

## COUNTY FORUM: Spring Term 2019

### SUMMARY REPORT

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

Date: 24<sup>th</sup> 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.	<b>Minutes of previous County Forum Meeting – 4<sup>th</sup> October 2018</b> The minutes were noted as a true record.	
2.	<b>Apologies for Absence</b> Apologies were received and noted as above.	
3.	<b>Declaration of Interest</b> 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.	<b>Urgent Items</b> No urgent items were raised	
5.	<b>Academy Update</b> 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 <sup>st</sup> February 2019.	
6.	<b>Local authority governor appointments and governor vacancies.</b> 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.	<b>System Leadership</b> 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><b>Governor Local Area Forums</b></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><b>Any other Business</b></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><b>Dates of Future Meetings</b></p> <p>8<sup>th</sup> May 2019 at County Hall, Lewes.</p>	