

Autumn Local Area Forum  
**GOVERNORS' Local Area Forum Spring 2018**  
**SUMMARY REPORT**

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The Local Area Forums for Governors took place as follows:

<b>Code</b>	<b>Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Venue</b>
<b>GAM062</b>	<b>07/03/18</b>	<b>19.00</b>	<b>21.00</b>	<b>Uckfield Civic Centre</b>
<b>GAM065</b>	<b>14/03/18</b>	<b>18.30</b>	<b>20.30</b>	<b>County Hall, Lewes</b>
<b>GAM068</b>	<b>22/03/18</b>	<b>19.00</b>	<b>21.00</b>	<b>St Mary's House, Eastbourne</b>
<b>GAM071</b>	<b>28/03/18</b>	<b>19.00</b>	<b>21.00</b>	<b>The Sussex Exchange, Hastings</b>

The following officers were in attendance:

Danielle Cassell – Senior Manager, System Leadership.  
Uckfield – Claire Rivers, St Mark's Teaching School  
Lewes – Sophie Thomas, Newick Teaching School  
Eastbourne – Gareth Lucas, Cuckmere House Teaching School  
Hastings – Joanne Callendine-Evans, St Richards Teaching School.

Uckfield and Hastings - Vicky Rowe, School Safeguarding Officer  
Lewes – Catherine Dooley, Senior Manager – SLES  
Eastbourne – Dion Page-Hammond, Support and Intervention Manager - Safeguarding

The meetings were chaired as follows:

Uckfield Area: Denise Kong  
Lewes Area: Denise Kong  
Eastbourne: Denise Kong  
Hastings Area: Karen Marr

## Agenda

Agenda Item	Discussion and Decisions	Action
1.	<p><b>Welcome</b></p>	
2.	<p><b>To receive the minutes of Autumn Term County Forum and ESGF Meetings and Autumn Local Area Forum</b>  <i>This item is included on the agenda each term for information only.</i></p> <p>The minutes of the Autumn Term County Forum and Local Area Forum were received and noted.</p>	
3.	<p><b><u>The Role of the Teaching Schools:</u></b> This session will look at the role of Teaching Schools in the current educational landscape and in East Sussex. Teaching Schools in each respective Local Area Forum Area have been invited to attend each session and will be talking about the work they are doing. Governors will bring back to their Governing Board this information and questions they can ask about the impact of teaching schools on their own school.</p> <p>The government is driving a vision of a school-based, self-improving school system. The role of the LA is changing; moving towards facilitating and procuring rather than delivering. School Improvement funding is moving away from the LA to schools, overseen by the Regional Schools Commissioner. Teaching school funding takes the form of annual grant funding paid directly to the school, this reduces over three years to 40k. Teaching schools are a critical part of this landscape. Teaching schools are not confined to Education Improvement Partnerships and can work outside of them.</p> <p>Teaching schools are seen as centres of excellence for teaching. Staff within teaching schools can improve their own performance. This can lead to improvements within the school and within alliances. It also makes schools attractive to teachers. Teachers find it exciting. Teaching schools also have a sense of responsibility towards other schools. There is a focus on the big 3 outcomes – Initial Teacher Training, Professional Development and School to School Support.</p> <p>The Regional Schools Commissioner (RSC) is promoting the development of teaching schools. Ideally there should be a secondary and primary teaching school in each area. Teaching Schools used to have to be Ofsted outstanding, now they can have a proven record of being good. The RSC is not looking to appoint teaching schools too near to other teaching schools.</p> <p>Teaching Schools do not gain financially from their status. A lot of the funding received goes on admin or is ring-fenced for specific purposes. . Teaching schools get a lot of information from the government first. Teaching schools can draw down funding to benefit schools across the whole of East Sussex.</p> <p>Teaching schools put on a lot of courses, particularly around middle leadership and Maths. One barrier to success for teaching schools is attendance on training – how to let schools know what is going on and promoting training sessions. Marketing is difficult.</p>	

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	<p>Applications for teaching training are dropping. Historically, there was a surplus of applicants, this is now significantly less. Large bursaries are not drawing people in. It is crucial to keep teachers in training and have a clear career pathway for them. Teaching schools can recruit Specialist Leaders of Education.</p> <p>Training in teaching schools is cross phase for leadership. Teaching schools need to have a good relationship with all parties, including the LA in delivering support. NLGs are now attached to Teaching Schools. Robsack Wood Teaching School is engaged in action research.</p> <p>In some schools, support comes from existing teachers. It would be good to look outwards for solutions. This could be provided through teaching schools.</p> <p>Teaching Schools can help improve pupil outcomes through training teachers to be the best they can. Maths Mastery is the latest project with proven results being rolled out.</p> <p>Governors would like to know what is on offer from Teaching Schools. This needs to be more streamlined as schools are often bombarded with training opportunities.</p> <p>When there are examples of best practices, these need to be shared. With schools.</p>	
4.	<p><b>Safeguarding in Schools Update:</b> The safeguarding session will unpick the findings of the recent Safeguarding 175 Audit. Particular detail will be paid to looking at the Single Central Record and recording incidents and record keeping. The session will also look at managing complaints and concerns raised around safeguarding. There will be a particular focus on the monitoring role of the Governing Board. There will be plenty of opportunity for governors to discuss issues and raise questions.</p> <p>Governors received the headline results from the Safeguarding 175 Audit. Only a couple of schools had not returned their audits. The audit looks across all maintained schools and is broken down into yes or no, so a school has either achieved the target or has not. There is no grey area. The results for independent have not yet been collated. They complete a 157 audit. Lots of intelligence has come from the 175 Audit and this can be used to develop the training programme. The Local Authority needs to report to the Local Safeguarding Children's Board that appropriate school based practice is in place.</p> <p>There are 7 standards within the audit. The first segment is about leadership and governance. On the chart, the purple areas are statutory areas where schools are not compliant. Green is where it is being met.</p> <p>Electronic safeguarding record keeping means there is no fragmentation of records and it is more joined up.</p> <p>Governors raised that there were some differences between the Ofsted expectations and East Sussex expectations. Governors would like clarification about this.</p> <p>The Single Central Record is a big area where non compliance is often found. Checking the SCR is often difficult because it is only as good as it is on the day. It is difficult to</p>	

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	<p>scrutinise the detail. Choose one member of staff, perhaps the last person to join to do the check. The safeguarding Link Governor needs to check and sign off the SCR. East Sussex recommend that this is done 6 times per year. Any omissions need to be followed up. Be aware of GDPR and data protection in this area. Ensure overseas references have been taken up. The SCR has statutory columns, even if the set up is slightly different. In a federation this should be standardised. Companies should be able to prove they have done safer recruitment checks or use approved supplier where this is undertaken by the Local Authority. A regular contractor needs to be on the Single Central Record. During school holidays when no children are there, anyone can go in. Fencing can also be used to create a barrier.</p> <p>The Safeguarding role is hard to do. The head should not be the DSL. Safeguarding needs to be confidential, so there has to be a level of trust with the DSL and Head that things are being picked up and concerns are being recorded.</p> <p>There is a checklist for governors in terms of monitoring. The Local Authority will be going out to 25 schools to look at their records. The Safeguarding Link Governor will be invited to this.</p> <p>Governors should ask Is their DSLs are attending the networking sessions? Training is also being developed for the DSL and Safeguarding Link Governor to attend the same training. Networking sessions are also being developed across the county for Safeguarding Link Governors.</p> <p>There are an increasing number of complaints being raised about safeguarding. These come from a variety of sources, but are often complaints sent to Ofsted by parents. Ofsted then tell the local Authority who have to take action. There is often a common theme to complaints, including SEN, bullying, site and safety issues, peer on peer sexual abuse, breeches of confidentiality and restraint have all been issues raised. Sometimes complaints are not related to safeguarding but have been labelled as such by the parents or Ofsted as a safeguarding issue. Some complaints re vextitious. Some are serious complaints about schools not following procedures and raise issues that need to be addressed. There can be a lot of ramifications for schools, particularly is Ofsted as they can do unannounced safeguarding inspections. MPs also get a lot of complaints from parents.</p> <p>Historically, Ofsted have taken a long time in dealing with complaints which has meant that often complaints had been resolved by the time Ofsted stepped in. this has now moved up a gear and the Local Authority are being asked to step in very quickly. Ofsted Inspectors have been known to have copies of complaints when they come into schools.</p> <p>Governors should ensure that being open and forging good relationships with parents. This can be key to avoiding escalation. Parents want to be listened to. Complaints can put an undue focus on an inspection.</p> <p>Governors need to know about safeguarding complaints. They need to be aware of the complaints policy and be able to stick to it.</p>	

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	Improved training is being laid o for governors in dealing with parental complaints and dates will be circulated to governors.																										
5.	<p><b>Dates of the next meetings:</b></p> <table border="1"> <thead> <tr> <th>Code</th> <th>Date</th> <th>Start Time</th> <th>End Time</th> <th>Venue</th> </tr> </thead> <tbody> <tr> <td>GAM063</td> <td>06/06/18</td> <td>19.00</td> <td>21.00</td> <td>Uckfield Civic Centre</td> </tr> <tr> <td>GAM066</td> <td>14/06/18</td> <td>18.30</td> <td>20.30</td> <td>County Hall, Lewes</td> </tr> <tr> <td>GAM069</td> <td>20/06/18</td> <td>19.00</td> <td>21.00</td> <td>St Mary's House, Eastbourne</td> </tr> <tr> <td>GAM072</td> <td>28/06/18</td> <td>19.00</td> <td>21.00</td> <td>The Sussex Exchange, Hastings</td> </tr> </tbody> </table>	Code	Date	Start Time	End Time	Venue	GAM063	06/06/18	19.00	21.00	Uckfield Civic Centre	GAM066	14/06/18	18.30	20.30	County Hall, Lewes	GAM069	20/06/18	19.00	21.00	St Mary's House, Eastbourne	GAM072	28/06/18	19.00	21.00	The Sussex Exchange, Hastings	
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6.	<p><b>ESGF Forum</b></p> <p>Representatives from the Local Authority left the meeting so Governors could meet with representatives from the ESGF.</p>																										