cover the following areas:

- The new Ofsted Inspection Framework.
- Understanding the new 'Quality of Education' judgement area.
- How Ofsted inspect the 'Quality of Education'.
- How Governors can prepare for Ofsted inspection.
- How Governors can monitor and evaluate the 'Quality of Education' in their schools – practical steps.

There will be an opportunity for discussion, debate, questions and the sharing of expertise and experience.

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East Sussex
County Council

Governors Local Area Forums

Preparing for Ofsted

- Briefing for Governors

November 2019

Objectives for the session

- To support governors' preparations for Ofsted inspection.
- To provide governors with up to date knowledge of the new Ofsted Inspection Framework with a specific focus on the '*Quality of Education*' judgement area.
- To provide an opportunity for networking and discussion with other governors.

New Ofsted Framework

- September 2019

New Ofsted Framework

- from September 2019 onwards

New: 'Quality of Education', 'Behaviour and Attitudes' and Personal Development'

Remain: Grading 1-4, 'Overall Effectiveness', 'Leadership and Management', Exemption for 'Outstanding'

Out: 'Quality of Teaching, Learning and Assessment', 'Outcomes for Pupils'

New Ofsted Inspection Framework

- Academic year 2019-20
onwards

5 Main Areas:

1. Overall Effectiveness

2. **The Quality of Education**

3. Behaviour and Attitudes

4. Personal Development

5. Leadership and Management

Plus Effectiveness of EYFS Education/Sixth Form

'Quality of Education'

(Curriculum)

Ofsted's definition of 'Curriculum'

"A framework for setting out the aims of a programme of education, including knowledge and understanding to be gained at each stage....."

(INTENT)

..... for translating that framework over time into a structure and narrative within the institutional context....."

(IMPLEMENTATION)

..... and for evaluating what knowledge and understanding pupils have gained against expectations"

(IMPACT)

Inspecting the Quality of Education

INTENT

- Evaluate curriculum leadership – rationale, decisions, planning
- Breadth and ambition – but also depth
- Local circumstances – appropriate to each cohort
- Curriculum content



Inspecting the Quality of Education

IMPLEMENTATION

- Quality of teaching and learning
- Teachers' knowledge and skills (CPD programme)
- Ensuring pupils understand not just remember
- Data – how is it used to inform teaching?



Inspecting the Quality of Education

IMPACT

- Focus on pupil groups – especially disadvantaged and SEN/D (not forgetting gender)
- Test results
- Progress scores
- Reading and vocab



Inspecting the Quality of Education – *How?*

- Interview curriculum and subject leaders
- Discussions with class teachers
- Lesson visits
- Interviews with pupils
- Review plans, schemes
- Pupil work scrutiny
- Listen to pupils read
- Checking vocab



‘DEEP DIVE’

Inspecting the Quality of Education – How?

Vocabulary

- Linked to social class
- Over 4 years, children will have experienced:
 - 45 million words – Professional family
 - 26 million words – Working class family
 - 13 million words – Family on welfare benefits (*‘Hart and Risely’ study*)
- 90% of vocab comes from reading – best place to develop vocab is in ACADEMIC texts, rather than age-specific texts. This exposes pupils to complex vocab and ideas with which complex words are used.
- ‘Knowing’ a word is not enough – need to know how, when, why to use it. That is why key words on the wall don’t work – eg Science words – need to understand about the key words and how to use them.

Outstanding
 Good
 Requires Improvement
 Inadequate

What can governors do to monitor
the 'Quality of Education'?

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Questions for the SEF to Address

Curriculum Intent

Is this ambitious for all learners especially the most disadvantaged and those with SEND?

Is the curriculum coherently planned and sequenced?

Does the school have the same ambition for almost all learners? Does the curriculum meet the needs of those with SEND?

Do all learners study the full curriculum?

Curriculum Implementation

Do teachers have good knowledge and expertise? What support is in place?

Do teachers present information clearly, check learners' understanding and respond to this adapting their teaching appropriately?

Does teaching help learners to remember concepts and build on these?

Is assessment used effectively, in a way that does not create unnecessary burdens for staff or learners?

Do the environment, resources and materials reflect the curriculum intent?

Is there a rigorous approach to teaching reading and phonics?

Curriculum Impact

Do learners achieve well?

Are learners ready for the next stage of education?

Targets

Are challenging targets set for groups and individuals in line with FFT 20 estimates?

Outcomes for Pupils

What are the key strengths from end of Key Stage and Year 1 phonics data including vulnerable groups?

What are the key areas for development from end of Key Stage and Year 1 phonics data including vulnerable groups?

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Report to: County Consultative Committee

Date of meeting: 9th October 2019

By: Clare Cornford

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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Autumn Local Area Forum
GOVERNORS' Local Area Forum Summer 2019
SUMMARY REPORT

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

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

The following officers were in attendance:

Ofsted

Philip Bunn – Consultant Headteacher.

Carrie Beech – Project Lead: Primary and Early Year.

Elizabeth Funge – Head of Education Improvement.

Local Area Forum Chair	Name
Uckfield	Jenny Barnard-Langston
Lewes	Denise Kong
Eastbourne	Jane McCarthy-Penman
Hastings	Richard Sage

Agenda

No	Item	Time
1.	Welcome	7.00pm (6.30 Lewes)
2.	Minutes & Matters Arising	7.00pm (6.30 Lewes)
3.	Ofsted	7.05pm (6.35 Lewes)
4.	ESGF session An opportunity for governors to meet with their elected ESGF representative.	8.30pm (8.00 Lewes)
5.	Close	9.00pm (8.30 Lewes)

Agenda Item	Discussion and Decisions	Action
1.	Welcome	
2.	<p>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.</p>	
3.	<p><u>The New Ofsted Framework</u> Governors received a briefing about the new Ofsted framework and what this means to governors. The session aimed to ensure that governors are aware of the changes that are happening and to have the opportunity to ask questions and network with other governors.</p> <p>The new Ofsted framework comes into effect from the 1st September 2019. At the moment, schools are being inspected under the current framework, although some schools that have been inspected recently have reported a shift towards the new framework.</p> <p>Governors need to ensure that the school meets the inspection criteria. If they can't see the evidence they will try to find it. The easier it is for the inspector to see the evidence, the more likely that the inspection will be successful. Inspectors will be looking at a school's website in the weeks prior to the inspection taking place. Governors need to ensure that all the statutory information is available on the website.</p> <p>The inspection process rarely looks at finances. However, there will be questions about the pupil premium. Inspectors will ask how the pupil premium pupils are performing. How do you know that the grant is being well spent.</p> <p>The inspectors will look at whether a school is meeting its statutory responsibility and there is evidence for these core functions. Are volunteers fulfilling all the stings they are meant to be doing. Are governors holding the school to account?</p> <p>Governors need to be clear what their role in the inspection process is. Who is best place to talk to the inspector about different areas. It is important to have the right people there with key knowledge in a short amount of time. Governors need to make sure they are well briefed and are clear about what they know. A killer response to a question means the inspection moves on. File need to be kept dynamically up to date and to be easily accessible. If the chair is likely to be unavailable, a few governors need to be up to date to cover this.</p> <p>One governor commented that a common question is "how do you know that rather than have just been told". Governors need to know they have found the evidence and checked it and seen why it is so. If the inspector doesn't ask the right question, make</p>	

Agenda Item	Discussion and Decisions	Action
	<p>sure that the answer and information you want the inspector to know comes out. Governors need to ensure that their role in the inspection process is evolved well before the inspection. The relationship between the headteacher and the key members of the board is essential in demonstrating that a school meets the inspection criteria. It is important to rehearse before-hand and be able to demonstrate the evidence. Skype or phone calls are OK if the key people are unavailable. Inexperienced governors are not best placed to meet with the inspector.</p> <p>Governors need to ensure they are singing from the same hymn sheet as the headteacher. Governors must evidence challenge to the headteacher over the data. Governors and the headteacher need to be saying the same things and knowing why. This stems from how robust the schools self-evaluation is. Everyone needs to be really clear about where the school is at. It is OK to say that you do not meet the criteria. The key thing is to know how you are addressing something and that everyone is saying the same thing, which is a powerful response. Communication behind the scenes and before an inspection is key to this.</p> <p>Inspectors won't ask all the questions. As part of the session, governors received a list of the questions that inspectors have been asked.</p> <p>Giving the right answer is essential. The pupil premium will be centre to this. If you are asked a question, start the response by talking about the pupil premium children. Know the disadvantaged and other groups of children. Compare the pupil premium children and demonstrate how the gap has been closed.</p> <p>The inspector will collect evidence throughout the day. The governors will ratify what the inspector has collected. Ofsted will triangulate the evidence.</p> <p>The new framework will look at the quality of education, behaviour and attitudes, personal development and leadership and management. There will be a judgement for overall effectiveness. There will be no change to how governance is inspected. Short inspections will now be 2 days. Small schools will have a 1 day inspection. The new framework for outstanding is far tougher.</p> <p>The new framework says that inspectors wont look at internal data. Governors need to demonstrate how they are using the data to make an impact. What conclusions are being drawn from it.</p> <p>Onsite preparation for the inspection has been scrapped. The initial phone call will take place between 10.30am and 2pm. If the head is not there, then the next senior person will need to take the call. The head of school will need to be prepared to act up if the executive headteacher is unavailable. The call will be split into 2. The first part will focus on how well the school is doing since the last inspection. The second part of the call will focus on the operational and organisational aspect of the inspection.</p> <p>There will be a transitional period with the quality of education. Schools will have the</p>	

Agenda Item	Discussion and Decisions	Action																
	<p>chance to bring their curriculum in line with the changes. Governors will need to be clear on what is the intent behind the curriculum. There will be a focus on reading and inspectors will want to hear children read and also read the work they have produced.. Exercise books should show how children are being pushed.</p> <p>Schools will be looked at in how they deal with bullying, not the absence of it. Governors will need to communicate how bullying is dealt with in the school.</p> <p>The SEF needs to be aligned to the new framework and linked to the new areas.</p> <p>It is important to remember that the easier you can make the inspector see something, the easier it is.</p>																	
<p>4.</p>	<p>Dates of the next meetings:</p> <table border="1" data-bbox="264 904 1329 1227"> <tbody> <tr> <td data-bbox="264 904 456 972">13/11/2019</td> <td data-bbox="456 904 663 972">18.00 – 20.00</td> <td data-bbox="663 904 815 972">GOV793</td> <td data-bbox="815 904 1329 972">The Sussex Exchange, Hastings</td> </tr> <tr> <td data-bbox="264 972 456 1039">21/11/2019</td> <td data-bbox="456 972 663 1039">18.00 – 20.00</td> <td data-bbox="663 972 815 1039">GOV794</td> <td data-bbox="815 972 1329 1039">County Hall, Lewes</td> </tr> <tr> <td data-bbox="264 1039 456 1106">28/11/2019</td> <td data-bbox="456 1039 663 1106">10.00 – 12.00</td> <td data-bbox="663 1039 815 1106">GOV795</td> <td data-bbox="815 1039 1329 1106">Uckfield Civic Centre</td> </tr> <tr> <td data-bbox="264 1106 456 1227">28/11/2019</td> <td data-bbox="456 1106 663 1227">18.00 – 20.00</td> <td data-bbox="663 1106 815 1227">GOV796</td> <td data-bbox="815 1106 1329 1227">East Sussex Training and Development Centre, Eastbourne</td> </tr> </tbody> </table>	13/11/2019	18.00 – 20.00	GOV793	The Sussex Exchange, Hastings	21/11/2019	18.00 – 20.00	GOV794	County Hall, Lewes	28/11/2019	10.00 – 12.00	GOV795	Uckfield Civic Centre	28/11/2019	18.00 – 20.00	GOV796	East Sussex Training and Development Centre, Eastbourne	
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<p>5.</p>	<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 terms.**

Area	Total number of governors attending		Total number of schools represented	
	Spring	Summer	Spring	Summer
Eastbourne	19	38	17	31
Hastings/Bexhill	23	31	19	21
Lewes	13	27	16	14
Uckfield	12	28	11	21
TOTALS	67	124	63	87

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
Beacon Community College (Academy) - Governing Body
Chailey St Peter's CE Primary School SGB - 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
Manor Primary School - Governing Body
Newick CE Primary School - Governing Body
Nutley CE Primary School - Governing Body
Ore Village Primary Academy - Governing Body
Ringmer Primary School - Governing Body
St John's CE Primary School - Governing Body
St Philip's Catholic Primary School - Governing Body
Telscombe Cliffs Community Primary School - Governing Body
Uckfield College - Governing Body
Uplands Community College - Governing Body

Lewes

Bourne Primary School - Governing Body
Brede Primary School - Governing Body
Harbour Primary School - Governing Body
Heathfield Community College - Governing Body
Kings Academy Ringmer (Academy) - Governing Board
Meridian Primary School - Governing Body
Priory School - Governing Body

Robertsbridge Community College - Governing Body
Seaford Head School (Academy) - Governing Body
South Malling CE Primary School - Governing Body
Southover CE Primary School - Governing Body
Telscombe Cliffs Community Primary School - Governing Body
The Cavendish School LGB
Western Road Community Primary School - Governing Body

Eastbourne

Alfriston Primary School - Governing Body
Battle and Langton CE Primary School - Governing Body
Bourne Primary School - Governing Body
Chyngton School - Governing Body
Cross in Hand CE Primary School - Governing Body
Hellingly Community Primary School - Governing Body
Heron Park Primary Academy - Governing Body
Langney Primary Academy LGB
Maynards Green Community Primary School - Governing Body
Oakwood Primary Academy - Governing Body
Ocklynge School
Peacehaven Heights Primary School - Governing Body
Ratton School Academy Trust - Governing Body
Ringmer Primary School - Governing Body
Seaford Head School (Academy) - Governing Body
Seaford Primary School - Governing Body
Sedlescombe CE Primary School - Governing Body
Shinewater Primary School - Governing Body
St Andrew's CE Infant School - Governing Body
St John's Meads CE Primary School - Governing Body
St Mary Magdalene's Catholic Primary School - Governing Body
St Peter and St Paul CE Primary School - Governing Body
St Thomas a Becket Catholic Primary School
STEP Phoenix and Whitehouse Academies - Governing Body
Stone Cross School - Governing Body
Telscombe Cliffs Community Primary School - Governing Body
The Cavendish School LGB
The Eastbourne Academy - Governing Body
West Rise Junior School - Governing Body
Western Road Community Primary School - Governing Body
Willingdon Primary School - Governing Body

Hastings

ARK William Parker Community Academy - Governing Body
Battle and Langton CE Primary School - Governing Body
Brede Primary School - Governing Body
Catsfield Primary School - Governing Body

Chantry Community Primary School - Governing Body
Claverham Community College - Governing Body
Cross in Hand CE Primary School - Governing Body
Crowhurst CE Primary School - Governing Body
Icklesham CE Primary School - Governing Body
Netherfield CE Primary School - Governing Body
Ninfield CE Primary School - Governing Body
Robertsbridge Community College - 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) - Shadow Governing Body
St Pancras Catholic Primary School - Governing Body
St Richards Catholic College - Governing Body
St Thomas' CE Primary School - Governing Body
STEP Phoenix and Whitehouse Academies - Governing Body
Ticehurst and Flimwell CE Primary School - Governing Body
Westfield School - Governing Body

Points to note:

24 academy governors attended. The following academies were reached:

Heron Park Primary Academy - Governing Body
Langney Primary Academy LGB
Seaford Head School (Academy) - Governing Body
Shinewater Primary School - Governing Body
STEP Phoenix and Whitehouse Academies - Governing Body
Beacon Community College (Academy) - Governing Body
Ore Village Primary Academy - Governing Body
ARK William Parker Community Academy - Governing Body
Oakwood Primary Academy - Governing Body
The Cavendish School LGB
The Eastbourne Academy - Governing Body
Kings Academy Ringmer (Academy) - Governing Board
Ocklynge School
Ratton School Academy Trust - Governing Body

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