

*Enabling all young people of Kent to receive a first class education
with outstanding governance strengthening school improvement.*

The government has set out a challenging agenda for schools and Local Authorities in raising standards and improving schools. Governing bodies have a vital role to play in ensuring that happens.

The Kent Governance Team is your dedicated team who will work with you to meet the needs of individual governors and governing bodies of all the county's schools, in the light of national legislation and guidance. We are:

North Kent (Dartford, Gravesham, Sevenoaks): Currently a vacancy

South Kent (Ashford, Dover, Shepway): Tina Gimber tina.gimber@kent.gov.uk

East Kent (Canterbury, Swale, Thanet): Lorraine Monkhouse lorraine.monkhouse@kent.gov.uk

West Kent (Maidstone, Tonbridge and Malling, Tunbridge Wells): Julia Durcan julia.durcan@kent.gov.uk

Interim Governor Services Manager: Suzanne Mayes suzanne.mayes@kent.gov.uk

Clerking Service Manager: Sue Hill susan.cavellhill@kent.gov.uk

Thank you for your continued feedback and welcome to our 2016 Term 1 Update!

National curriculum assessments: key stage 2, 2016 (provisional) and Floor standard

The DfE has released Provisional 2016 key stage 2 results for pupils in schools in England at national, regional and local authority level. To see the results [click here](#). The DfE has also released the [A technical guide for primary maintained schools, academies and free schools](#) in which it confirms details of what will constitute sufficient progress to meet floor standards. This guide is for governing bodies and school leaders.

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet.

No school will be confirmed as being below the floor until December 2016 when schools' performance tables are published.

In 2016, a school will be above the floor if:

- **at least 65%** of pupils meet the expected standard in English reading, English writing and mathematics;

or

- the school achieves **sufficient progress scores in all three subjects**. At least -5 in English reading, -5 in mathematics and -7 in English writing2.

To be above the floor, the school needs to meet **either** the attainment **or all** of the progress element.

The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element.

To meet the progress element a school needs to have sufficient progress scores in English reading, and English writing, and mathematics. There is no measure of 'sufficient progress' for individual pupils.

Examples of schools above and below the floor are detailed below.

- School A - 70% of pupils meet the 'expected standard'. School A is above the floor.

- School B - 61% of pupils meet the 'expected standard', but the school has a progress score of -4.2 in English reading and -4.5 in English writing and -3.1 mathematics. School B is above the floor.

- School C - 61% of pupils meet the 'expected standard' and the school has a progress score of -4.2 in English reading and -4.5 in English writing, but has a progress score of -6.0 mathematics. School C is below the floor.

Schools are to be excluded from the floor standards where:

- there are fewer than 11 eligible pupils in their Year 6 cohort;

or

- fewer than 50% of pupils have key stage 1 assessments that can be used to establish which prior attainment grouping the pupil should be allocated to.

- there is not sufficient key stage 2 attainment information to produce progress scores because there are fewer than 6 pupils with key stage 2 results for a particular subject.

Do you know if your school is above or below the floor standard? Have you had a breakdown analysis of the KS2 results? Were they as expected? Where are the gaps? What are the reasons for any gaps?

[Secondary data KS4- Progress 8 and Floor Standard](#)

The DfE has released guidance on the [Progress 8 school performance measure in 2016, 2017 and 2018](#).

The Progress 8 measure is a new secondary school accountability system. From 2016, the headline indicator of school performance determining the floor standard will be Progress 8. It aims to encourage schools to teach a broad curriculum and reward schools that teach all pupils well. It will measure pupils' progress across 8 subjects from age 11 to 16. The guidance page includes:

- guidance on how we'll calculate the Progress 8 school performance measure in 2016, and changes that will apply from 2017
- a summary of how we calculate the school performance measures
- terms and conditions for schools that opted in from 2015
- Progress 8 and Attainment 8 key figures in 2016 (relating to the cohort of pupils who finished key stage 4 in 2016)
- pupil ready reckoner (use this to calculate a Progress 8 score for an individual pupil)
- school ready reckoner (use this to see how we've calculated your school's Progress 8 score from individual pupils' Progress 8 scores)

This information is for school leaders and governing bodies for maintained, academies and free schools. It also contains a short video explaining Progress 8 at the bottom of the page accessed by the above link.

In 2016 (or 2015 for those schools that chose to opt in a year early), a school will be **below** the floor standard if its Progress 8 score is **below -0.5**, and the **upper band of the 95% confidence** interval is **below zero**. If a school's performance falls below this floor standard, then the school **may come under scrutiny** through inspection.

Confidence intervals are explained in more detail on page 21-22 and in Annex D of the [Attainment 8 measure document](#).

Schools in which pupils make on average one grade **more** progress than the national average (a Progress 8 score of +1.0 or above) **will be exempt** from routine inspections by Ofsted **in the calendar year** following the publication of the final performance tables.

Do you know your Progress 8 scores? Has there been gap analysis performed by the leadership team on the results? What does it show? Where are the gaps? How did specific groups for example pupil premium, special educational needs, or English as an additional language perform?

[DfE updates Statutory Guidance publications for schools and local authorities](#)

The [DfE Statutory guidance](#) sets out what schools and local authorities must do to comply with the law. You should follow the guidance unless you have a very good reason not to.

There is some guidance that you must follow without exception. In these cases the document makes this clear within each individual guidance content document. These publications reflect the current legal position (unless otherwise indicated), but may not reflect the current government's policies.

The areas updated since August 2016 within this document are Keeping children safe in education, Children missing in education, School teachers' pay and conditions 2016 and Constitution of governing bodies of maintained schools. These are mentioned in further detail below. Governing Bodies should refer to the Statutory Guidance to ensure that they are compliant.

[Keeping Children Safe in Education 2016](#)

The draft guidance document which was discussed in the July termly update came into force on the *5th September 2016*. This means that in order to comply with the new guidance Governing body's need to make sure that the annually approved Safeguarding policy is updated to include the latest changes on:

- A greater emphasis on the role *all* staff play in safeguarding

- More information and description of 'early help'. All staff should be prepared to identify EH needs & understand process; DSL should support staff in Early Help, with any cases kept under "constant review" as to whether Specialist Childrens Services (social services) referral is required
- The NSPCC Whistleblowing helpline number
- A requirement for staff to receive regular safeguarding updates, including online safety, at least annually via various methods to provide them with relevant skills and knowledge to safeguard children effectively.
- Information on the difference between a 'concern' about a child and a child in 'immediate danger or at risk of harm', and the actions to be taken in each situation
- Clarification of the role of the designated safeguarding lead, including on cover for the role and updating knowledge and skills at least every two years. Each school can decide on **number** of deputy DSLs, who should have same training. Tasks can be delegated to deputies but lead responsibility remains with DSL who is on the leadership team. There should **always** be DSL cover in the school for staff to report to in schools hours during term time. A requirement to ensure appropriate internet filters and monitoring systems are in place
- A requirement to teach pupils about safeguarding, including online safety
- Updates to requirements for safer recruitment checks
- Describe peer-on-peer abuse, set out the signs of such abuse and say what the school will do to minimise the risk of it.
- Children missing education- brought inline with the DfE statutory guidance that came out on the 5th September 2016
- More information on 'Honour-based' violence including mandatory reporting requirement for teachers regarding Female Genital Mutilation.

The Safeguarding team has an [updated KCC model Safeguarding/ Child Protection 2016 policy](#) on KELSI which includes all the latest changes. They also sign post further information of each of the above bullet point changes at

<https://www.nspcc.org.uk/globalassets/documents/information-service/briefing-updated-statutory-guidance-schools-england-keeping-children-safe-education-20162.pdf>

Governing bodies need to make sure;

- All Governors have read parts 1 and 2 of Keeping Children safe in Education 2016
- Have evidence that all staff and volunteers have read and understood part 1 of Keeping Children safe in Education 2016
- Annually approve and monitor for impact the Safeguarding/ Child protection policy, ensuring that it meets latest requirements and is uploaded to the School Website.
- Have a nominated safeguarding governor whose has delegated responsibility to monitor the school's safeguarding arrangements as understood within part 2 of KCSIE. This does not absolve the rest of the governing board of responsibility for safeguarding and you should ensure that regular reports are received and discussed by the governing board about safeguarding.

Annual Safeguarding audit

All governing bodies need to annually return the completed KCC annual safeguarding audit report, having had it presented and discussed at a Governing body meeting. It is best practise to review the audit for the academic year 15/16 at the Autumn Full Governing body meeting. The KCC audit comes in two self review tool kits with part 1, the proforma , informing part 2, the annual report. Currently part one is under review by the Safeguarding team, though can still be used.

Children Missing Education

The DfE updated [Children Missing Education](#) guidance came into effect on the 5th September 2016. This statutory guidance sets out key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME). Local authorities should be able to demonstrate that they have considered this statutory guidance and where it is not followed, the local authority should have reasonable grounds for not doing so. This advice is not

exhaustive and local authorities will need to take into account the circumstances of individual cases. The DfE says, although this guidance is for Local authorities it can be **used as a non-statutory advice** by School leaders, school staff and governing bodies in all maintained schools and academies, independent schools.

From Keeping Children Safe in education 2016, Governing bodies and proprietors **should put in place** appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. The government's missing children and adults strategy and the department's children missing education guidance provide information that governing bodies and proprietors will find useful when considering children who go missing from education.

Education is compulsory for children starting from the school term after their fifth birthday and the last Friday in June of the school year that they turn 16. A child missing from education is a compulsory school-age child who is not on the roll of a school, not placed in alternative provision by a Local Authority (LA) and who is not receiving suitable education at home.

For more information on Children Missing in Education [click here](#)

[School Teachers' Pay and Conditions document 2016](#)

This document came into effect on the 1st September 2016 and replaces the STPCD 2015 document. The main change from the previous document makes provision for the September 2016 1% uplift pay award. Please [click here](#) to view the STPCD 2016 document. Following the publication of the STPCD and confirmation of the 2016 pay award for teachers SPS has now revised from the end of September the KCC / SPS Model Pay and Reward Policy for Schools and Academies to reflect these changes. To view the policy [click here](#). The model pay policy also contains suggested Terms of Reference for the Pay Committee.

The Local Authority expects that all Community and Voluntary Controlled schools will use this document as the basis for their school pay policy. This document is also strongly recommended for consideration by Foundation and Voluntary Aided Schools. Academies may also wish to consider using this model as a basis for their policy.

The KCC / SPS model policy suggests an approach that uses reference points to give an indicator of the salary progression a teacher can normally expect to be awarded for meeting the expected performance criteria. A 1% increase has been applied to the value of each reference point in the model document.

Many schools have opted to retain a points based pay framework but this is not mandatory. Schools may adopt whichever pay framework is appropriate to the needs of school so long as the pay range values are compliant with those set out in the STPCD and there is a clear link between pay decisions and the performance of individual teachers.

This current model pay and reward policy has been shared with county union and professional association representatives, however due to the wide scope for discretion in many areas of this model policy, schools and academies are encouraged to ensure there is meaningful consultation with unions and employees at a school level.

If further guidance on any aspect of your school pay policy is required please contact your SPS consultant.

Governing bodies need to approve annually their pay policy to ensure that it reflects the up to date requirements, with the governing body **pay committee needing to refer** to both the STPCD 2016 and pay policy when they meet to consider recommended pay awards. To help governing bodies and school leaders the DfE released in September [non- statutory guidance](#) to help them develop their approach to teachers' and school leaders' pay. It contains detailed advice on pay appeal procedures and questions for governors upon considering any recommendations for pay awards.

The role of the governing body in relation to pay is;

- To consider and adopt pay and appraisal policies, including the criteria for pay progression.
- Consider annually whether or not to increase the salary of members of the leadership group

- Set the appropriate levels of pay for the different leadership roles
- Agree the extent to which specific functions relating to pay determination and appeals processes will be delegated to others, such as the Headteacher.
- Assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that pay decisions can be objectively justified.
- Approve teachers' salaries, including recommendations from senior leadership team on whether to award performance pay in line with the school's pay policy.
- Approve leadership salaries and the award of performance pay in line with the school's pay policy
- Monitor the outcome of pay decisions, including the extent to which different groups of teachers may progress at different rates and check processes operate fairly.
- Identify and consider budgetary implications of pay decisions and consider these in the school's spending plan.

Questions that Governing bodies should ask themselves in relationship the pay are;

- Do all staff receive an effective annual appraisal?
- How effectively do we appraise the headteacher?
- What should our pay policy say about performance and progression?
- What is the correlation between appraisal outcomes, pay, and the quality of teaching and learning in our school?
- Are teachers and leaders performance management objectives linked to the School Improvement Plan priorities?
- How effective is performance management in improving teaching and learning?

The governance handbook also includes questions for governors to ask;

- Does the school have the right staff and the right development and reward arrangements?
- What is the school's approach to implementation of pay reform and performance related pay?
- If appropriate, is it compliant with the most up to date version of the School Teachers' Pay and Conditions Document?
- How is the school planning to ensure it continues to have the right staff?

Links to Ofsted inspection

The Ofsted school inspection handbook makes clear that rigorous performance management should be considered as part of the judgement on the quality of leadership and management of the school. Inspectors are advised that they should look for information about how the school makes decisions about teachers' salary progression and performance.

If you have adopted the KCC pay policy ***please note that all teachers pay determinations and decisions would have to been made by the 31st October*** to be compliant with the policy and should be relayed to the teacher as soon as possible after that date. This notification should include any performance pay progression decisions which have been made. Teachers should also be notified of any subsequent change in pay during the school year. During the Pay Committee meeting, the Headteacher **must withdraw** whilst the Pay Committee considers his/her pay position and also that of any Deputy or any Assistant Headteacher **if** it is felt it could influence the remuneration of the Headteacher. The pay committee must also refer the **overall pay award total** to the Governing body for approval at its next meeting. Any pay decisions will be backdated to 1st September 2016.

Remember to set the mid year review date for the Pay Committee, where evaluation of the progress towards performance management objectives will be discussed and triangulated against the reports to the governing body of the quality of teaching and learning over time, performance data and the progress towards the milestones on the School Improvement Plan.

Headteacher Performance Management

In accordance with the STPCD and KCC model pay policy maintained school Governing bodies must undertake the Headteacher performance management by 31st December 2016. With the expectations of performance management objectives being linked to the School Improvement Plan priorities, best practice would dictate that the Headteacher appraisal is the **first** to be completed in September so that it can inform objectives for the remaining teaching and leadership staff.

The Governance Handbook says governing bodies in maintained schools have a statutory duty to:

- Appoint an external adviser for advice and support on the headteacher's appraisal and to consult that adviser on setting objectives for, and appraisal of, the Headteacher
- Inform the headteacher of the standards against which his or her performance will be assessed
- Set objectives for the headteacher
- Appraise the performance of the headteacher, assessing his or her performance of the role and responsibilities against the relevant standards and his or her objectives
- Assess the headteacher's professional development needs and action needed to address them
- Make a recommendation on the headteacher's pay, where relevant
- Give the headteacher a written report of his or her appraisal which includes the assessments and recommendation above
- Determine the appraisal period that applies
- Adopt a document that sets out the appraisal process for headteachers and make that document available
- Make sure that headteachers carry out their duties in respect of appraising other teachers (including recommendations on pay)

It advises that in practice governing bodies will want in relation to the appraisal of the Headteacher, to:

- Satisfy themselves that the external adviser has the skills, experience and objectivity to provide them with advice and support
- Consider whether to delegate the headteacher's appraisal to a sub-group
- Satisfy themselves that the headteacher's objectives are specific, measurable, achievable, realistic and timed (SMART)
- Decide which standards to use to assess the headteacher's performance. They must assess headteachers' performance against the [Teachers' Standards](#) and may also wish to use the [National Standards of Excellence for Headteachers](#)
- Decide what arrangements to make for observing the headteacher's performance including any arrangements for classroom observation where headteachers teach; and,
- Satisfy themselves that appraisal evidence informs other decisions, such as on professional development and pay

Academies are free to determine their own appraisal process and may adopt the requirements for maintained schools if they wish. For Local Governing Bodies from Multi Academy Trusts, you will need to read and follow your scheme of delegation in understanding the role that the Local Governing body has within the performance management cycle.

Best practice for maintained school Governing bodies in undertaking the Headteacher Performance management;

- The Governing body delegates the Headteacher appraisal to a performance management panel consisting of three members.
- The Chair of the governing body should be on the panel.
- The External adviser should be chosen by the panel and not the Headteacher. For maintained schools, the use of the Local Authority Improvement Advisers is recommended. The contact for brokering this service is Jayne.Bartholomew@kent.gov.uk
- Members of the panel should have undertaken appropriate training in this field. With succession planning in mind, other members of the governing body should also undertake appropriate timely training. It should not always be the same panel members yearly.
- The panel members have in advance taken time to prepare for the appraisal by informing themselves from data, Headteacher reports, external verification including Notes of Visits, Headteacher or Teacher standards

and School Improvement Plan outcomes and latest priorities. Thereby the preparation gains an understanding of both the performance objective outcomes and the priorities for new objective in advance of the panel meeting where members will take due regard of the advice of the external adviser.

- In accordance with the STPCD, pay awards can only be made for Headteachers who have completed a year of employment since the previous pay determination. Any pay award recommendation must follow the guidance within the schools pay policy and will be rooted in evidence, with the decisions and supporting evidence documented.
- In following the KCC model policy, the panel will in writing inform the pay committee of any pay recommendation. The Pay Committee may request information from the performance appraisal review process as well as evidence of performance in other relevant areas to inform its decision. The Pay Committee is entitled to seek the advice of other relevant professionals regarding the pay progression of the Headteacher.
- In accordance with the STPCD the Chair of the Governing body will confirm, in writing any pay progression for the Headteacher. The Chair will also advise the school's Personnel and Payroll provider of the decisions of the Pay Committee which have been ratified by the full Governing Body, including the group number of the school and the Headteacher's Individual School Range
- The panel will set a date for a mid term review, which may be with or without an external adviser to maintain the oversight of performance against objectives.

For Local Governing Bodies from Multi Academy Trusts, you will need to read and follow your scheme of delegation in understanding the role that the Local Governing body has within the performance management cycle.

Clerk's Performance Management

As the paid professional advisor to the Governing Body, your Clerk, if directly employed by you is entitled to a performance management review. This role is usually carried out by the Chair, though it would be good practice to do this jointly with another member for example the Vice Chair. The clerk's job description can be used as the framework against which to benchmark performance. Any pay determination recommendation will be made against the scale advertised and offered upon appointment. The Governing Body at its following meeting will need to make a decision upon the recommendation for a pay award.

If your clerk is a member of staff, it remains the governing body's role to undertake performance management for their clerking role.

Constitution of governing bodies of maintained schools

The DfE has published on the 7th October its updated [statutory guidance on the constitution of governing bodies of maintained schools](#). This statutory guidance is for reading by **all** governors and clerks.

Changes include:

- Reference to the statutory requirement for Disclosure and Barring Service checks for governors
- Reference to supplying information to the secretary of state about those involved in governance to be included into the National database for governors.
- Clarified information on governors' access to training
- Clarified information on parent governors
- References the DfE's Governance Competency Framework, which is expected to be published later this autumn.
- Emphasising the role of the governing board in addressing both the training and development needs of individual governors.

The main points covered within the document are;

- Governing bodies **should be no bigger** than necessary to secure the range of skills they need. Smaller governing bodies are likely to be more cohesive and dynamic.
- A key consideration in the appointment and election of all new governors should be **the skills and experience** the governing body **needs** to be effective. The skills they need are a matter for governing bodies

to decide having regard to the Department's Competency Framework for governance (due to be released later in 2016).

- Governing bodies should use a **skills audit** to identify any specific gaps that need to be filled in the skills, knowledge and experience of existing governors.
- Before being nominated for election or appointment, governing bodies **should help all prospective governors** to understand the role of a governor and the governing bodies' code of conduct.
- Regulations specify that anyone appointing governors to the governing body **must only appoint** someone they believe has the skills to contribute to the effective governance and success of the school. Their decisions should be informed **by interviews and references and made in light of the skills** that governing bodies identify that they need.
- So as to ensure that governors continue to have the necessary skills to contribute to the effective governance and success of the schools, governing bodies **should enable their governors** to receive any **appropriate training and development** needed to address any skills gaps; and where appropriate liaise with local authorities in doing so.
- Governing bodies and local authorities should take steps to **inform** governor elections so that **the electorate understands** the extent to which nominated candidates possess the skills the governing body ideally requires.
- Foundation governors have a particular purpose to **safeguard the character of the school** and ensure it is conducted in accordance with any founding documents, but otherwise the governing body must operate, collectively, in the best interest of pupils, **not** as a collection of individuals lobbying for the interests of the constituency from which they were elected or appointed.
- **Meaningful and effective engagement** with parents, staff and the wider community is vital. It is not the role of governing bodies to provide this through their membership. They need to assure themselves that **specific arrangements** are in place to understand their views and listen to their feedback.
- Governing bodies **should review** their effectiveness regularly, including the extent to which their **size and structure** is fit for purpose and their members have the necessary skills.
- Governing bodies that govern more than one school through a federation **can** have a more strategic perspective and create more robust accountability through the ability to compare and contrast across schools.
- Governing bodies **should publish on their websites** information about their governors, including relevant business and pecuniary interests. Further to section 538 of the Education Act 1996, **governing bodies must** provide certain information it holds to the Secretary of State for Education about their governors and governance arrangements through **Edubase**.

In response to the statutory guidance the National Governors Association's (NGA) view is that if governors are going to carry out these serious and demanding responsibilities effectively then they need to be trained. Governing boards should set an expectation that, throughout their term of office, governors must have regard to their own professional development. The DfE guidance also references NGA's [skills audit](#) (accessible for those that subscribe to the NGA) as a tool that can be used for both recruitment and training.

The NGA goes on to say that the DfE also seeks to clarify that parent governors have a valuable perspective to offer and are a good source of knowledge about the school. However, parental engagement is a separate activity for which the whole governing board is responsible.

For those that subscribe, visit the NGA guidance centre for more on [NGA's view on the importance of parent governors](#).

[Bespoke training Sessions](#)

The document states clearly the requirement for training both individually and collectively. Governor Services delivers courses on all the areas of skills required to become or retain an effective governing body- more of this later. We are currently offering bespoke courses on **Challenge and Impact** and **Effective Monitoring Visits** as we feel that they have the greatest impact when delivered by the Area Governance Officer to the whole governing body utilising **your** school improvement plans, self evaluation and monitoring visits protocols and schedules. For more information contact your Area Governance Officer, details of whom are at the top of the termly updates.

Every governing body or committee agenda should include an item on training/cpd enabling the opportunity to signpost relevant courses to members. As well as attending courses, the impact of attendance needs to be evidenced to show that the required skills are being developed. How does your governing body, evidence this impact?

Edubase reminder

As mentioned earlier and in the previous update, it is a **statutory requirement** from the 1st September 2016 for governors from all governing bodies; maintained; Trust Boards and Local governing bodies to have their details uploaded to the National Governor Database, Edubase. Upon collecting the detailed information there is a requirement that governors will have to know that the details are being shared with the DfE and the reason why. We recommend that this is added into your Code Of Conduct. Upon collecting the details, good practice would be for it to be recorded and minuted at a Governing body meeting that this has been done, with an action point that the details have been passed to the Headteacher whom then has the responsibility for ensuring that it is uploaded to Edubase. Completion can then be followed up.

The DfE states the following in terms of the Information to be collected

For all maintained school governors, and academy trustees, members and local governors, the data we will collect in Edubase and make publicly available is:

- full name (including title)
- appointing body (eg board, foundation, parents etc)
- date of appointment
- date term of office ends / ended if in last year
- for maintained schools whether they are the chair of governors or a member of the governing body, and for academies whether they are a trust member, a trustee, the chair of trustees, or a local governor on a local governing body

In addition, for all these individuals we will collect within Edubase, but not publish, a range of information to help us to identify specific individuals:

- postcode
- date of birth
- previous names
- nationality
- direct email address for chair

This governance data that is not publically available will be encrypted within the system and access will be restricted to a small number of users who need it to fulfil their official responsibilities. The email address of the chair of the board will be made available to regional schools commissioner offices on request where they need direct contact with the chair. Subject to successful pilots, we will also use the email address to send to chairs information about the issues that national performance data suggests the board needs to address with its senior leadership team.

When collecting information from your governors and trustees please make them aware that you will be sharing this information with DfE, and also explain the reasons why the information is being collected and the purpose to which it will be used.

DBS reminder

It was a statutory requirement that by the 1st September 2016 for **all** governors to have applied for an enhanced Disclosure and Barring Service check. There is also the statutory requirement that the application for a DBS upon appointment or election should be mentioned within the Governing body's Code of Conduct. As a DBS is a requirement within Keeping Children Safe in Education, any governing body that does not follow it would **not** be fulfilling its statutory safeguarding responsibilities.

Statutory website requirements

The DfE has updated its guidance on September 9th for '[What maintained schools must publish online](#)'. Every local-authority-maintained school must publish specific information on its website to comply with [The School Information \(England\) \(Amendment\) Regulations 2016](#). Both links are essential reading for all Governing bodies.

The amendments that you must publish on your school website are;

For the KS2 results

- percentage of pupils achieving the expected standard in reading, writing and mathematics
- average progress in reading;
- average progress in writing
- average progress in mathematics
- percentage of pupils achieving a high level of attainment in reading, writing and mathematics
- average scaled score in reading
- average scaled score in mathematics

For the KS4 results

- progress 8 score
- attainment 8 score;
- percentage of pupils achieving a good pass in English and mathematics
- percentage of pupils achieving the English Baccalaureate combination of subjects (this means pupils who got a GCSE grade C or above in English, maths, 2 sciences, a language, and history or geography).

For further information read [guidance on Progress 8 and Attainment 8](#).

For the KS5 results to be published on the school website from March 2017

- the progress students have made in English and maths
- the progress students have made compared with students across England
- the average grade that students in your college get at 16 to 19 study (key stage 5)
- student 'retention' (the percentage of students who get to the end of their study programme)
- student 'destinations' (the percentage of students who continue in education or training, or move on to employment at the end of 16 to 19 study)

Read more guidance about the KS5 [16 to 19 accountability measures](#).

For the Pupil Premium Grant

You must publish a strategy for the school's use of the pupil premium. You no longer have to publish a 'pupil premium statement'. ***This is replaced by the pupil premium strategy.***

The Teaching Schools Council has produced [templates](#) to help schools present their pupil premium strategy. Use of the templates is voluntary. Governing bodies ***should*** view these templates so that they can have a thorough understanding of the expectations required.

Within the pupil premium strategy

For the current academic year, you must include:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to address those barriers and the reasons for that approach
- how you'll measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each **financial** year, but the information you publish online should refer to the **academic** year, as this is how parents understand the school system. As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

School complaints procedure

You must publish details of your school's complaints procedure, which must comply with [Section 29 of the Education Act 2002](#). Read DfE guidance here on [developing your school's complaints procedure](#). More later in this bulletin.

If you're an [academy](#) or [free school](#), read guidance on [what academies, free schools and colleges should publish online](#).

When checking websites it has been found that there are still many that do not have the required published governance information. You must publish information about your school's governors, including details of each governor's business interests; financial interests; governance roles in other schools; the structure and responsibilities of the governing body and committees; governor roles within the structure and attendance. Read more [advice on publishing information about your school's governors](#).

As the accountable body how do you monitor your website for compliance? Do you minute your monitoring? Produce a monitoring report? Have a website governor? How do you hold the headteacher to account operational for ensuring the website meets statutory compliance?

Ofsted monitors the school website at least a week before they visit to inspect the school, they form an opinion on the effectiveness of leadership and governance from the required statutory information, or lack of, provided. Ofsted reports now contain a sentence on the compliance of the school website.

[Complaints procedure](#)

In January 2016 the Department for Education issued non-statutory guidance, "[Best Practice Advice for School Complaints Procedures 2016](#)" (for maintained schools, maintained nursery schools and local authorities). It is a requirement for the complaints policy and procedure to be published in full on the school website. As a result of this guidance, the Local Authority, in September 2016, has revised its [model procedure for handling school complaints \(DOC, 99.5 KB\)](#) in order to aid governing bodies in revising their school's complaints policy and procedure. In addition to the revised Model Procedure School Complaints Procedure, the Local Authority has produced updated [guidance for schools, nurseries and settings to help them when dealing with complaints or issues raised on social networking sites \(DOCX, 541.4 KB\)](#). Schools may be able to purchase mediation services to help deal with an entrenched complaint or difficult issue. Please speak to your Area Education Officer who will be able to advise you on your options.

Governing bodies need to make sure that their complaints policy and procedures are in line with statutory guidance.

Training is available for governing bodies and information on this can be found on CPD online

[Ofsted updates](#)

Ofsted has updated its handbook for September 1st. [Click here](#) to read in detail the new Inspection handbook in and their updated ofsted inspection myths.

Outlined below is a summary of the changes;

- In the initial phone call, inspectors will now request confirmation of the governance structure of the academy with reference, particularly for multi-academy trusts, to the range of functions delegated to local governing bodies or other committees. This should match the scheme of delegation.
- The handbook now says as many governors as possible should meet inspectors and attend feedback. Meetings with governors: "Inspectors will always seek to meet those responsible for governance during the

inspection. This will usually include maintained school governors or academy trustees and sponsors (including sponsor representatives, where they exist). Where there is a trust board and LGB, **both** will be interviewed as Ofsted will want to see those responsible for actual governance alongside those that act in an advisory capacity.

- The views of staff and pupils will now be gathered on line. This should be completed by 11.00 am on the first (or only) inspection day
- Schools causing concern: “Maintained schools and pupil referral units that are judged to be causing concern will be subject to an academy order. The Secretary of State has a duty to make an academy order for all maintained schools and PRUs judged to have serious weaknesses and for those that require special measures.
- Early years will no longer be reported separately if there are less than 5 pupils in the cohort
- **Key change to the overall effectiveness of governors wording:**
“The effectiveness of governors in discharging their core statutory functions and how committed they are to their own development as governors in order to improve their performance.” This raises the importance of the role of lead governor for training and the governing body for its self development.
- Governors’ responsibilities for the pupil premium includes for the year 7 catch-up funding
- References to “gaps” between disadvantaged and other pupils in the school are all changed to refer to “differences” between disadvantaged and other pupils nationally. This reflects the fact that national data this year will no longer identify in-school gaps but the differences in performance between disadvantaged pupils in the school and pupils nationally with similar starting points.
- In English, inspectors will now: “Consider the impact of the teaching of literacy on **outcomes across the curriculum**”
- In Maths, inspectors will now: ‘Consider the impact of pupils’ mathematical knowledge, understanding and skills on **outcomes across the curriculum**”
- Inspectors will hear able and low attainers read.

How do you as a governing body ensure that you are up to date with the above?

Ofsted has also updated its [Inspecting safeguarding in early years, education and skills](#) to bring it in line with statutory safeguarding changes to Keeping Children Safe in Education. This is essential reading for governing bodies to enable understanding of how Ofsted inspects safeguarding

[Standards for school food in England](#)

The DfE has updated its [School food in England](#), departmental advice for governing boards from September. School governors are responsible for the provision of school food. A school lunch must be provided for pupils where a meal is requested and either the pupil is eligible for free school lunches, or it would not be unreasonable for lunches to be provided. Governing boards are able to decide the form that school lunches take, but must ensure that the lunches and other food and drink provided meets the school food standards. School governing boards must provide school meals to a pupil free of charge if the pupil and/or a parent meets eligibility criteria set out within the Education Act 1996 and a request is received for free meals to be provided either by the pupil or someone acting on their behalf.

[Building a school system that works for everyone](#)

New proposals to create a 21st-century school system that works for everyone have been unveiled by Education Secretary Justine Greening. She said that the government wanted to build on the progress made over the last 6 years, which has led to 1.4 million more children in good or outstanding schools than in 2010.

The proposals to be consulted on include:

- allowing new selective schools to open, existing ones to expand, or non-selective schools to convert where there is demand; in addition, these schools must meet certain conditions such as guaranteeing places for children from disadvantaged backgrounds or helping to establish non-selective free schools
- stronger, more demanding requirements for independent schools to retain the benefits associated with charitable status; this could include offering bursaries to those less able to afford them or sponsoring schools in the state sector
- requiring universities to open or sponsor schools in exchange for the right to raise their tuition fees
- lifting the cap on new faith free schools which requires them to limit the number of pupils admitted on the basis of faith to 50% and replacing it with new measures to ensure all new faith free schools are truly inclusive

Education Secretary Justine Greening said: "This government is making the case for social reform to build a true meritocracy in Britain, and education lies at the heart of that ambition. The proposals I have published today build on the government's successful reforms to our education system. We want to make more good school places available in more areas, ensuring we give every child an excellent education and the opportunity to fulfil their potential. I would urge everyone to look at the detail in the consultation document and join that debate."

[The consultation](#) will run until 12 December. Governing bodies should consider responding.

PE and sport premium for primary schools

Funding for primary schools 2016 to 2017

Schools with 16 or fewer eligible pupils receive £500 per pupil.

Schools with 17 or more eligible pupils receive £8,000 and an additional payment of £5 per pupil.

There is more information in the conditions of grant for the academic year 2016 to 2017.

How is your sports premium spent? What is its impact?

Governor recruitment

SGOSS has had a reprieve. Although no longer having government funding for governor recruitment it has private backing. Their website is <http://www.sgoos.org.uk/>

The government funded school governor recruitment organisation is the NGA [Inspiring governance programme](#), accessible to **all** governing bodies.

The NGA has announced that it has opened a helpline and email support for newly appointed governors and trustees recruited through the new Inspiring governance programme. The dedicated service, provided by the National Governors' Association, is designed to support new governors and trustees through their first year in the role. Their help covers:

- Understanding the role and responsibilities of governing
- Understanding the core functions of the governing board
- Becoming effective as quickly as possible
- Staying motivated and committed to school governance

Emma Knights, Chief executive of the National Governors' Association, said: "Volunteering to govern is wonderfully worthwhile but it can be difficult for new recruits to get their head around the roles and responsibilities.

"We hope our new service will enable individuals to settle into governorship much quicker than otherwise, with access to the information and guidance to help them understand their new role. Not everyone will need it but we're here for those who do."

To access support and guidance, Inspiring Governance volunteers can contact NGA: inspiringgovernance@nga.org.uk

CPDonline

The latest update on how to book and courses for the next two terms is at the bottom of this bulletin. This information will replace the reminder emails sent on courses. With the development of your governing body an area of focus that will be documented within an Ofsted report, please ensure that you have read the CPD information after clerks information below and have the relevant available courses for the upskilling of your governors signposted as an agenda item.

Remember to contact your Area Governance Officer for arranging bespoke Challenge and Impact and Effective Monitoring Visits courses.

Clerks Information

Instrument of Governance

When a maintained governing body makes any changes to its Governance or status of school, this needs to be reflected in the Instrument of Governance.

The DfE guidance [Making 'prescribed alterations' to maintained schools](#) is essential reading prior and post any decision making to ensure that the correct procedure is being followed. This includes changing to foundation status and the addition of the post for example of foundation / voluntary aided governors.

The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 <http://www.legislation.gov.uk/ukxi/2013/3110/schedule/4/made> states; Revision or replacement of the school's instrument of government

2.—(1) The governing body and the local authority must secure that by the end of the implementation period a new instrument of government is made for the school in accordance with the Constitution Regulations. Reconstitution or replacement of the governing body

3.—(1) The governing body and the local authority must secure that as soon as reasonably practicable after the commencement of the implementation period (and in any event within a period of three months beginning on the implementation date) the governing body are reconstituted in accordance with the new instrument of government, and the Constitution Regulations.

Governors data collection how long to be kept?

A question has arisen as to how long should the clerk/ governing body retain the details of governors whom are **no longer** on the governing body. LA advice is that this information should be kept for 6 years in case any query comes up about their time as a governor. However, you may wish to remove their address, telephone number, nationality and political affiliation unless the latter two pieces of information relate to any conflict of interest or issue which arose whilst they were a governor.

CPDonline

As term 1 is often a time for change within governing bodies in terms of succession planning, can clerks make sure that CPD online is updated with the correct information. There has been occasions over the last term when the information has been incorrect when contact has been needed with Chairs/ Vice chair. At the same time it would be worthwhile checking that the CPD online details match the governance publications on the website and Edubase.

National Clerks Development programme- Calling all clerks!

The National College for Teaching and Leadership certificated Clerk's Development Programme has been extended for a further year! This programme is for new or experienced Clerks to Governors from maintained schools, free schools and academies. This national programme will develop your skills and experience to enable you to meet the new demands the role presents.

The programme includes:

Two full day training sessions providing you with the chance to improve your skills and extend your governance knowledge, as well as time to collaborate with and learn from your peers. It will provide you with opportunities to reflect on good practice and undertake school-based activities. You will also have access to interactive online content and mentoring as you work through the programme.

The programme is developmental and should be able to be completed over 3 terms (12 months maximum). The cost of the complete programme is £400.00. From September 2016 every school can apply through us for one scholarship of £320. The school will only need to contribute £80 to the cost of participation.

The first session starts on 1 December 2016 9.30am - 3.30pm at The Village Hotel, Maidstone. Don't delay, to find out more and book on a programme click the link www.hants.gov.uk/governors.

Signposts

- [Kent Governors CPD Online](#)
- [The Governor Magazine](#)
- [Leadership and Governance training and development](#)
- [Leadership - kelsi.org.uk](#)
- [External Links](#)
- [Kent Governors Association](#)
- [National Governors' Association](#)
- [SGOSS](#)
- [Inspiring Governance](#)

CPD online

Governor/Clerks CPD Programme 2016/17

Each term we will now include information on the CPD available to you for the coming 2 terms. Below you will find a document listing all courses available for Terms 2 and 3 - to book on any of those courses you can just click on the link which will take you directly through to CPD online where you are able to make your booking.

Forthcoming courses include:

Effective Chairing – New Chairs

Appointing an effective chair to lead and manage the governing body's work is a key feature of an effective governing body. All new and aspiring chairs are encouraged to attend this session.

Based on the National College publication 'Leading Governors: the role of the chair of governors in schools and academies' this session will provide a good starting point for a new or aspiring chair of governors.

Through a mix of discussion and activities the session will cover:

- The role of the chair.
- Outline the support and development available to develop your skills as a chair of governors.
- Leading effective governance.
- Building the team.
- Relationship with the headteacher.
- Improving your school.
- Leading the business.

Assessment without levels (revised autumn 2016)

These sessions are primarily directed to Assessment without Levels in Primary schools.

From September 2015 all pupils in year groups from Year1 to Year 6 are taught the new National Curriculum with an associated new model of assessment with removes the concept of levels. The new models requires pupils to master specific age related learning in the course of a year so as to ensure they are fully able to access the curriculum in the following year

This session will offer answers to

- What is different about assessment without levels
- What changes does this mean in the classroom and implications for teaching
- What are the implications for recording the progress for pupils
- What will Ofsted expect to see
- How as governors we can ensure that pupil progress and closing pupil gaps is being made

The Governing Bodies role in finance

This course is for maintained school governing boards only and is not aimed for Academies and Free Schools.

Governing bodies are responsible for making sure their school's money is well spent. They should do this by making sure that governors have adequate financial skills. This course is for any governors who wish to gain a better understanding of the financial expectations of school governance.

This session will look at:

- LA schemes and responsibilities.
- Policies, statutory returns and financial returns timetable.
- DFE accountability statement.

- Allocating resources in line with strategic priorities
- Efficiency and value for money using benchmarking exercises

There are a number of other opportunities including Safeguarding, District Briefings, Understanding the Governing Body Responsibility in SEN, Narrowing the Gap, HR etc. which are available from teams across KCC as well as the Governor training team – these have all been included in the listings below. Please note that these are not all part of the Governor package and may have a cost attached to them – full details will be included on CPD Online.

Hints and Tips

- Forgotten your CPD user name or password? Click on the link on [CPD online](#) for your details to be e-mailed to you.
- CPD online has a [Frequently Asked Questions](#) page. Remember to check here before ringing the team.
- If you set up alerts within your CPD account you will automatically receive weekly updates when new courses become available for booking
- Book on CPD early and don't wait until the last minute. If we don't reach minimum numbers within 2-4 weeks the course will be cancelled or postponed.
- Need to cancel a booking? You can do so on CPD online right up until the day prior to the course without incurring a charge. If you do not cancel your place you will be charged a £50 administration fee for a 2 hour session or £100 for a full day event.
- When you make a booking you will receive a booking reference number – please note that this is not confirmation but acknowledgement that you wish to attend. You will then receive an e-mail via CPD online either confirming your place, or adding to a reserve list.
- If you do not have a confirmed place on any course or conference the trainer may turn you away. If you do not have a confirmed place it impacts on course and venue resources already booked and confirmed. Where the venue and trainer are able to accommodate additional delegates there is a £15 administration fee. Non SLA members will also be charged the full cost of the course.
- Evaluations – due to a system update delegates are now only able to complete an evaluation and download the course certificate once the course administrators have received the completed register from the trainer and your attendance has been noted. You will then receive an e-mail link asking you to complete the evaluation.

Term 2

Event Name	Code	Start Date	Venue	Location
New Governors' Induction	GV 16/241	02/11/2 016	Kent Invicta Chamber of Commerce	Ashford
The Governing Bodies Role in Finance	GV 16/204	03/11/2 016	THE CANTERBURY ACADEMY (AC)	Canterbury
The Governing Bodies Role in Finance	GV 16/188	10/11/2 016	OAKLEY SCHOOL (I)	Tunbridge Wells
Assessment without Levels	GV 16/252	14/11/2 016	Ifield Smile	Gravesham

Be Prepared and Knowledgeable for Ofsted	GV 16/199	15/11/2 016	Hadlow Manor Hotel	Tonbridge & Malling
Understanding Primary School Data	GV 16/232	17/11/2 016	Ifield Smile	Gravesham
New Governors' Induction	GV 16/183	17/11/2 016	Oakwood House Hotel	Maidstone
New Governors' Induction	GV 16/195	19/11/2 016	ST AUGUSTINE'S COLLEGE LTD (Thanet)	Thanet
Effective Chairing - New Chairs	GV 16/248	22/11/2 016	THE BRENT PRIMARY SCHOOL (AC)	Dartford
Narrowing the Gap in Pupil Outcomes	GV 16/253	23/11/2 016	GREAT CHART PRIMARY (I)	Ashford
The Role of the Governing Body in Safeguarding in School	GV 16/254	29/11/2 016	SANDGATE PRIMARY SCHOOL (I)	Shepway
The Role of the Governing Body in Safeguarding in School	GV 16/255	01/12/2 016	OTFORD PRIMARY SCHOOL (I)	Sevenoaks
Schools Financial Value Standard (SFVS)	SCH 16/130 8	01/12/2 016	Oakwood House Hotel	Maidstone
Driving High Performance through Appraisal - Support Staff [Management Essentials]	SCH 16/867	02/12/2 016	Chilston Park Hotel	Maidstone
Effective Chairing - New Chairs	GV 16/196	05/12/2 016	Holiday Inn Sittingbourne - The Coniston	Swale
Be Prepared and Knowledgeable for Ofsted	GV 16/197	06/12/2 016	Holiday Inn Sittingbourne - The Coniston	Swale
Producing Professional Minutes	GV 16/221	07/12/2 016	Village Hotel Maidstone	Maidstone

Managing Change: Vision into Action [Management Essentials]	SCH 16/870	07/12/2 016	Chilston Park Hotel	Maidstone
Developing Effective School Improvement Planning and School Self Evaluation	SCH 16/143 5	08/12/2 016	Village Hotel Maidstone	Maidstone

Term 3

Responsibilities of the Governing Body in Pupil Discipline	GV 17/009	16/01/201 7	ST GEORGE'S CE FOUNDATION SCHOOL (I)	Thanet
Assessment without Levels	GV 17/013	17/01/201 7	Holiday Inn Sittingbourne - The Coniston	Swale
The Governing Bodies Role in Finance	GV 17/035	17/01/201 7	GREAT CHART PRIMARY (I)	Ashford
The Role of the Governing Body in Safeguarding in School	GV 17/021	19/01/201 7	THE CANTERBURY ACADEMY (AC)	Canterbury
Driving High Performance through Appraisal - Teachers [Management Essentials]	SCH 17/426	20/01/201 7	Chilston Park Hotel	Maidstone
Understanding the Governing Body Responsibility in SEN	GV 17/005	24/01/201 7	OAKLEY SCHOOL (I)	Tunbridge Wells
The Governing Bodies Role in Finance	GV 17/036	24/01/201 7	Ifield Smile	Gravesham
District Governor	GV	24/01/201	MIDAS Centre -	Swale

Briefing (Swale)	17/026	7	Meadowfield School	
District Governor Briefing (Dover)	GV 17/037	24/01/201 7	ASPEN SMILE UNIT (I)	Dover
District Governor Briefing (Sevenoaks)	GV 17/038	24/01/201 7	KEMSING PRIMARY SCHOOL (I)	Sevenoaks
District Governor Briefing (Shepway)	GV 17/039	25/01/201 7	Pent Valley Leisure Centre	Shepway
District Governor Briefing (Ashford)	GV 17/040	26/01/201 7	Kent Invicta Chamber of Commerce	Ashford
District Governor Briefing (Dartford and Gravesham)	GV 17/041	26/01/201 7	THE BRENT PRIMARY SCHOOL (AC)	Dartford
Understanding Primary School Data	GV 17/014	26/01/201 7	Holiday Inn Sittingbourne - The Coniston	Swale
District Governor Briefing (Canterbury)	GV 17/023	26/01/201 7	THE CANTERBURY ACADEMY (AC)	Canterbury
New Governors' Induction	GV 17/042	28/01/201 7	Holiday Inn - Maidstone/Sevenoaks	Sevenoaks
District Governor Briefing (Maidstone, Tonbridge and Malling)	GV 17/025	30/01/201 7	KINGS HILL SCHOOL (I)	Maidstone/Tonbridge & Malling
Understanding Secondary School Data	GV 17/055	31/01/201 7	Kent Invicta Chamber of Commerce	Ashford
The Role of the Governing Body in Early Years	GV 17/057	31/01/201 7	GREAT CHART PRIMARY (I)	Ashford
Effective Chairing - New Chairs	GV 17/010	31/01/201 7	ST GEORGE'S CE FOUNDATION SCHOOL (I)	Thanet
District Governor Briefing (Thanet)	GV 17/027	01/02/201 7	ST GEORGE'S CE FOUNDATION	Thanet

			SCHOOL (I)	
District Governor Briefing (Tunbridge Wells)	GV 17/007	01/02/2017	OAKLEY SCHOOL (I)	Tunbridge Wells
Managing Investigations: Fair, Fearless and Fit for Purpose [Management Essentials]	SCH 17/436	03/02/2017	Chilston Park Hotel	Maidstone
New Governors' Induction	GV 17/058	04/02/2017	Ramada Hotel Dover	Dover
Be Prepared and Knowledgeable for Ofsted	GV 17/045	07/02/2017	OTFORD PRIMARY SCHOOL (I)	Sevenoaks
Understanding Secondary School Data	GV 17/056	08/02/2017	Holiday Inn - Maidstone/Sevenoaks	Sevenoaks
New Governors' Induction	GV 17/016	08/02/2017	Holiday Inn Sittingbourne - The Coniston	Swale
Embedding Finance in your School Improvement Plan 2	SCH 16/127 6	08/02/2017	The Spitfire Ground St Lawrence	Canterbury
Be Prepared and Knowledgeable for Ofsted	GV 17/046	09/02/2017	SANDGATE PRIMARY SCHOOL (I)	Shepway
The Role of the Governing Body in Safeguarding in School	GV 17/001	09/02/2017	Oakwood House Hotel	Maidstone