

*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): Joanne Beale [joanne.beale@kent.gov.uk](mailto:joanne.beale@kent.gov.uk)

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

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

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

**Thank you for your continued feedback and welcome to our Term 2 Update!**

### DfE updates

#### [Pupil absence in schools in England: autumn 2015 and spring 2016](#)

The DfE has released statistical data on pupil absence for both primary and secondary schools collected from the school census and can be [read here](#). This release provides information on the levels of overall, authorised and unauthorised absence in:

- state-funded primary schools
- state-funded secondary schools
- pupil referral units (these provide education for children who can't go to a mainstream school)

It includes information on:

- reasons for absence
- persistent absence
- pupil characteristics

As a Governing Body how are you receiving information on pupil absence? How does it compare to the report? Is it broken down into pupil characteristics? How do you use this information, is it benchmarked against the progress and attainment for pupil groups? What is the impact of absence and persistent lateness. Does the information that you receive and evaluate show that the absence policy is effective?

Alongside this the DfE has brought out guidance for [school attendance](#). This guidance is for Headteachers and Governors and will help you maintain high levels of school attendance and plan school hours, term and holiday dates. It provides information about interventions to address pupils' poor attendance and behaviour at school. You should use it alongside the 2013 [statutory guidance on parental measures for school attendance and behaviour](#).

#### [Primary School PE and sport premium: funding allocations for 2016 to 2017](#)

The DfE has released the PE and sport premium allocations and conditions of grant for the 2016 to 2017 academic year. This can be [accessed here](#). The documents explain:

- how they allocate the PE and sport premium
- when they will make the payments
- the terms and conditions schools and local authorities must follow

It is accompanied by a guide on [how to use the PE and Sport premium](#). The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2016 to 2017 academic year, to encourage the development of healthy, active lifestyles.

Allocations for the academic year 2016 to 2017 are calculated using the number of pupils in years 1 to 6, as recorded in the January 2016 census, as follows:

- schools with 17 or more pupils receive £8,000 plus £5 per pupil
- schools with 16 or fewer pupils receive £500 per pupil

Ofsted will expect Governing Body's to be able to know the answers to the following questions. How is the PE and sports premium being spent in your school? What is the impact? Is the provision being used to make sustainable improvements?

Does your Governing Body minutes show evidence of your questions on Sports Premium and its impact?

### [What maintained schools must publish online](#)

The DfE has clarified from November 1st what information maintained voluntary-aided schools must publish about their admission arrangements. It states that If the school's governing body decides your admissions, you must publish your school's admission arrangements **each** year and **keep them up for the whole school year**.

You must explain:

- how you'll consider applications for every age group
- what parents should do if they want to apply for their child to attend your school
- your arrangements for selecting the pupils who apply
- your 'over-subscription criteria' (how you offer places if there are more applicants than places)
- how parents can find out about your school's admission arrangements through your local authority

The Governing body, collectively, is accountable for ensuring by monitoring that the website is compliant. How do you monitor your school website? How do you record your monitoring? Where monitoring shows non compliance do your governing body minutes have an action for the Headteacher to resolve and by when?

In order to help schools publish the relevant information, the NGA has a comprehensive guide to what schools must published on their website. As well as statutory requirements, this guidance also includes a list of items schools may wish to publish in line with good practice. For NGA members these are available here for both [maintained schools](#) and [academies](#).

### [Coasting schools in England: November 2016 \(provisional data\)](#)

[This document](#) gives Information about the number and characteristics of schools that meet the proposed 'coasting school' definition.

Figures are based on:

- final 2014 and 2015 school performance results at key stage 2 and key stage 4
- provisional 2016 school performance results at key stage 2 and key stage 4

A coasting school is one that over time does not support its pupils to fulfil their potential.No school will be formally identified as coasting until after the revised 2016 results are published in December 2016 for key stage 2 (KS2) or January 2017 for key stage 4 (KS4).

#### **Key stage 2**

In 2016, a school will be coasting if:

- In 2014, fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics, and the school has less than the national median percentage of pupils who achieved expected progress in English reading and English writing and mathematics; and
- In 2015, fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics, and the school has less than the national median percentage of pupils who achieved expected progress in English reading and English writing and mathematics; and
- In 2016, fewer than 85% of pupils meet the expected standard in English reading, English writing and mathematics, and the school achieves a progress score below -2.5 in English reading or below -3.5 in English writing or below -2.5 in mathematics.

#### **Key stage 4**

In 2016, a school will be coasting if:

- In 2014, fewer than 60% of pupils achieved 5 A\*-C at GCSE (inc E&M), and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics; and
- In 2015, fewer than 60% of pupils achieved 5 A\*-C at GCSE (inc E&M), and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics; and

• In 2016, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.

How does your school compare to this definition?

### [2017 Early years foundation stage, key stage 1 and key stage 2 : assessment and reporting arrangements \(ARA\)](#)

The guidance documents for [Early Years foundation stage](#), [key stage 1](#) and [key stage 2](#) detail the statutory requirements for key stage 1 (KS1) national curriculum assessment and reporting for the 2016 to 2017 academic year. It is produced by the Standards and Testing Agency<sup>1</sup> (STA), an executive agency of the Department for Education (DfE). It states that **Governing bodies** of maintained schools must carry out their functions to ensure that the phonics screening check, KS1 and KS2 tests are administered in their school according to this ARA and all other published guidance. For Early years foundation stage it states that Headteachers and **governing bodies** are responsible for the reliability of their EYFS profile outcomes. They must use quality assurance processes to ensure that the data accurately reflects the attainment of the current cohort of children. Governing bodies need to read these documents. For Key stage 1 and 2 governing bodies need to ask questions as to how the tests will be administered in following this guidance. It is deemed good practise for a governor to monitor the arrangements with the Headteacher when the assessments are taking place so that they can ensure compliance.

For early years governing bodies need to ask questions on the quality assurance processes. How do you know that the data accurately reflects the attainment? What benchmarking or moderation is used?

### [New funding for school improvement](#)

Education Secretary Justine Greenin announced on November 30<sup>th</sup> new resources to ensure the number of good school places continues to rise.

These include:

- from September 2017, a £50 million a year fund for local authorities to continue to monitor and commission school improvement for low-performing maintained schools
- a new £140 million 'Strategic School Improvement Fund' for academies and maintained schools - aimed at ensuring resources are targeted at the schools most in need of support to drive up standards, use their resources most effectively and deliver more good school places
- alongside this new work, the Education Endowment Foundation (EEF) has committed to spend a further £20 million over the next 2 years to scale up and disseminate evidence-based programmes and approaches

Education Secretary Justine Greening said:

"I want every child to have access to a good school place and with almost 1.8 million more pupils in good or outstanding schools than in 2010, we are making great strides towards that goal.

"I want this investment to not only transform outcomes for children by improving schools, but also to make sure our school-led system learns from that work. That is why the EEF has a key role to play in this project.

"It's vital that we now pull these 2 aspects together to get the maximum impact for children and schools."

For full article [click here](#)

### [Consultation on AS and A level subject content for modern foreign languages with smaller cohorts](#)

The DfE would like your views on AS and A level subject content covering the following languages: Arabic, Bengali, Gujarati, Greek, modern Hebrew, Japanese, Panjabi, Persian, Portuguese, Polish, Turkish and Urdu.

New qualifications based on this content will be first taught in Autumn 2018.

The consultation focuses on:

- the requirement to apply 3 skills in combination (listening, reading and writing), responding to spoken and written sources on common subjects
- the proposed title of the content for this qualification: 'modern foreign languages AS and A level (alternative content for languages with smaller cohorts)'
- any disproportionate impact, positive or negative, on specific students, in particular those with 'relevant protected characteristics'

The consultation opened on the 1<sup>st</sup> December and ends on January 18<sup>th</sup>. To access the consultation [click here](#)

### [Consultation outcome Schools national funding formula](#)

The DfE sought views on proposals for a national funding formula to make the distribution of schools funding fairer. The response document [found here](#) gives the summary of the responses we received, along with the

government's response outlining the next steps. Summarising its findings following the announcement in July 2016, that the schools national funding formula would be introduced in 2018-19 rather than 2017-18 it says;

- We confirmed that for 2017-18, no local authority will see a reduction in their per pupil schools funding, and in their total funding for high needs, compared to their baselines in 2016-17. The minimum funding guarantee will continue to be set at minus 1.5% per pupil for 2017-18, with the usual rules around the minimum funding guarantee (MFG) continuing to apply. More information can be found in the operational guidance.
- 3 We also confirmed that there will be minimal changes to the rules by which local authorities set their schools formulae, and the funding factors which they can use. The only existing factor local authorities are not permitted to use in 2017-18 is the post-16 factor, which we confirmed was being removed.
- The decisions outlined in their document, have been taken having considered the responses to the first stage consultation and will apply from 2018-19.

Number of responses received. In total there were 4,933 responses to the consultation on the schools national funding formula. The largest proportion of responses received were from those who identified themselves as head teachers and principals (25%), followed by parents (18%), governors (14%) and teachers (12%).

**The stage 2 consultation is now out.** It invites your views on:

- the weighting for each factor in the schools national funding formula
- the transition to the formula
- the implementation of the formula

This consultation builds on the consultation on the principles and structure of a fairer schools funding system, which ran between March and April 2016. To respond to the consultation which ends on 22<sup>nd</sup> March 2017 please [click here](#). School funding is an area of concern to all governing bodies. Make sure that your views are heard.

### [High needs funding consultation](#)

The DfE also invites your views on:

- the weighting for each factor in the high needs national funding formula
- the transition to the formula
- the implementation of the formula

High needs funding is for children and young people with special educational needs or disabilities who need extra support at school, college or alternative provision settings. Alternative provision settings are for children who can't go to a mainstream school.

This consultation builds on the consultation on the principles and structure of a fairer system for funding high needs, which ran between March and April 2016. To access the consultation [click here](#).

## Ofsted updates

### [School inspection newsletter update November 2016](#)

In the latest [Ofsted newsletter](#) for Inspectors reference is made to the incidences where governor representatives who have not been present at the feedback meeting are being informed that the provisional judgement from the inspection cannot be shared with them. This is **not** the case. **Every member** of the appropriate governing authority of a school is entitled to know, **in confidence**, the inspection outcome, regardless of whether or not they attended the feedback meeting. Similarly, when the draft report is shared with the school, **all governor** representatives are entitled to see the report, along with relevant senior personnel as determined by the school.

It is important to remember that the provisional judgement is **confidential** from the time of the feedback meeting until the Ofsted Inspection report is released to parents. Your code of conduct covers the responsibility of confidentiality.

The Newsletter also mentions that section 5 inspections, inspectors must state (in the 'Information about this school' section of the inspection report) whether or not schools (including academies, but not non-maintained special schools,

pupil referral units and hospital schools) meet the statutory requirements to publish specific information, and to set out any requirements that are not met. This again highlights the statutory requirement, importance and accountability of the governing body of website compliance.

Under safeguarding it re emphasises that Governing bodies should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include:

- an effective child protection policy; and
- a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media

For inspectors it advises that there is no expectation that schools need to have policies relating to staff behaviour in any particular format. What is important is that schools have this covered somewhere in their policies and procedures and that all staff are aware of this. Inspectors will want to know how schools have ensured that staff know what is expected of them and may ask to see how this is covered, but should not be giving the impression that this needs to be a single policy document or in the form of a code of conduct.

### [Annual Report 2015/16 from Her Majesty's Chief Inspector Sir Michael Wilshaw](#)

On the 1st December Sir Michael Wilshaw's final report as HMCI was published as he prepares to leave office at the end of the year. [Click here](#) to read the report.

The following are the extracts in which governance is mentioned

- Governors play an **important role** in improving schools. As changes within the education system place more power in the hands of governing boards, **their importance will continue to grow**. Governing bodies are responsible for:
  - setting the school's vision, ethos and strategic direction
  - holding the headteacher to account for the performance of the pupils, teachers and school
  - ensuring financial integrity.
- At the **root** of much school failure is **weak governance**. In the 2015/16 academic year, inspectors recommended an external review of governance in 295 schools, which is a third of all the schools judged to require improvement or to be inadequate this year.
- This year, we carried out a survey report to look at the effectiveness of governance. Inspectors visited 24 recently improved schools in some of the poorest areas of the country. Neither the types of school, nor the structure of governance, were the reasons for the original weaknesses in governance. In order to improve, they needed to become more self-aware. Two thirds of the survey schools had not engaged in **any self-evaluation of governance** prior to being found to be less than good.
- All of the boards needed to develop the **professional knowledge, understanding and insight** within the Board. However, over 1,600 responses to our call-for-evidence from governors told us that it is difficult to access high quality professional support and training. National Leaders of Governance and Professional Clerks are in particularly short supply. Boards also told us that they are finding it difficult to appoint people who possess the required expertise for the role and who are willing to take on the responsibility and be accountable. Around three quarters of respondents to the call for evidence reported that recruitment and retention were significant challenges for the sector.
- Two fifths of governors say they find it hard to recruit to senior staff posts.
- Governing bodies play an important role in **challenging** senior leaders on the **achievement of disadvantaged** pupils. In our report on governance, 'Improving governance', we reported that over half of the 2,600 responses to our call-for-evidence identified a commitment and knowledge of the local community as an essential aspect of good governance. For those schools in deprived areas, improving governance involved working hard to understand the particular issues in the community and finding innovative ways in which to address disadvantage.
- Actions taken by some of the survey schools to improve their understanding of and engagement with the community included:
  - an audit of skills that included a 'knowing the local community' measure
  - the recruitment of people who work in the local community who could relate information from school to families and vice versa
  - the recruitment of governors from small local firms and local religious organisations
  - encouraging parent governors to share information both from the community and to the community, and to contribute to higher aspirations.

- The vast majority of early years providers, schools and FE and skills providers take their **safeguarding** responsibilities very seriously and take action to keep pupils safe and well. However, there are exceptions. Whether in the state-funded or independent sector, these weaknesses **were the result of poor governance**, leadership and management. Leaders **failed to check** whether their staff were actually complying with instructions and applying guidance as to how to keep children safe.
- Inspectors continue to consider carefully how effectively leaders and managers promote fundamental British values and keep pupils safe from the risks of extremism and radicalisation when inspecting all types of schools, including independent schools
- England's schools system continues to grow in diversity. Regardless of whether a school is an academy, an independent school or maintained by the local authority, the quality of the school depends on attracting and retaining the best teachers and leaders. The ability of a school to maintain its performance or to improve depends on the **effectiveness of the oversight and challenge the school receives**. This means that **highly skilled governors**, high-performing multi-academy trusts and active sponsors are more important than ever.

**From the report it is clear that for governance self development, upskilling and training are key to enable effective challenge and, statutory compliance, driving school improvement. How are you as a governing body focussing on your development? In the term 3 District Governor briefings we will be focussing on the role of the Training and Development governor.**

### Improving governance

In mid December Ofsted produced its survey report on governance arrangements in complex and challenging circumstances called [Improving Governance](#). **Every Governor** needs to read this document. As a governing body how are you able to compare yourself to the findings? Do you agree with them? Self evaluation again is a key area recognised to enable the governing body to continuously develop, understand and meet the needs of the school in terms of challenge and accountability.

Key findings from the report include

- Many governors **lack** the expertise needed in an increasingly complex education system to **hold** school leaders to account.
- Governors need better access to highly skilled people who have the educational expertise to help them meet the increased demands of their role.
- Recruitment and retention of governors is a serious challenge, particularly in some of the poorest areas of the country.
- Clarity about lines of accountability, roles and responsibilities is an essential part of effective governance.
- Weak governance, including in some of the poorest areas of the country, is at risk of going undetected until the school is inspected by Ofsted. A lack of effective **internal or external reviews of governance** can mean that weaknesses in governance remain unnoticed over long periods of time.
- Paying the chairs of governing bodies can act as a means to achieving a professional and open relationship between governors and school leaders.
- Governors from within the community make an essential contribution, particularly in areas of deprivation where there may be specific barriers to learning that need to be understood and tackled effectively and sensitively.

Governing Boards of all schools should:

- ensure clarity of roles, responsibilities and lines of accountability for governance, particularly where multi-level governance makes accountability complex
- publish information about governance on the school website in line with statutory requirements or the academy funding agreement to ensure transparency and clarity of roles and responsibilities
- ensure that they have a **robust review method** in place to assure themselves that the board is effective
- secure professional support and **governor training** as needed to ensure effective governance.

Governor Services can undertake a variety of bespoke tailored reviews to suit your needs. We can also deliver bespoke training on self evaluation, Challenge and Impact, Monitoring visits and Ofsted Preparation, delivered by your Area Governance Officer whom can then work with you if further support is needed. For more information contact your Area Governance Officer.

### [Raise Online unvalidated Inspection dashboard and unvalidated summary report](#)

The RAISE online documents have been released for all schools. This year there are two documents the Inspection dashboard and the raise online summary. Both documents need to have been viewed and evaluated by the Governing Body. Unlike in previous years the Raise online summary report does not contain any pages labelled with a G for governor as it considers that every page is relevant. It states under Inspection information for those responsible for governance that Inspectors will meet with as many governors and trustees as possible during an inspection. They will expect them to be knowledgeable about the schools own information on the performance of its current pupils. They will also expect them to be familiar with historic performance data, including the summaries that Ofsted's Inspection dashboard presents for their school, and know what the information shows about the performance of the school. Inspectors will consider how well those responsible for governance use information to evaluate the performance of the school and to ask challenging questions which help the school to sustain high performance or to improve for all pupils, including disadvantaged pupils. Inspectors will consider the impact of what a school is doing to diminish any differences in progress and attainment between disadvantaged pupils in the school and other pupils nationally and whether governors can evaluate how the school is using the pupil premium. The School inspection handbook contains further information about how inspectors evaluate the effectiveness of governance. It also stipulates that inspectors should consider a wide range of data including information provided by the school.

Pages 5 and 6 of the summary report contain questions for governors to ask Headteachers and Senior Leaders in order to understand the context of the data and the areas of strengths and weakness. Ofsted's expectation will be that the governing body can answer all these questions. Both reports have new presentation of data and scatter graphs. Training courses are running in term 3 onwards to enable governors to be able to understand and the new formats. Has your governing body seen, evaluated and asked the questions in the RAISE online summary?

### **National Governors Association updates**

#### [Join the NGA](#)

Has your Governing Body joined the NGA? The NGA have a broader range of benefits to support you in your governing role, save time and money and help your board develop professional governance.

As part of Standard membership, your governing board will receive:

- copies of Governing Matters magazine, published six times a year, to the home of three governors and two to the school
- a weekly e-newsletter featuring the latest education news and policy updates
- access to members' only content in our online guidance centre containing a wealth of governance resources
- discounts on our sector leading guides Welcome to Governance and The Chair's Handbook
- one free place at NGA members events and conferences that draw high-profile speakers including government ministers

For more information [click here](#)

#### [Governing Matters: November/December edition](#)

The November/ December edition is now out. If any of the below stories interest you and you are not a member, consider joining.

Cover stories include:

- Governors' role in promoting positive mental health- Pooky Knightsmith, director of the Children, Young People and Schools Programme at the Charlie Waller Memorial Trust, explains the vital role governors play when it comes to pupil and staff mental health.
- Keeping our teachers- Karen Wespiesser, senior research manager, examines the key role of governors and trustees in engaging teachers.
- Looking to the long term– the importance of a strategic focus- Nicky Odgers, a national leader of governance, outlines her research on the governing board's strategic role.
- New blood– how to attract and retain young governors and trustees- Alain Desmier, chair of governors at Montem Primary School, Islington, explains how an entrepreneurial approach can help to attract younger governors and trustees.
- Community MATs – NGA launches new network for trustees and clerks- Fay Holland, NGA's policy and information officer, introduces the new network.

The magazine is available as a pdf for standard governing board members who do not get a printed copy. Alternatively if the membership is upgraded to GOLD, all members of the board will be posted a copy to their home address.

### [Inspiring Governance Launch](#)

Inspiring Governance, the new school governor recruitment service, was launched in November in London. 'Inspiring Governance' is an online recruitment service, connecting volunteers with governing boards in schools and colleges. It is funded by Government to help tackle the significant challenges that many schools face when finding the right people to govern our schools. The annual 2016 NGA/TES annual found that 61% of governors and trustees had difficulty attracting new recruits to their governing board. In 2015 that figure was 56%.

The event held many opportunities to find out more about Inspiring Governance, including:

- how schools and colleges are now using it to find skilled volunteers quickly and easily
- the free support and advice available for employers, individuals who are interested in joining governing bodies and governing boards which are seeking members
- the free support for employers looking to set up governance volunteering programmes
- expert guidance and support which will be available from the National Governors' Association free of charge to volunteers appointed to governing bodies through Inspiring Governance

NGA will be providing support, guidance and induction materials for newly appointed governors, matched through the service, and will also be offering support to governing boards who are recruiting a chair.

Lord Nash, Under Secretary of State for Schools, said: "As the people who appoint head teachers and chief executives and hold them to account, governors and trustees should be the driving force behind school improvement so it's essential that we do more to attract talented and committed volunteers to school governance. That's why we are supporting Education and Employers and the National Governors' Association to revolutionise the way people can get involved in governance and be supported in the role once they're in place."

Do you need to recruitment new members? Click [here](#), including non members, to access the Inspiring governance recruitment page

### **Governorline is back!**

GovernorLine is back and advertised as a fantastic support service for governors. GovernorLine is a national helpline offering free, confidential and independent advice, information and support to school governors, clerks and individuals involved directly in the governance of schools and multi-academy trusts in England. GovernorLine comprises of a telephone advice line and an email enquiry service. To access their website [click here](#)

The telephone service is available free on 0800 151 2410 between 09:00 and 20:00 Monday to Friday (excluding bank holidays). Alternatively questions and queries can be emailed at any time to [governorline@entrust-ed.co.uk](mailto:governorline@entrust-ed.co.uk) for a full reply within 2 working days. GovernorLine is staffed by a highly experienced and knowledgeable team of advisers. They are committed to raising standards of governance and providing accurate and timely advice. Governorline is provided by the Department for Education, and delivered under a contract by Entrust Support Services Ltd.

### **Safeguarding**

#### [Online safety for School Governors](#)

To support Governors to work with their schools leadership and safeguarding team, the UK Council for Child Internet Safety (UKCCIS) Education Group has recently developed and published guidance for school governors. This guidance is non-statutory and should be read alongside "Keeping Children Safe in Education" (KCSIE) 2016. Further



information about online safety within KCSIE can be found at: [www.kentesafety.wordpress.com/2016/06/06/online-safety-within-keeping-children-safe-in-education-2016](http://www.kentesafety.wordpress.com/2016/06/06/online-safety-within-keeping-children-safe-in-education-2016)

The UKCCIS document can be used by Governors to:

- evidence governor engagement with online safety;
- gain a basic understanding of their school's current approach to keeping children safe online;
- learn how to improve this approach where appropriate;
- find out about tools which can be used to improve the approach.

The document explores five key questions for Governors to use to facilitate discussions with Headteachers and Designated Safeguarding Leads to help them ensure schools are fulfilling their statutory safeguarding requirements and also to help collate evidence ready for inspection. The document includes examples of good and outstanding practice, as well as identifying issues and examples of answers which will help to indicate when governors should be concerned.

The UKCCIS document can be accessed at [UK Council for Child Internet Safety \(UKCCIS\) - GOV.UK](http://UK Council for Child Internet Safety (UKCCIS) - GOV.UK). Governors within Kent schools and settings can access support and guidance regarding online safety, including training, via the Education Safeguarding Team. Further information is available on the Kent e-Safety blog:

: [www.kentesafety.wordpress.com](http://www.kentesafety.wordpress.com) and Kelsi: [E-safety - kelsi.org.uk](http://E-safety - kelsi.org.uk)

### [Safeguarding audit and toolkits](#)

As you will be aware, the DfE issued a revised edition of the statutory guidance for schools and colleges, Keeping Children Safe in Education 2016 (KCSIE) with an implementation date of 5 September. It is essential that Designated Safeguarding Leads, School Leaders, Governing Bodies and proprietors are aware of the expectations for Early Years settings, schools and colleges and are able to demonstrate and evidence that they are fulfilling their statutory obligations. This includes policies being updated to reflect the most recent guidance and published on the school website.

The Education Safeguarding Team has recently published a revised Self Review Tool, which can be found [here](#). The aim of the document is for senior leaders and governors to feel confident in their school's safeguarding procedures and practice and to ensure all the requirements in Keeping Children Safe in Education 2016 are being met. Key questions are asked in the review tool, with space for supporting evidence to be uploaded and areas of improvement identified.

A few recent Ofsted inspections have raised issues about a school's non-compliance with the most recent Keeping Children Safe in Education 2016, and about arrangements for ensuring that staff training is up to date on Prevent, child sexual exploitation and female genital mutilation.

For example in one case it was reported, "Governors do not have a strong grasp of their strategic responsibilities and are not compliant with current legislation in important areas of their work. For example, they have not kept their safeguarding policy up to date. "

In another case the section on safeguarding states: "The arrangements for safeguarding are effective but there are areas in need of improvement. Leaders and governors have not ensured that staff are kept fully up to date with information about keeping children safe....and plans are in place for further training."

Can I ask you to please ensure that the policy on the school website is up to date and that staff training is in hand to ensure compliance with the latest statutory guidance.

### [District Governors Briefings.](#)

In term 3 there will be a finance focus to the District Governor briefings. With governors strategic responsibility for financial solvency and the time shortly upon us to approve new budgets, each area will have **one** district governor presentation on governors responsibilities when agreeing the three year budget plan delivered by School Financial Services. These will be held from ;

|       |                  |   |
|-------|------------------|---|
| North | 26 January 2017  | The Brent Primary School, London Road, Dartford DA26 6BA          |
| West  | 30 January 2017  | Kings Hill Primary School, Crispin Way, Kings Hill Kent, ME19 4LS |
| East  | 01 February 2017 | St Georges' CE Foundation School, Broadstairs CT10 2LH            |

For those that will may disappointed if the event is full, resources will be available **after** the event on Kelsi. The other area district briefings will be running as usual. Please refer to CPD online to book onto the briefings.

The focus for the Area Governance Officer networking session at **all briefings** will be on the hot topic of the role of the Training and Development Governor. Please try to send at least one member from each governing body to attend these briefings so that they can report back and share, enabling best practice.

### [National Chairs Development programme- Calling all Chairs, new, old and aspiring!](#)

The National College for Teaching and Leadership accredited National Chairs Development Programme has been extended for a further year! This programme is suitable for aspiring chairs, those new to the role and experienced chairs

What's involved; The programme is developmental and should be able to be completed over 3 terms (12 months maximum)

The programme consists of 3 units, each studied over a term. Each unit focuses on an essential element of being an effective chair:

- the role of the chair, the leader
- leading the governing body and effective governance
- leading change and continuous improvement

Each unit includes:

- a workshop providing opportunities to collaborate and learn with peers
- opportunities to reflect on leadership practice
- school-based activities leading to school improvement
- access to a mentor for support, guidance and challenge
- online learning
- a leadership diagnostic to guide your development

Costs

The recommended price for the programme (all 3 units) is £400. A limited number of scholarships of £320 will be available for this financial year, from April 2016 to March 2017. These will be for aspiring or existing chairs if you're in a state-funded educational setting. They are only available if you take the full programme. They're not available if you choose to take individual units. This means the school will only need to contribute £80 to the cost of the participation

The first session starts on 1 February 2017 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](http://www.hants.gov.uk/governors)

### **Clerks Information**

#### [DBS](#)

There is no requirement for schools to re- check governor DBS every 3 years. In education a check remains on going unless an applicant has a break in service of more than 12 weeks.

#### [CPD online](#)

All clerks need to ensure that they have accessed their log in for CPD online from Leadership and Governance. If you have sourced your CPD online login for elsewhere or if you have a login as a member of staff please check with Leadership and Governance. Logins that have not been provided from Leadership and Governance do not allow the clerk administration rights to perform their required clerking amendments.

For Clarity, the only function that clerks cannot perform is to add new governors. On Kelsi there is a [clerks CPD user guide](#) which details how to perform all the actions required. All clerks need to have read this document. It is the clerks responsibility to ensure that CPD online is kept up to date.

### Chair and Headteacher details

**All** Clerks of **all** school types need to keep the relevant Area Governance Officer updated with the name and contact information of the Chair and Vice Chair when any changes occur.

### Governors Training Records

If a governor belongs to more than one governing body then any training that they have undertaken will only be allocated under CPD online to the individual school with which the training was booked under. This means that if a governing body is looking to run a report for all training undertaken by members, for example to present to Ofsted, whom sit on other bodies they need to access individually the training record for the governor and not a collated version.

### 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 Inspiring Governance](#)

### 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 courses on Challenge and Impact, Effective Monitoring Visits, Ofsted preparation, self evaluation for good governance and to discuss tailored reviews.*

## Governors/Clerks CPD Programme : Spring 2017

We are pleased to advise that the annual Chairs and Clerks conferences are both now available for booking (click on the title & follow the link):

| Event                                   | Code      | Date       | Venue                       | Location |
|---|-----------|------------|-----------------------------|----------|
| <a href="#">Chairs' Conference 2017</a> | GV 17/086 | 10/03/2017 | Ashford International Hotel | Ashford  |

Developed by Kent Improvement Advisors, the primary Pupil Premium Strategy toolkit is being launched in the Spring of 2017 to Kent schools and this is the ideal opportunity for Chairs of Governors to come along and find out more.

There will also be the opportunity to hear from Alisdair Chisholm on 'Taking the Chair', along with plenty of time for networking and discussion.

| Event   | Code      | Date       | Venue                       | Location |
|---|-----------|------------|-----------------------------|----------|
| <a href="#">Clerks' Conference - Clerking Matters</a> | GV 17/085 | 08/03/2017 | Ashford International Hotel | Ashford  |

We are pleased to announce that one of our speakers this year will be Rani Kaur, Senior Advice Officer from the NGA who has played a major part in the relaunch of Clerking Matters 2016. Delegates will also have the opportunity to attend workshops throughout the course of the morning – details of these will be announced once finalised.

This is a great opportunity for Clerks to come together at this annual conference and there will plenty of opportunity for networking and discussion.

New courses we have added since our last update:

### **The Real Secrets of Successful Governors**

This is a dynamic course that we have designed for you, part seminar and part workshop. It will give you a crystal clear insight into the secrets of successful governors and why they seem able to help shape the success of their school rather more than most.

You will walk away with the skills and confidence to make a thoughtful, challenging and useful contribution to every governor's meeting you attend. And learn a few secrets along the way.

Session in short:

- Introductions, outline of the session, key objectives
- The five secrets of successful governors
- The single question that only the best governors ever ask
- 'The Challenge', a 'round the room' workshop
- Summary, personal action plan and notecards for all, a big ending.

### **The data has changed! Do you know your data? BEGINNERS Guide to RAISEonline and the Inspection Dashboard**

This course is for governors who are new to the role or existing governors who want to be sure they understand the school's published data. Delegates will need to take their schools RaiseOnline and data dashboard to this session.

### **The data has changed! Do you know your data? ADVANCED Guide to RAISEonline and the Inspection Dashboard**

This course is for Chairs and governors who are responsible for achievement data. Delegates will need to take their schools RaiseOnline and data dashboard to this session.

Below you will find a document listing courses available for Terms 3 and 4. To book on any of these courses, click on the link which will take you directly through to CPD online where you are able to make your booking

### **Term 3**

| Event  | Code      | Date       | Venue                                    | Location        |
|--|-----------|------------|--|-----------------|
| The Real Secrets of Successful Governors   | GV 17/068 | 10/01/2017 | THE BRENT PRIMARY SCHOOL (AC)            | Dartford        |
| The Real Secrets of Successful Governors   | GV 17/069 | 12/01/2017 | OAKLEY SCHOOL (I)                        | Tunbridge Wells |
| Safeguarding (COLLABORATION BESPOKE)   | GV 17/063 | 12/01/2017 | MINTERNE COMMUNITY JUNIOR SCHOOL (I)     | Swale           |
| Responsibilities of the Governing Body in Pupil Discipline   | GV 17/009 | 16/01/2017 | ST GEORGE'S CE FOUNDATION SCHOOL (I)     | Thanet          |
| Assessment without Levels - Revised for Autumn 2016  | GV 17/013 | 17/01/2017 | Holiday Inn Sittingbourne - The Coniston | Swale           |
| The Governing Bodies Role in Finance for Maintained Schools  | GV 17/035 | 17/01/2017 | GREAT CHART PRIMARY (I)                  | Ashford         |
| The data has changed! Do you know your data? BEGINNERS Guide to RAISEonline and the Inspection Dashboard | GV 17/072 | 17/01/2017 | ST GEORGE'S CE FOUNDATION SCHOOL (I)     | Thanet          |
| The Real Secrets of Successful Governors (COLLABORATION BESPOKE)   | GV 17/067 | 18/01/2017 | PRIORY INFANT SCHOOL (I)                 | Thanet          |
| The Role of the Governing Body in Safeguarding in School   | GV 17/021 | 19/01/2017 | THE CANTERBURY ACADEMY (AC)              | Canterbury      |
| District Governor Briefing (Swale)   | GV 17/026 | 24/01/2017 | MIDAS Centre - Meadowfield School        | Swale           |
| Understanding the Governing Body Responsibility in SEN   | GV 17/005 | 24/01/2017 | OAKLEY SCHOOL (I)                        | Tunbridge Wells |
| The Governing Bodies Role in Finance for   | GV 17/036 | 24/01/2017 | Ifield Smile                             | Gravesham       |

| Event   | Code      | Date       | Venue                                    | Location                      |
|---|-----------|------------|--|-------------------------------|
| Maintained Schools  |           |            |  |                               |
| District Governor Briefing (Dover)  | GV 17/037 | 24/01/2017 | ASPEN SMILE UNIT (I)                     | Dover                         |
| District Governor Briefing (Sevenoaks)  | GV 17/038 | 24/01/2017 | SEVENOAKS PRIMARY SCHOOL (I)             | Sevenoaks                     |
| Narrowing the Gap in Pupil Outcomes (BESPOKE DISTRICT)  | GV 17/064 | 24/01/2017 | THE ANTHONY ROPER PRIMARY SCHOOL (I)     | Sevenoaks                     |
| Effective Governor Monitoring Visits to School (COLLABORATION BESPOKE)  | GV 17/066 | 25/01/2017 | HADLOW SCHOOL (I)                        | Tonbridge & Malling           |
| The data has changed! Do you know your data? ADVANCED Guide to RAISEonline, Inspection Dashboard and current in - school data | GV 17/075 | 25/01/2017 | THE CANTERBURY ACADEMY (AC)              | Canterbury                    |
| District Governor Briefing (Shepway)  | GV 17/039 | 25/01/2017 | Pent Valley Leisure Centre               | Shepway                       |
| District Governor Briefing (Ashford)  | GV 17/040 | 26/01/2017 | Kent Invicta Chamber of Commerce         | Ashford                       |
| District Governor Briefing (Dartford and Gravesham)   | GV 17/041 | 26/01/2017 | THE BRENT PRIMARY SCHOOL (AC)            | Dartford                      |
| Understanding Primary School Data   | GV 17/014 | 26/01/2017 | Holiday Inn Sittingbourne - The Coniston | Swale                         |
| District Governor Briefing (Canterbury)   | GV 17/023 | 26/01/2017 | THE CANTERBURY ACADEMY (AC)              | Canterbury                    |
| District Governor Briefing (Maidstone, Tonbridge and Malling)   | GV 17/025 | 30/01/2017 | KINGS HILL SCHOOL (I)                    | Maidstone/Tonbridge & Malling |
| The data has changed! Do you know your data? BEGINNERS Guide to RAISEonline and the Inspection Dashboard                      | GV 17/073 | 30/01/2017 | THE CANTERBURY ACADEMY (AC)              | Canterbury                    |
| Be Prepared and Knowledgeable for Ofsted (BESPOKE DISTRICT)   | GV 17/081 | 30/01/2017 | HIGH FIRS PRIMARY SCHOOL (I)             | Sevenoaks                     |
| What Does Challenge and Impact Look Like (BESPOKE DISTRICT)   | GV 17/087 | 30/01/2017 | WILMINGTON GRAMMAR SCHOOL FOR BOYS (AC)  | Dartford                      |
| Safeguarding (COLLABORATION BESPOKE) - The Gateway Alliance   | GV 17/076 | 31/01/2017 | HOLYWELL PRIMARY SCHOOL (I)              | Swale                         |
| Understanding Secondary School Data   | GV 17/055 | 31/01/2017 | Kent Invicta Chamber of Commerce         | Ashford                       |
| The Role of the Governing Body in Early Years   | GV 17/057 | 31/01/2017 | GREAT CHART PRIMARY (I)                  | Ashford                       |
| District Governor Briefing (Thanet)   | GV 17/027 | 01/02/2017 | ST GEORGE'S CE FOUNDATION SCHOOL (I)     | Thanet                        |
| District Governor Briefing (Tunbridge Wells)  | GV 17/007 | 01/02/2017 | SOUTHBOROUGH CEP SCHOOL (I)              | Tunbridge Wells               |
| The data has changed! Do you know your data? BEGINNERS Guide to RAISEonline and the Inspection Dashboard                      | GV 17/082 | 06/02/2017 | Riverside Community Resource Trust       | Gravesham                     |
| The data has changed! Do you know your data? ADVANCED Guide to RAISEonline, Inspection Dashboard and current in - school data | GV 17/074 | 06/02/2017 | ST GEORGE'S CE FOUNDATION SCHOOL (I)     | Thanet                        |

| Event   | Code      | Date       | Venue                                | Location  |
|---|-----------|------------|--------------------------------------|-----------|
| The Real Secrets of Successful Governors  | GV 17/070 | 07/02/2017 | MINTERNE COMMUNITY JUNIOR SCHOOL (I) | Swale     |
| 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 |
| 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 |
| The data has changed! Do you know your data? ADVANCED Guide to RAISEonline, Inspection Dashboard and current in - school data | GV 17/084 | 09/02/2017 | Riverside Community Resource Trust   | Gravesham |

### Term 4

|   |           |            |                                      |                     |
|---|-----------|------------|--------------------------------------|---------------------|
| The data has changed! Do you know your data? BEGINNERS Guide to RAISEonline and the Inspection Dashboard                      | GV 17/083 | 20/02/2017 | Kent Invicta Chamber of Commerce     | Ashford             |
| Effective Governor Monitoring (BESPOKE)   | GV 17/065 | 21/02/2017 | BORDEN GRAMMAR SCHOOL (AC)           | Swale               |
| Be Prepared and Knowledgeable for Ofsted  | GV 17/011 | 21/02/2017 | ST GEORGE'S CE FOUNDATION SCHOOL (I) | Thanet              |
| Effective Chairing - New Chairs   | GV 17/047 | 22/02/2017 | Holiday Inn - Maidstone/Sevenoaks    | Sevenoaks           |
| The data has changed! Do you know your data? ADVANCED Guide to RAISEonline, Inspection Dashboard and current in - school data | GV 17/078 | 22/02/2017 | Oakwood House Hotel                  | Maidstone           |
| Effective Governance, Monitoring and Evaluation (BESPOKE)   | GV 17/088 | 22/02/2017 | HERNHILL CEP SCHOOL (I)              | Swale               |
| The data has changed! Do you know your data? BEGINNERS Guide to RAISEonline and the Inspection Dashboard                      | GV 17/080 | 23/02/2017 | Hadlow Manor Hotel                   | Tonbridge & Malling |
| Effective Chairing - New Chairs   | GV 17/048 | 23/02/2017 | ASPEN SMILE UNIT (I)                 | Dover               |
| The Role of the Governing Body in Safeguarding in School  | GV 17/053 | 27/02/2017 | Kent Invicta Chamber of Commerce     | Ashford             |
| Understanding the Governing Body Responsibility in SEN  | GV 17/022 | 28/02/2017 | THE CANTERBURY ACADEMY (AC)          | Canterbury          |
| The data has changed! Do you know your data? BEGINNERS Guide to RAISEonline and the Inspection Dashboard                      | GV 17/079 | 28/02/2017 | OAKLEY SCHOOL (I)                    | Tunbridge Wells     |
| The Governing Bodies Role in Finance for Maintained Schools   | GV 17/002 | 01/03/2017 | Oakwood House Hotel                  | Maidstone           |
| The Role of the Governing Body in Safeguarding in School  | GV 17/054 | 01/03/2017 | THE BRENT PRIMARY SCHOOL (AC)        | Dartford            |

|   |           |            |  |                     |
|---|-----------|------------|--|---------------------|
| Managing Parental Complaints                                | GV 17/018 | 08/03/2017 | Hadlow Manor Hotel                       | Tonbridge & Malling |
| Responsibilities of the Governing Body Discipline Panel     | GV 17/060 | 13/03/2017 | THE BRENT PRIMARY SCHOOL (AC)            | Dartford            |
| KGA County Assembly   | GV 17/031 | 13/03/2017 | Oakwood House Hotel                      | Maidstone           |
| The Real Secrets of Successful Governors                    | GV 17/071 | 16/03/2017 | SANDGATE PRIMARY SCHOOL (I)              | Shepway             |
| The Governing Bodies Role in Finance for Maintained Schools | GV 17/015 | 20/03/2017 | Holiday Inn Sittingbourne - The Coniston | Swale               |
| Assessment without Levels - Revised for Autumn 2016         | GV 17/051 | 21/03/2017 | Kent Invicta Chamber of Commerce         | Ashford             |
| Assessment without Levels - Revised for Autumn 2016         | GV 17/052 | 22/03/2017 | THE BRENT PRIMARY SCHOOL (AC)            | Dartford            |