

Maidstone, Tonbridge & Malling

District Governor Briefing

Autumn 2017

Welcome

Agenda

1. Welcome and outline of the meeting- Julia Durcan - Area Governance Officer , West Kent.
2. Tel German, Senior Improvement Adviser- Presentation on educational performance at district, regional and national levels for primary and secondary.
3. Jared Nehra, Area Education Officer- Presentation on latest educational updates for planning and provision within the district.
4. The Kent Governance Association (KGA) updates from Jack Keeler.
5. In The News- Latest updates- Julia Durcan.
6. Close.

Polite Reminders !

- **Housekeeping**
- **Paper free !**
- **Have you signed the register?**
- **List at least three actions that you will complete following this discussion.**
- **Please complete the online evaluations (direct to you via email)**

Primary Schools' Update

Tel German
Senior Improvement Adviser

2017 Floor Standard

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. To be **above** the floor, the school needs to meet either the attainment **or** all of the progress elements.

- 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 writing.

NB: No school will be confirmed as being below the floor or coasting until December 2017 when schools' performance tables are published

- *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.*

EYFS – Area/District

	% reaching a Good Level of Development (GLD)
National	70.7
Kent	74.3
West Kent	76.3
Maidstone	73.8
Tonbridge & Malling	78.0
Tunbridge Wells	78.2

Year 1 Phonics

- Kent has continued to improve outcomes in **Phonics** in 2017 by 0.5%.
- 82.1% of pupils met the expected standard, compared with 81.2% nationally.
- Kent has improved outcomes in phonics by 4% since 2015 (national improvement rate 4.2%).

Phonics – Area/District

	2017 Year 1 Phonics % 32+
National	81.2
Kent	82.1
West Kent	84.7
Maidstone	82.9
Tonbridge & Malling	85.8
Tunbridge Wells	86.1

Key Stage 1 Attainment

Kent has also performed above the national average for every indicator at Key Stage 1.

% reaching or exceeding the expected standard	English Reading	English Writing	Mathematics
National	75.5	68.2	75.1
Kent	78.8	72.3	78.4

Key Stage 1 – Area/District

% reaching or exceeding the expected standard	English Reading	English Writing	Mathematics
National	75.5	68.2	75.1
Kent	78.8	72.3	78.4
West Kent	81.3	74.5	80.8
Maidstone	78.5	72.5	78.4
Tonbridge & Malling	83.5	78.2	83.3
Tunbridge Wells	82.6	72.7	81.3

Key Stage 2 Attainment

Kent performed above or in line with the national average for all indicators.

% reaching or exceeding the expected standard	R, W, M combined	English Reading	English Writing	Grammar, Punctuation and Spelling	Mathematics
National	61	71	76	77	75
Kent	64	74	80	76	76

Key Stage 2 Attainment

% reaching or exceeding the expected standard	R, W, M comb	English Reading	English Writing	Mathematics	GPS
National	61.0	71.0	76.0	77.0	75.0
Kent	64.4	74.2	80.4	75.7	76.0
West Kent	66.5	76.0	82.3	76.8	77.8
Maidstone	63.0	73.3	79.4	73.8	74.9
Tonbridge & Malling	68.1	76.7	84.2	79.3	80.2
Tunbridge Wells	69.7	79.2	84.0	78.2	78.8

Kent vs Statistical Neighbours

	% Pupils Achieving										
	Expected Standard - RWM	A Higher Standard - RWM	Expected Standard - Reading Test	A High Score - Reading Test	Expected Standard - Grammar, Punctuation, Spelling Test	A High Score - Grammar, Punctuation, Spelling Test	Expected Standard - Maths Test	A High Score - Maths Test	Average Scaled Score - Reading Test	Average Scaled Score - Grammar, Punctuation, Spelling Test	Average Scaled Score - Maths Test
Kent	64	9	74	27	76	30	76	23	105	106	104
East Sussex	57	5	71	24	71	23	70	17	104	104	103
Essex	63	10	73	25	79	32	76	23	104	106	104
Lancashire	60	8	70	23	77	28	75	20	104	106	104
Northamptonshire	56	7	68	20	73	25	70	17	103	105	103
Nottinghamshire	61	8	71	24	77	29	75	22	104	105	104
Staffordshire	63	9	74	25	78	31	76	22	104	106	104
Swindon	61	8	72	25	78	30	76	20	104	106	104
Warwickshire	62	10	72	28	77	32	74	23	105	106	104
West Sussex	55	5	70	25	74	25	71	19	104	105	103
Worcestershire	57	8	70	24	72	26	70	20	104	105	103
National	61	9	71	25	77	31	75	23	104	106	104
Kent's Ranked Position (1=top, 11=bottom)	1	3	1	2	7	4	1	1	1	1	1

School Improvement Allocation

- Good + schools - 2 visits + reports
- RI or potential RI - 3 visits + reports
- SCC or potential SCC - 8 visits + reports
- Academies/Free Schools - No visits, offered to Trusts for purchase

Area Improvement Advisers

Senior Improvement Adviser

Tel German

Improvement Advisers

Penny Bowles, Matt Dickson, Keith Homewood,
Noureddin Khassal

Area Governance Officer

Julia Durcan

Senior Early Years Adviser

Polly Sharman

School Inspections

[House of Commons Library Briefing Paper](#)

Background on Ofsted inspections of state-funded schools in England

Recent developments in school inspection

Secondary Schools' Update

2017 Outcomes

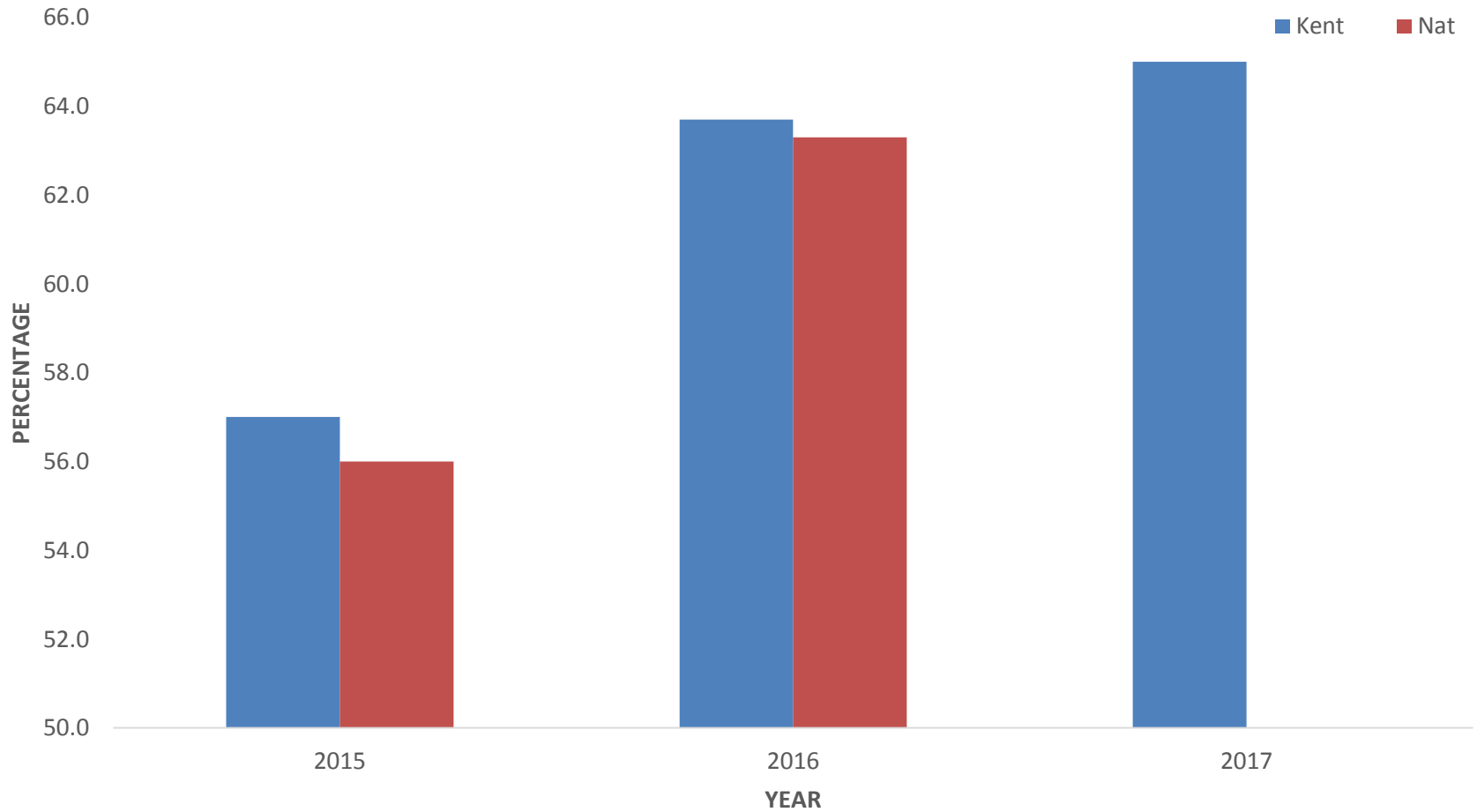
- There are significant changes to national performance measures in 2017
- **Basics** (standard pass in English and mathematics Grade 4/Grade C)
- Comparisons with performance in 2016 are difficult to make, given that this year sees the implementation of new grades in Maths and English and more demanding examinations
- This will be further compounded when the Basics measure that will be reported in the DfE October release this year will use the threshold of grade 5 (Strong Pass) or higher

2017 Outcomes

The figures stated have been made using grade 4 (standard pass) to allow comparison with results from previous years

- This shows a positive picture in Kent the **Basics** measure introduced last year – standard pass in English and mathematics Grade 4/Grade C passes show an increase of 1.3% to 65%
- The national figure for 2017 Basics is not yet available. So far, 40% (32 schools) of Kent schools have reported improvement on their 2016 performance in this measure
- Last year 41.2% of schools exceeded the **Basics** National Average (63.3%), currently this year 43.8 % of schools have exceeded last year's figure

Basics - standard pass in English and Maths (Grade 4/Grade C)



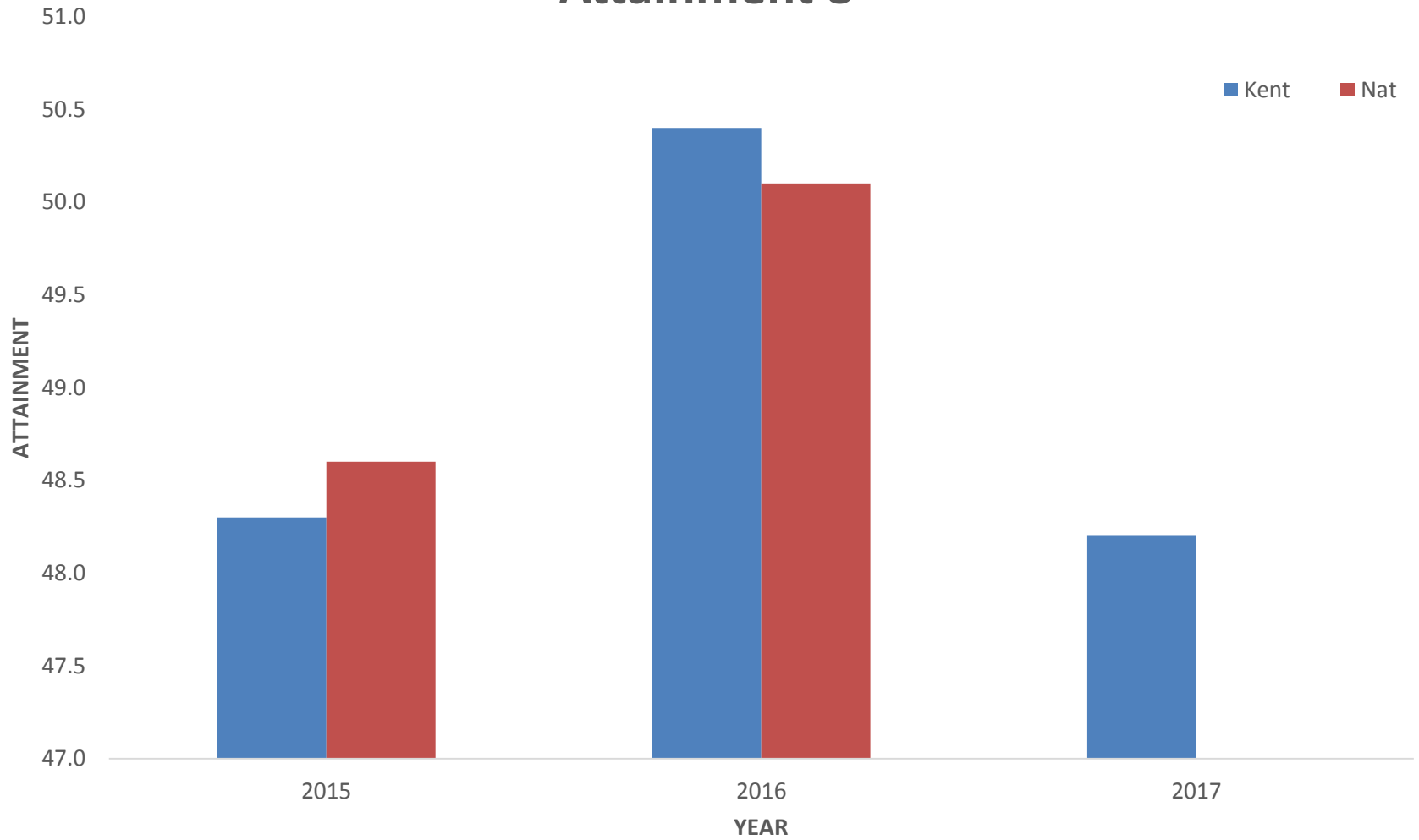
Outcomes 2017

All 2017 figures are provisional and unvalidated:

Attainment 8

- Based on a return sample of 80 (of 97 available schools returning GCSE outcomes this year):
- 17% (12 schools) have reported an increase in their **attainment 8** score
- 84% (59 schools) have reported a fall in their **attainment 8** score
- Compared with 2016 there has been an overall decline in attainment 8 performance from 50.4 to 48.2

Attainment 8



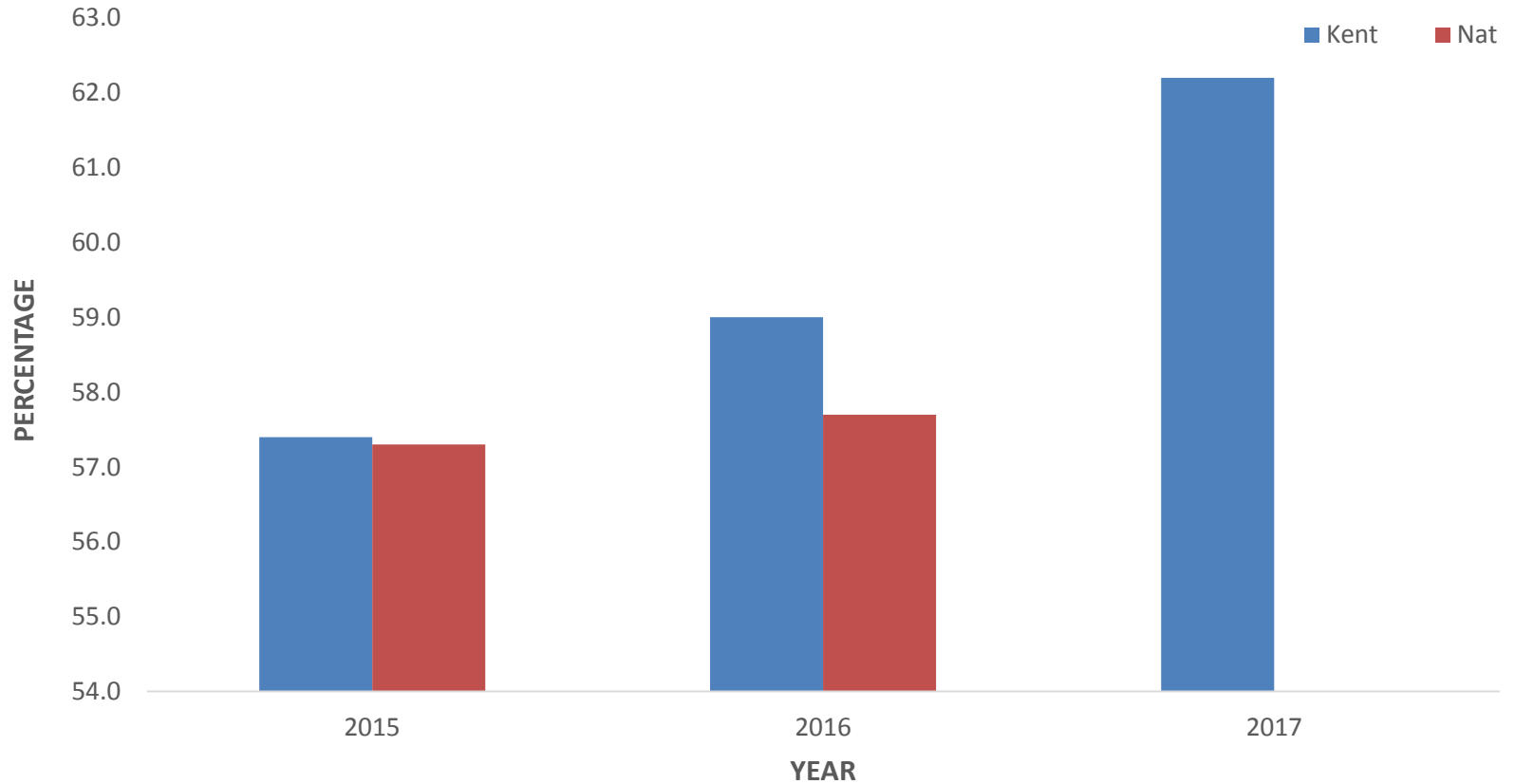
2017 Outcomes

- There has also been a slight fall in the headline **Ebacc** measure. This year it is 29.1 % from 29.9% last year
- So far, 32.5% (26 schools) schools have reported performance above the 2016 national average in this measure.

2017 Outcomes

- **5 or more standard passes, including English and mathematics**
- Performance in the old measure, the percentage of pupils achieving 5 or more GCSE grades A*-C (standard passes) including English and mathematics, is more positive at 62.2%.
- This is above last year's figure of 59.0% and the 2016 national average 57.7%
- So far, 52.5% (42 schools) schools have met or exceeded their 2016 performance in this measure
- Progress 8 figures will be published by the DfE in October 2017

Percentage of pupils achieving 5 standard passes including English and Mathematics



Priorities for Secondary Governors

- Comparisons of school outcomes including school group performance, against those groups nationally
- Evidence of the impact of intervention and strategies to improve disadvantaged pupils performance
- Effectiveness of 16-19 programmes, including destinations and independent advice and guidance
- Website compliance, Policies updated and evident in school practice, eg. Keeping Children Safe in Education, Prevent - strategies in place (and tested)
- Safeguarding issues including attendance, use of part-time timetables and Quality Assurance of offsite provision

Maidstone and Tonbridge & Malling Governor Briefing: Area Education Officer Update

September 2017

Jared Nehra – Area Education Officer (West Kent)

Discussion Topics

- Commissioning Update
- General Updates – School Complaints
- National Funding Formula
- KCC's New Education Services Company
- Review of High Needs Funding - Update
- Q&A

Education Commissioning Plan

- Updating the KCP for 2018-22. Publication expected November 2017.
- Previous Plan forecasting accuracy was as follows:

Year R

- Kent overall + 0.1%
- Maidstone + 1.6%
- Tonbridge & Malling - 2.0%

Year 7:

- Kent overall 0.0%
- Maidstone - 1.9%
- Tonbridge and Malling + 3.5%

Housing

Maidstone

- In May 2016 Maidstone Borough Council submitted their Local Plan setting out the scale and location of proposed development up to 2031 and an Examination in Public took place in early 2017.
- The Inspector has issued his report on the Local Plan and the Borough is expected to adopt the plan in autumn 2017.
- The Borough is planning for 17,660 dwellings or 883 per annum.

Inward Migration

- Continued pressure on Year R to Year 2 places in central Maidstone, with significant numbers of families migrating from London Boroughs. A further aggravating factor is a reduction of Year R places at Jubilee Primary Free School.

Housing

Tonbridge & Malling

- This Borough's 'Objectively Assessed Need' has been identified as 13,460 dwellings for the period 2011-31 which equates to 673 units per annum. Around half of the 13,460 units have an existing planning consent; this means that an additional 7,000 new homes could be completed by 2031.
- Between the 30th September and 25th November 2016 the first public consultation exercise on the emerging Local Plan took place. Our analysis indicates this would lead to a direct need for up to 14FE of Primary school provision and 11FE of Secondary school provision.
- A number of sites are already being submitted for planning, ahead of the Local Plan adoption, making provision planning more difficult.

School Commissioning: Mainstream

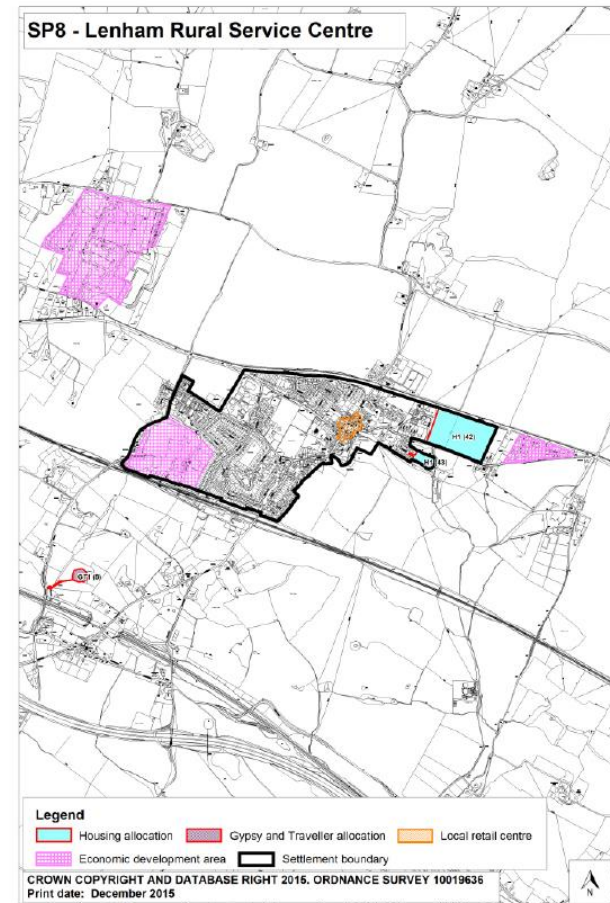
- Maidstone Primary Commissioning Position**

Planning Group	By 2018-19	By 2019-20	By 2020-21	2021-22+
Maidstone North / Central and South	30 temporary Year R places	New 2FE Free School in Maidstone North		
Maidstone West		2FE in the Hermitage Lane development subject to new housing		
Lenham and Harrietsham	1FE at Harrietsham PS			
Marden and Yalding		0.6FE at Marden PS		

School Commissioning - Maidstone

Primary – longer term

- Maidstone Borough Council (MBC) have also proposed two strategic housing allocations at Lenham and Maidstone Barracks.
- These are unlikely to come forward for another 5-10 years but each will require a 2FE Primary school.
- KCC will work with MBC as further detail of these proposals becomes available.



School Commissioning: Mainstream

- Tonbridge & Malling Primary Commissioning Position**

Planning Group	By 2018-19	By 2019-20	By 2020-21	2021-22+
Larkfield and Leybourne		1FE at Valley Invicta Primary at Leybourne		
Aylesford and Ditton			2FE permanent linked to new housing	
Borough Green and Wrotham			2FE permanent linked to new housing	
Across the Borough				c3FE additional provision subject to new housing

School Commissioning: Mainstream

- **Secondary School Commissioning Position**

Maidstone

By 2018-19	By 2019-20	By 2020-21	2021-22+
<p>New 6FE Secondary Free school (will initially open with 180 Year 7 students)</p> <p>1FE Maidstone Grammar School</p>		1FE at Maplesden Noakes	1FE at Cornwallis Academy

Tonbridge & Malling – by 2022

By 2018-19	By 2019-20	By 2020-21	2021-22+
1FE permanent at The Judd School			<p>3FE permanent to meet indigenous growth</p> <p>3FE permanent linked to draft Local Plan allocations</p>

School Commissioning - Maidstone

Special Educational Needs

- Nexus School (formally Ridge View) all age Foundation Special school for children with Profound, Severe and Complex learning difficulties now open on new site in Tonbridge.
- Nexus School Satellite provision is due to open Easter 2018 for 48 students with moderate to severe learning difficulties. The location will be the relocated and extended Wouldham All Saints CEP School.

General updates – School Complaints

- KCC’s model complaints policy for maintained schools has been updated in the light of feedback from governing bodies over the last year. The changes include:
 - a summary of appropriate routes for particular types of complaint at the beginning of the model policy to aid clarity.
 - a reference to governing body reciprocal agreements and a cross-reference to the model policy “Dealing with Complaints Against Schools and Settings made by Parents on Social Media Networking Sites”, as this is increasingly a feature of parental complaints.

<http://www.kelsi.org.uk/school-management/complaints>

National Funding Formula

- NFF rates applied to individual school budgets and then aggregated up to LA level
- LA still operates a local formula
- Kent set to receive an additional £50m over the next 2 years (£28m in 2018-19, £22m in 2019-20)
- Gains are capped at 3% per annum, but every school attracts a 0.5% increase
- DfE have also set minimum funding levels from 2019-20; £3,500 for Primary schools (£3,300 in 2018-19) and £4,800 for Secondary schools (£4,600 in 2018-19)
- Decisions on what each school will receive will be taken later this Autumn at Schools' Funding Forum and informed by an all school consultation

Introducing..... The Education People

KCC's New Education Services Company

Sept 2017

Update

- Soft launch 8th November at the EduKent Expo – from this date the company will be operating in shadow form.
- Launch – 1st April 2018
- Stakeholder and Partnership Board for Heads and Governors reps has now been set up and is operational

The Education People Company Objectives

- To ensure we achieve the long-term sustainability of Education Services in Kent for the benefit of Kent Schools
- To maintain and enhance the partnership between KCC and schools, allowing schools to have a greater influence in how services deliver and continuing the focus on improving outcomes for children and young people
- To realise the new opportunities for growth in traded Education Services to better support the delivery of high-quality statutory services and re-invest profit back into the services.

The Education People – Core offer

- The Education People will key deliver services to schools and settings that are funded by KCC. These are:
 - School improvement
 - Early Years & Childcare
 - Governor Support
 - Educational Psychology
 - Education Safeguarding
 - Outdoor Education advisory, as well as the provision of Outdoor Education Centres

The Education People – Future Developments

- As well as delivering services on behalf of KCC, The Education People will develop new traded products to support the delivery of outcomes in schools
- New cross-service products, supporting schools in delivering high quality education and making the most of resources
- Working closely with schools and settings to design and develop services, and jointly evaluate success.



Review of High Needs Funding - Update



Overarching Aims of the Review

- The high needs top up budget needs to be more predictable and more closely linked to patterns of need
- The budget must continue to fund the top up required by schools to support the pupils with the most complex needs that would otherwise warrant statutory assessment
- The budget must also be used well in tandem with other resources such as LIFT to get the best outcomes for pupils
- As the increase in HNF is not sustainable we need to explore new models of funding

Review Findings

- The demand for HNF does not always follow a pattern related to pupil profile and levels of need across the schools
- Wide variations in uses and access to HNF in schools across the county
- Over-reliance on one to one TA support as the major intervention for pupils
- More inclusive schools with whole school approaches to SEN make less demand on HNF
- Training for staff is needed to raise capacity in schools to address ASD, S&L and SEMH

Findings of the Review

- Schools have different understandings of ‘normally available resource’ and the use of ‘best endeavours’ to support pupils with SEN
- Effectiveness and impact of provision through High Needs Funding is variable re pupil outcomes
- Need to re-visit the criteria and decision making process for HNF to ensure resources are allocated and spent on the most effective interventions

Findings of the Review

- Schools with similar characteristics (Size, IDACI, Prior Attainment) have very contrasting numbers of High Needs funded pupils, some of which are out of line with the patterns or trends for most other similar schools
- Four groups of schools have emerged: very inclusive schools with good SEN provision that make little demand on HNF; schools that make appropriate levels of demand on HNF and use it well; schools that over rely on HNF and 1:1 TA support and do not always have the most effective interventions; schools that make very little use of HNF, do not always engage in LIFT and may not have effective SEN provision.

High Needs Funding

Primary School examples:

Small schools with low levels of Notional SEN

	Pupil Numbers	High Needs Numbers	Percentage
School A	109	8	7.3%
School B	102	2	2.0%
School C	141	0	0.0%

Small schools with high levels of Notional SEN

	Pupil Numbers	High Needs Numbers	Percentage
School A	148	9	6.1%
School B	119	3	2.5%
School C	198	1	0.5%

High Needs Funding

Primary School examples:

Large schools with low levels of Notional SEN

	Pupil Numbers	High Needs Numbers	Percentage
School A	459	25	5.4%
School B	454	11	2.4%
School C	482	3	0.6%

Large schools with high levels of Notional SEN

	Pupil Numbers	High Needs Numbers	Percentage
School A	422	27	6.4%
School B	405	7	1.7%
School C	415	2	0.5%

Next Steps HNF Review

- Report on HNF review findings and proposed changes to be shared with the Schools Funding Forum in October
- Findings and proposed changes to be shared and discussed with schools at Heads Briefings in November and at meetings with KAH
- Support for the recommendations will be aided by the LIFT process offering more training, resources and assessment tools to schools
- Changes to funding need to fall into line with the National Funding formula changes from April 2018

Q & A

- Questions?

Got a spare few minutes? Why not check out how Graveney Primary School benefited from our Governor Training...

<https://youtu.be/mz8Er4srK3U>

www.kentsport.org/PrimaryPremium

Follow us on Twitter @KentSport1

KGA

Kent Governance Association

Maidstone KGA Representatives

Jack Keeler - jackkeeler@btinternet.com

Philip Sayer - philipjsayer@gmail.com

Tonbridge & Malling KGA Representatives

David Bower - davidbower@btinternet.com



- New Chair appointed in September – Mrs Janice Brooke
- Work with the Kent Association of Headteachers on the Kent Leadership Strategy continue to develop
- KGA are to work with Governor Services this year to develop a Chairs' Forum/support network.
- KGA Assembly Meeting 30th October at Oakwood House 7pm-9pm

NGA updates

The NGA has released the following resources and latest guidance

Draft expenses policies; Ofsted inspection of schools Q&A; Knowing your head; Removing elected governors; Governing board annual report to parents; Model code of conduct 2017; Website information; Knowing your school; Managing your headteacher; Positive relationships between head and chair; Teacher workload; Monitoring performance; Naming names in minutes; whistleblowing; school leaders and governing boards, what do we expect of each other; the future of school governance; clerking- a professional role

<https://www.nga.org.uk/Membership/Membership-types.aspx>

In the News, Discussion & Networking

DfE updates

- Academies Financial Handbook
- Get Information about Schools (Edubase)

<https://get-information-schools.service.gov.uk/>

- STPCD 2017 and updated guidance for maintained schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/636389/School_teachers_pay_and_conditions_document_2017.pdf

<https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

In the News, Discussion & Networking

DfE updates continued

- Constitution of governing bodies of maintained schools – 1st Sept.
- Exclusion from maintained schools, academies and pupil referral units in England effective from 1st Sept

Ofsted updates

- School inspection Update newsletter Sept17
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643178/SIU_special_edition_5_September_final.pdf
- Changes to Inspection framework from term 2
- Ofsted consultation

In the News, Discussion & Networking

- **Compare performance**

<https://www.compare-school-performance.service.gov.uk/compare-schools?phase=primary&selectPhase=true>

Link on website

<https://www.gov.uk/school-performance-tables>

Interpretation guidance

<https://www.gov.uk/government/collections/school-performance-tables-about-the-data>

In the News, Discussion & Networking

- KCC Model Safeguarding Policy updated from Sept 17
- KCC E- Safety Policy updated from Sept 17

GDPR- are you ready for May 25th 2018? Webinar link below

- <https://www.brownejacobson.com/education/training-and-resources/training-videos/2017/09/how-to-implement-gdpr-in-your-school-hear-from-dai-durbridge-and-helena-wootton>

Kelsi GDPR link

- <http://www.kelsi.org.uk/school-management/data-and-reporting/access-to-information/the-general-data-protection-regulation-gdpr>

Kelsi Data protection policy, templates and procedures

- <http://www.kelsi.org.uk/school-management/data-and-reporting/access-to-information/the-data-protection-act-1998>

In the News, Discussion & Networking

Kelsi Governor Updated Resources

<http://www.kelsi.org.uk/policies-and-guidance/clerks-resources>

- Code of conduct
- Monitoring policies for circle model
- Monitoring policy for committee based model
- Circle model terms of reference

Remember

- Finance governor succession planning
- Clerks CPD Performance Management
- SGOSS recruitment drive Kent & Medway

In the News, Discussion & Networking

Services under our SLA and SI SLA

http://www.edukent.co.uk/images/uploads/article_stock/Governor_Services_SLA_2017_FINAL_130617.pdf

- Minute reviews, Board observations
- Projects and activities
- Reviews of Governance

Bespoke training courses including

- Self Evaluation for Good Governance
- Effective monitoring visits
- Ofsted preparation, 1hr and 2hr sessions
- Challenge & Impact
- Packtypes- Getting the best from your team, 1 hr session
- Responsibilities under the Handbook & Competency knowledge & skills required, 3hr session

Governors' Conference

'Governance - Adapting for the Future'

Thursday 19 October 2017

Graham Willetts – Education Services Company

Mark Cole – HMI Ofsted – Outstanding governance

Lee Milller – Adaption governance models

Ali Body – CCCU- Bridging the ever decreasing funding gap with creative fundraising,

Linda Pickles – Strategic Vision & Values

Ashford International Hotel,

9.15 – 13.30

HAVE YOU BOOKED YOUR PLACE?

Thank you for attending

Have we been mad tonight?

**Next meeting 7th February 2018, Venue- Kings Hill
School**

Julia.Durcan@kent.gov.uk

Course Evaluation – Don't forget!

- Please take 5 minutes to complete your evaluation form.
- You can access the link now via your mobile phone/tablet: www.kentcpdonline.org.uk and then log into your account.
- Click on 'My CPD Online' and 'Events Attended'
- From here you will be able to locate this event and then click on 'Enter Evaluation'.
- Alternatively please log into your account, using the e-mail link which you will receive from CPD online as soon as the register of attendance has been processed .
- You will be able to download your certificate of attendance once you have completed the evaluation and the signed register has been processed by the Training & Development Administration team.

We value and act on your comments.

Thank you.

School
Improvement
Services

