

Welcome to the October Monthly Bulletin. Our bulletin has been produced with the aim of keeping governors and clerks informed of the latest educational developments as they happen. The most effective way of using this briefing is to have it as an agenda item as part of your governing body meetings.

[Secondary Performance tables \(Provisional\) - compare performance released](#)

The DfE has released the [Secondary school performance tables](#) (based on provisional data) which show the attainment results for pupils at the end of Key Stage 4 and the progress made by pupils between the end of Primary school to the end of Secondary school. As highlighted at the District Governors Briefings the compare performance site should be used as an external benchmarker for your school. *How has your school performed against your predictions?* Alongside this release the [accountability measures](#) guide for Progress 8 and Attainment 8 for 2017. Following on from the performance tables have been the statistical first releases providing provisional information on the 2017 [overall achievements](#) of 16- to 18-year-olds and [GCSE and equivalent results for 2017](#). *How does the national picture compare to your school?*

[Analyse School Performance \(ASP\) replacement of RAISE](#)

This is the sister service to compare performance, designed for governors, school leaders, LA's and Ofsted. Governors need access by secure log on. This [you tube clip](#) explains how it can be used by governors to help you, by breaking down into key filter groups the headline measures, to ensure the school is focussing on the correct School Improvement Priorities.

[Primary assessment consultation outcomes](#)

Following the consultation the DfE has confirmed a number of changes to [Primary assessment](#) which include: a new assessment in reception to be introduced from 2020 to be used as a baseline for measuring progress through Primary school; Key Stage 1 assessment will be made non-statutory from 2023; the requirement to submit teacher assessment data at the end of Key Stage 2 to be removed from 2018-19; a multiplication tables check will be introduced from 2019-20 at the end of year 4; the Early Years Foundation Stage profile will be reviewed; from this academic year the teacher assessment of writing will be improved, giving more emphasis to teachers' professional judgement. *Does data received by your Board include progress from baselines taken at key points of transition across the stages?*

[Phonics screening check and Key Stage 1 assessments statistics release for 2017](#)

This [statistical first release](#) provides information on the achievements of pupils in the 2017 phonics screening check and at Key Stage 1 teacher assessments. It includes information on attainment for the phonics screening check and Key Stage 1 teacher assessments by different pupil characteristics of gender; ethnicity; first language; eligibility for free school meals(FSM); special educational needs. Nationally, 81% of pupils met the expected standard in phonics at the end of year 1. By the end of Year 2, 92% had met the standard. More pupils reached the expected standard in all KS1 subjects – reading (76%), writing (68%), maths (75%) and science (83%) - in 2017 compared to 2016. *As a Board do you know how your school has compared against these figures? What are the reasons behind your scores?*

[National Funding Formula](#)

The Education Secretary has announced details of the new national funding formula for schools. The Funding includes an increase in the basic amount allocated for every pupil (Secondary's a minimum of £4600 per pupil in 2018/19 and £4800 per pupil for 2019/20 and Primaries a minimum of £3300 per pupil in 2018/19 and £3500 in 2019/20); a minimum cash increase for every school of one per cent per pupil by 2019-20, with the most underfunded schools seeing rises of three per cent per pupil in 2018-19 and 2019-20; a £110,000 lump sum for every school to help with fixed costs, and an additional £26million to rural and isolated schools to help them manage their unique challenge.

[Guidance on Storing and disposing of hazardous chemicals in schools](#)

This [Guidance](#) is for School leaders, staff and governing bodies in all maintained schools, academies, independent schools and pupil referral units. It explains how to handle and dispose of hazardous substances and materials, and signposts to professional bodies offering further advice. *The Health and Safety Governor on your Board should use the advice as a reference point for questions when undertaking their monitoring visit.*

[General Data Protection Regulations- Privacy Notices](#)

The DfE has released examples for Schools and LA's of [privacy notices](#) with updated suggested text for pupils' documents to help schools comply with the GDPR. Though operational in implementation; Boards are accountable for compliance with the requirements of their Data Protection Policy and Act. *Are you compliant?*

[Updated Ofsted Inspection Framework](#)

Ofsted have released an updated [Inspection Handbook](#) which comes into effect for any new Inspections from October 30th 2017. Changes contained within the handbook include to the Outcomes for pupils section reflecting changes to GCSE grades and data reports including Ofsted's new inspection data summary report (IDSR) which focuses on trends in school performance over the previous three years; updates to Clarification for schools section to arrangements for meeting relevant members of the governance structure and inclusion of chief executives or equivalents in inspections of academies in multi-academy trusts; and new content explaining what happens to schools that receive the 'requires improvement' and 'inadequate' judgements. They have also updated

their myth buster section, found on the same page as the link above, which includes clarity on understanding scheme of delegations and governance structures within Multi Academy Trusts, as well as dispelling myths that can result in unnecessary workloads in schools. **Both documents are ESSENTIAL reading for every governor on your Board.**

[Updated Ofsted Handbook for short, monitoring and unannounced behaviour school inspections](#)

Ofsted has also updated its [Short section 8 Inspection handbook](#), coming into effect from the 30th October 2017. The update reflects changes following the outcomes of the recent consultation; clarifications to the sections on Monitoring inspections; clarifications about engaging with those responsible for governance and inclusion of chief executives or equivalents in inspections of academies in multi-academy trusts; and updates reflecting changes to data reports such as Analyse School Performance and the new inspection data summary reports. Changes from the start of term 2 include some 'good' schools automatically receiving a full, two-day inspection instead of a short inspection, for example where a school has expanded its age range or where the quality of provision may have deteriorated significantly (This is expected to impact on 20% nationally of good schools awaiting inspection); Where a short inspection converts to a full inspection, this will usually continue to be within 48 hours but may take up to 7 days in some cases; Short inspections of Secondary schools with more than 1,100 pupils will be carried out by three inspectors (rather than two). **Again, ESSENTIAL reading for every governor to understand the short Section 8 and unannounced Inspection visits.**

[Ofsted Further consultation on more proposed changes to short inspections](#)

Following the volume of response from the summer consultation, Ofsted have a new [consultation](#) with further proposals to take effect from January 2018, including: if during a short inspection, inspectors are not confident that the school remains 'good' but "the standard of education remains acceptable, with no concerns about safeguarding or behaviour", the inspection will not convert. The school will receive a letter setting out the inspection findings with a full inspection taking place within 1 to 2 years and it will remain a 'good' school; where, following a short inspection, inspectors believe the school may be 'outstanding', the inspection will not convert, the inspection findings will be set out in a letter, the school will remain 'good', and a full inspection will take place within 1 to 2 years. The consultation ends on 8th November 2017. *Make sure you have your say.*

[Ofsted School inspection update, special edition](#)

This [edition](#) provides details of how inspectors are being instructed to approach school performance data including: not to compare results from last year to this for the new GCSEs with small fluctuations not to be over-interpreted; to consider whether decisions made by school leaders are in the best interests of pupils; to use assessment data as a starting point for discussion rather than the only piece of evidence and not to focus on single measures with small cohorts; to treat data from Key Stage 2 teacher assessments with caution.

[National Governance Association](#)

The NGA has released several updated resources which can be accessed from their [Guidance Centre](#). For those that are not member's membership can be accessed [here](#). All levels of membership receive the weekly newsletter. The [NGA's Annual Membership Survey](#) is now open until November 6th. The survey is to gauge members' views on the products and services NGA offers. [The Learning Link](#) has five new e-learning modules on your organisation: Strategy: Progress and attainment: Working together: Effectiveness and Get Information about Schools.

[School Complaints policy](#) the updated [model policy](#) is on Kelsi. Please ensure yours follows best practice and is followed to the letter when handling a complaint.

[Finance Updates](#)- School Financial Services have a [new website](#) and updated training brochure including for governors. Academy and School Boards also need to take note of their [Finance Planner](#) for key dates for Board meetings. *When looking at finance are you focussing on how your budget is driving school improvement including staff training? Are staff accessing training? What is the impact on practice? How can this be evidenced? Does your spend on staff CPD reflect your priorities? Is enough allocated?*

[Governor Appointment/ Reappointment Legal Declaration form](#).- This has been [updated](#) and should be used to collect the information required by your Board and Kent CPD online for all new governor appointments and reappointments but we do not need these sent to the Leadership and Governance Team, instead complete the [digital governor appointment form](#)

[Training](#).- Due to demand for the equality training course more courses are being planned. If any course is oversubscribed we will look at providing extra to meet demand. Remember the Governance Handbook and Ofsted both mention the importance of governor's self-development to drive effective governance. In aiding your governing body we are running a Training and Development course in each area to empower your training and development governor to fulfil their role. We also provide bespoke courses on Self-evaluation for good governance; Challenge & Impact; Effective monitoring visits; Ofsted preparation. For more information on bespoke training and our other services please contact your Area Governance Officer below;

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