

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

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

<a href="#">GOV697</a>	07/11/2018	Uckfield Civic Centre	19.00-21:00
<a href="#">GOV698</a>	15/11/2018	The Sussex Exchange, Hastings	19.00-21:00
<a href="#">GOV699</a>	21/11/2018	County Hall, Lewes	18:30-20:30
<a href="#">GOV700</a>	29/11/2018	East Sussex Training and Development Centre, Eastbourne	19.00-21:00

The following officers were in attendance:

**SEND**

Uckfield - Emily Taylor presenting QMI and SEND Strategy  
Hastings – Antony Julyan presenting QMI and SEND Strategy  
Lewes- Emily Taylor and Penny Nice presenting QMI and SEND Strategy  
Eastbourne - Penny Nice presenting QMI and SEND Strategy

**Diminishing the Difference**

Melanie Saunders attended each of the 4 Local Area Forums, supported by the following headteachers:

- Uckfield – Margaret Coleman, Manor Primary School, Uckfield
- Hastings – Lorraine Clark, Ark Academy Trust, Hastings
- Lewes – Tony Smith, Priory School, Lewes
- Eastbourne - Claire Martin-O'Donoghue, Polegate School

<b>Local Area Forum Chair</b>	<b>Name</b>
Uckfield	Matthew Jones
Lewes	Denise Kong
Eastbourne	Denise Kong
Hastings	Karen Marr

## Agenda

No	Item	Time
1.	Welcome	7.00pm (6.30 Lewes)
2.	Minutes & Matters Arising	7.00pm (6.30 Lewes)
3.	SEND and the Quality Mark for Inclusion	7.05pm (6.35 Lewes)
4.	Diminishing the Difference	7.35pm (7.05 Lewes)
5.	<b>ESGF session</b>  An opportunity for governors to meet with their elected ESGF representative.  The Hot Topic will focus on Emotional wellbeing of staff and pupils and workload.	8.30pm (8.00 Lewes)
6.	Close	9.00pm (8.30 Lewes)

Agenda Item	Discussion and Decisions	Action
1.	<b>Welcome</b>	
2.	<p><b>To receive the minutes of the Autumn Term County Forum, East Sussex Governor Forum and Summer Local Area Forum</b></p> <p><i>This item is included on the agenda each term for information only.</i></p> <p>The minutes were noted as above.</p>	
3.	<p><b><u>SEN and the Quality Mark for Inclusion</u></b></p> <p>This session looked at the SEND Strategy 2018 – 2021 and also examined the new Quality Inclusion Mark for Schools which is being rolled out in November.</p> <p>The previous strategy for Special Educational Needs (SEN) was an ESCC strategy, rather than a broader strategy encompassing East Sussex as a whole. The new strategy addresses the bigger picture to include health and social care.</p> <p>The SEND Strategy from 2018-2021 sets out these shared strategic aims. In addition to input from providers and commissioners of services for children and young people, this Strategy has been co-produced with parents and carers and incorporates the aspirations of children and young people with SEND. Joint work with the East Sussex Standards and Learning Effectiveness Service (SLES) has ensured that the strategy is reflected in school improvement priorities.</p> <p>The Four Strategic Aims are:</p> <ol style="list-style-type: none"> <li>1. Building Capacity for Inclusion</li> <li>2. Transition- Journey of the child</li> <li>3. Delivery of High Quality Provision and Services</li> <li>4. Communication with Parents, Carers, Children and Young People</li> </ol> <p>There are focus groups for each of these 4 aims, including governor representation on each one.</p> <p>The East Sussex context is not dissimilar across the board to other authorities. There are concerns about mental health and funding in the high needs block. In East Sussex the number of SEN pupils in maintained schools is dropping. In a forecast of pupils with SEN to 2031, there will not be a reduction of the number of pupils with autism or social and emotional issues. In East Sussex, there are more SEN children in special and independent sector education than in maintained schools. One response to this is to build more special facilities in mainstream schools so more places are available. Some of the reason for this is down to parental confidence in the provision of their local school. Parents need to feel confident in the provision that is there for their child. Every child in an independent place costs three times as much as a mainstream place. There are some high needs children in mainstream schools, and some low need children in special schools.</p>	

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	<p>A snapshot of the percentage of statemented children at expected level is 6.5% where the national average is 8.3%. More children have an Education Health Care Plan in East Sussex than nationally. Some of these learners would be in mainstream education in other areas.</p> <p>Governors questioned if having high needs children in the wrong place has an impact on the mainstream children. Outcomes are good in East Sussex, not worse but not better than other areas. It is down to the management of the provision. Schools with special facilities have a positive effect on the outcomes of the high needs block.</p> <p>The focus group will look at finding some of the solutions to the issues raised in each of the 4 strategy aims.</p> <p>There is some project work being undertaken to link pupils in special schools to their local school so they have a sense of community where they live.</p> <p><b>Quality Mark for Inclusion.</b> The Quality Mark for Inclusion is born out of the high needs block review, the LA Ofsted Inspection and work on the SEN matrix. It has been introduced to ensure that there are constant standards of inclusive practice across schools. It is a set off core essential standards that schools can say they can meet. This will be used to build a sustainable approach. It should mean that everything a child encounters is inclusive.</p> <p>The Mark has been awarded to all schools. Schools will be expected to complete the online assessment document. The LA will then examine the responses. There will be random quality assurance visits. If schools are not keeping to the standards of the mark, then there will be telephone conversations and visits and support for schools to develop practice.</p>	
4.	<p><b>Diminishing the Difference</b> This session looked at Diminishing the difference in East Sussex and how governors can help to close the gap.</p> <p>Disadvantaged children tend to perform badly in comparison to their counterparts. The key question is what can be done to help disadvantaged children to perform better in school. What works and what are the best schools doing. What can we do collectively to change the culture?</p> <p>We know that children from low income households spend a third less time on homework as their peers, are twice as likely to have behavioural issues or SEN and are twice as likely to fall behind in school. It is thought that a child from a disadvantaged household hears 30 million fewer words by the time they are 3 both in conversations and in exchange. Disadvantaged children are 6 times as likely to be excluded than their peers and are 3 times as likely to be absent from school. There are low figures for progression to university.</p>	

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	<p>Research shows that maternal aspiration has a big impact on pupil performance and aspiration. Only 30% of low income mothers thought their child may go to university. Teacher expectation also has a profound impact.</p> <p>There is a statutory obligation for all schools to display information about their pupil premium expenditure on their school website. Ofsted check statutory information on the website in the weeks before an inspection. Information that should be included is:</p> <ul style="list-style-type: none"> <li>• Your school’s pupil premium grant amount</li> <li>• A summary of the main barriers to educational achievement faced by eligible pupils at the school</li> <li>• How you’ll spend the pupil premium to overcome those barriers and the reasons for that approach</li> <li>• How you’ll measure the effect of the pupil premium</li> <li>• The date of the review of the your pupil premium strategy</li> <li>• How you spent last year’s pupil premium allocation</li> <li>• The effect of last year’s expenditure on pupils</li> </ul> <p>During the summer, the LA undertook an audit of school websites that discovered only 26% of schools in East Sussex have all the correct information on their website. 5% of schools had no information on their website. Governors need to ensure that their websites are up to date with this information.</p> <p>The Sutton trust is a good resource for finding out what makes a difference. The information they provide looks at the cost of an intervention and the impact it has.</p> <p>Governors then heard from headteachers across the county about what they do to diminish the difference in their school.</p> <p><b><u>Margaret Coleman - Harlands Primary School and Manor Primary School, Uckfield</u></b></p> <p>The number of Pupil Premium pupils at Margaret’s schools sit at 15%. The schools have had a rethink about pupil premium and have stripped it right back and are doing something different. The end of KS2 results showed they were way above the disadvantage figures. Because of the hard work done with pupil premium pupils, this also had an impact on all children. Everyone matters and all children share the same vision.</p> <p>At Manor, they chose to spend the money on pupil premium champions. Each child has 15 minutes a week of 1:1 time to share learning. This is led by the child and helps attack the word gap. Year 6 pupils have additional support from a teacher in the class. They also invest in THRIVE. There is a pupil premium lead governor who does learning walks.</p> <p>Their approach is having an impact because of the culture of high expectations. The pupil premium lead is relentless at championing the cause. There is no excuse. All pupils will make age related progress or greater depth. Those with learning disability may not be meeting the expectation, but they are making excellent progress.</p>	

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	<p><b><u>Tony Smith, Priory Schools – Lewes</u></b></p> <p>There is an expectation for high performance for all students. In Priory, this has evolved. There used to be a focus on year 11 in the last year of school to get the best GCSE results, now it is whole school. There are 4 stages.</p> <p>Firstly, it is important to get to know who all the students are. At Priory there is a lot of work done to get to know them, who they are, what they look like and what motivates them. Some pupils do not get this at home. The second stage is to provide for them and learn how to differentiate for them. The third stage is to monitor them and track their progress and the fourth stage is to share their successes. A lot of time is spent on stage 1.</p> <p>It is important to keep it high profile and that staff are aware. There is a big notice board in the staff room. There is a list of non-negotiables. All teachers must ask pupil premium students a question in their lessons and follow it up. They ask a second question to affirm learning. Feedback must be provided to these pupils, there is a staff briefing every Monday from the pupil premium champion. Staff have pupil premium objectives on their appraisal.</p> <p>It is key that pupil premium students have high aspirations. Teachers need to know the children well to know what makes them tick. Not all pupil premium students need to access all the programmes. Pupil premium students get a priority for slots on parents evening. Getting the parents into school is essential.</p> <p>Looking at the grant money, learning takes priority, particularly Maths and English. This needs to be balanced with engagement. There is forest school in year 8 and movie school in year 9. For year 11 pupils, there is no excuse not to get Maths and English. An additional teacher is paid for to keep class sizes smaller in maths.</p> <p>In line with the Sutton Trust, there is a move away from setting to mixed prior attainment. This happens in maths from year 9 and in English all the way through. This exposes pupil premium students to high quality learning and they work to that level. Too often the bar is set too low for bottom sets. Staff need to commit and buy in to this. If you do it for pupil premium children and it works then it will for all children. Seating plans are key with this.</p> <p>There was some parental backlash from having mixed ability groups but no negative impact. Brighter students teaching something means they have a better mastery at it.</p> <p>Governors asked if there was a lot of transition work with feeder primary schools? There is lots of data collection and primary schools know their pupils well. The KS2 data comes out early so attainment can be mapped. Pupils also have CATS tests in year 7.</p> <p><b><u>Lorraine Clarke, Ark Academy Trust, Hastings</u></b></p> <p>Lorraine is an executive headteacher across 3 primary schools in Hastings.</p>	

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	<p>Hastings is the 13<sup>th</sup> most deprived town in the UK and is the most deprived coastal town. There is low primary attendance and the complex challenges are overwhelming. Each of the 3 schools has their own set of challenging circumstances. Blacklands is now outstanding, Little Ridge is good with outstanding features and Castledown was in the bottom 10% of schools. Validated data says it is the most improved school in the country. The children in all the schools are amazing.</p> <p>Disadvantaged pupils tend to perform better than their non-disadvantaged peers and make better progress. In the school the gap is closing year on year. Pupils are not treated as disadvantaged children. It is easy to start with a deficit model with a lower expectation. There is the same expectation for all pupils. The disadvantaged pupils are more resilient, some of them with just being able to get to school.</p> <p>At each of the schools, the head of school is the named pupil premium person. Every member of staff has a target with pupil premium children. The site manager is trained to deal with pupil premium children – it is often the caretaker who can de-escalate an issue. Everyone is accountable for pupil premium and there is a whole school approach. There is investment in quality teaching with mastery being taught in maths. The headteacher takes booster groups with other senior managers. There is a booster club at breakfast to feed and teach.</p> <p>Pupil premium pupils have the same sanctions as all other pupils. There are no excuses and the same expectations. Children have to learn how to cope. We make it so the children love coming into school. There are reverse interventions and same day interventions. The non-teaching member of staff teaches the class and the teacher takes the interventions for pupils to catch up during the day. Teachers do not mark the books. Feedback is at the point of learning and can be verbal. For some children there is a need to reteach or pre teach, where the pupils are taken out and taught for a heads up and then have their normal lesson. Maths is not set. All pupils have the work for able children and they fly.</p> <p>There are still many challenges such as persistent absence. It is important to get the children into school. Parental engagement is an ongoing challenge with time poor working parents and families where 3 generations don't value education.</p> <p>With interventions you have to do what works. If something works, find the money. If it doesn't get rid of it.</p> <p>There are no exclusions across the 3 schools.</p> <p>Lorraine was asked about the composition of the governing board. There are 10 people on the governing board. There is no parent or LA governor. There is safeguarding, inclusion, SEN and finance leads. It is about having the right people around the table.</p> <p><b><u>Claire Martin –O'Donoghue, Polegate Primary School</u></b>  Polegate school is a national teaching school. They have recently taken over the</p>	

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	<p>children’s centre as a nursery school.</p> <p>The approach used at Polegate that every child has the same potential but everyone is different. They look at the differences for the children. The pupil premium children in school can vary from one year to the next. The school are constantly looking at what they are doing to find out what the barriers are and how they can be overcome. In maths pupil premium students are doing better. As they move through the school they are studying at greater depth. The key to diminishing the difference is quality first teaching, which is what happens to all the children in the class and all the children in the school. Maths mastery is taught. There is in the moment marking.</p> <p>The attendance map is a real challenge but the gap is closing. Some of the interventions have been moved from the school day. Some are in the morning. The school are relentless with the parents. It is essential to make sure the hard to reach parents are engaged.</p> <p>Teachers and leaders look at research before investing money. They look at the strategies and the impact these have on the children. There is a five year rising trend across the school at Polegate. They find that with streaming that the disadvantaged perform the worst. Their potential is underestimated.</p> <p>Governors need to ask the right questions. More able pupil premium pupils should be reaching greater depth. If you differentiate between the pupils, the gap widens. It is key that all pupils have the same expectation. Pupil premium spending must be justified with results and demonstrate how the funding has benefitted the children.</p> <p>The secondary context is different. There is a move away from setting as lower sets have lower expectations.</p> <p>Within the school, there was an inset day with the school vision. Coaching methods led to a non-negotiable element. There is a no hands up policy. Pupils are chosen at random or targeted. Pupils have a talking chip they have to use in the lesson. This encourages quieter children to participate.</p> <p>Different strategies work in different schools. This can be down to the ethos of the school. Education is always reinventing wheels. The school and governors need to undertake their own research with staff to know what works.</p>													
5.	<p><b>Dates of the next meetings:</b></p> <table border="1" data-bbox="264 1832 1329 2038"> <tbody> <tr> <td data-bbox="264 1832 456 1899">GOV701</td> <td data-bbox="456 1832 719 1899">06/03/19</td> <td data-bbox="719 1832 1155 1899">Uckfield Civic Centre</td> <td data-bbox="1155 1832 1329 1899">19.00-21:00</td> </tr> <tr> <td data-bbox="264 1899 456 1966">GOV702</td> <td data-bbox="456 1899 719 1966">14/03/19</td> <td data-bbox="719 1899 1155 1966">The Sussex Exchange, Hastings</td> <td data-bbox="1155 1899 1329 1966">19.00-21:00</td> </tr> <tr> <td data-bbox="264 1966 456 2038">GOV703</td> <td data-bbox="456 1966 719 2038">20/03/19</td> <td data-bbox="719 1966 1155 2038">County Hall, Lewes</td> <td data-bbox="1155 1966 1329 2038">18:30-20:30</td> </tr> </tbody> </table>	GOV701	06/03/19	Uckfield Civic Centre	19.00-21:00	GOV702	14/03/19	The Sussex Exchange, Hastings	19.00-21:00	GOV703	20/03/19	County Hall, Lewes	18:30-20:30	
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GOV702	14/03/19	The Sussex Exchange, Hastings	19.00-21:00											
GOV703	20/03/19	County Hall, Lewes	18:30-20:30											



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	GOV704	28/03/19	East Sussex Training and Development Centre, Eastbourne	19.00-21:00	
6.	<b>ESGF Forum</b> Representatives from the Local Authority left the meeting so Governors could meet with representatives from the ESGF.				