

AUTUMN 2015  
ISSUE

# *the* Governor

A MAGAZINE FOR KENT SCHOOL GOVERNORS

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Conference on 11th November 2015,  
Kent's leading Education Show Page 18

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We would like to hear from you and welcome your contributions or suggestions for future issues of *the Governor*. Please contact us at: *the Governor*, G54 Sessions House, County Hall, Maidstone, Kent, ME14 1XQ or email [leadershipgovernancecentral@kent.gov.uk](mailto:leadershipgovernancecentral@kent.gov.uk)

# Introduction

Welcome to the new academic year and I hope that you have returned refreshed after the Summer Break.

Governors play a vital role in ensuring the best possible educational outcomes for children and young people. As Director of Education Quality and Standards, I aim to ensure that you have the support and guidance you need to assist you in your commitment to Kent schools.

The Leadership and Governance team understand that you value timely and accurate information so in addition to the bi-annual publication of 'The Governor' you will also receive a monthly e-mail Governor Services Termly Update to keep you fully informed in the rapidly changing educational world

I very much look forward to working in partnership with you and wish you a successful and productive academic year.



**Gillian Cawley**  
– Director of Education Quality and Standards

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# School Results and Latest Ofsted Performance

Patrick Leeson – Corporate Director Education and Young People's Services

In 2015 we continue to see improvements in the Early Years Foundation Stage and In Primary schools' performance in national tests. At Secondary school level the provisional GCSE results appear to be in line with performance in 2014. We continue to see a downward trend in A' level performance

## EARLY YEARS FOUNDATION STAGE RESULTS

The Early Years Foundation Stage results for Kent have improved again so that 73% of children achieved a good level of development compared to 69% in 2014. The national average is 62%. This continues a very good upward trend in recent years which places Kent well above the national average and among the best performing local authority areas.

## KEY STAGE 1

Kent has also performed above the national average for every indicator at Key Stage 1. Standards in Reading at level 2b and above improved to 84%, and attainment at level 3 and above improved to 35%. Standards in Writing at level 2b improved to 74%, and at level 3 to 18%. Standards in Maths improved at level 2b to 84%, and at level 3 to 28%. These improvements reflect a good four year upward trend and provide a strong basis for improved pupil progress and outcomes in Key Stage 2, which is very positive.

## KEY STAGE 2

The provisional Key Stage 2 results for Kent are in line with the national average and have increased to 80.2% for attainment at Level 4 and above in reading, writing and maths combined. This compares to 78.8% in 2014.

All the results at Key Stage 2 are in line with or above the national averages, with the exception of attainment in maths at levels 4 and 5 which is one percentage point below the national figures.

Attainment outcomes in writing and grammar, punctuation and spelling, have all improved. Level 5 attainment overall (25%) has remained the same as in 2014, and is above the national average, although there has been a slight dip in performance in level 5 outcomes in reading and maths.

In reading, 89% of pupils attained level 4 or above, with 87% of pupils in writing and 86% of pupils in maths attaining the same standard. The trend over recent years is as follows:

Level 4 +	Reading %	Writing %	Maths %	Combined %
2011	82	73	79	65
2012	86	79	83	72
2013	84	83	83	74
2014	89	86	86	79
2015	89	87	86	80

The percentage of pupils achieving two levels of progress improved in writing to 95%, in maths to 91% and remained the same as 2014 for reading at 91%.



Overall, 207 Primary schools improved their results compared to their 2014 performance. In 2014, 247 schools improved their Key Stage 2 outcomes. At the same time more schools (244) performed above the national average this year compared to 233 schools in 2014. The number of schools that performed below the floor standard of 65% is 22, which is similar to 2014.

These results will change as the national results are validated. In 2014 this process led to an increase in the provisional results for Kent by one percentage point.

## GCSE AND POST 16

At Key Stage 4 there is once again a mixed picture for the provisional GCSE results, with very wide variation in the performance of individual schools. Performance for 5 or more GCSE A\*-C grades including English and Maths is 57.4%, which is in line with the first entry result in 2014.

EBacc results have improved to 28%, while English and maths A\*-C grade results declined by a small amount. 29 schools performed below the floor standard of 40% of pupils attaining 5 A\*-C grades with English and maths, compared to 24 schools in 2014. The situation is still very fluid as schools make appeals.

At Post 16 there is also an incomplete picture and results are provisional. There appears to be a slight improvement on some measures. The percentage of students achieving three or more A level passes has improved slightly from 73.3% in 2014 to 73.8% this year and the percentage achieving A and B grades has also improved slightly from 13.9% in 2014 to 14.4% this year.

However there has been a decline in the percentage of students achieving two or more passes at grades A - E, to 86.4% compared to 88% in 2014 and 90.5% in 2013. There has also been a decline in the Average Point Score per entry to 194.8, compared to 212 in 2014 and 216 in 2013. This three year downward trend in basic A'level performance is a concern.

At the same time there is a decline this year in the percentage of students gaining two and three vocational qualifications, although average point scores for vocational qualifications improved.

As usual we must qualify these results as provisional and a more detailed report on the results will be available when the data is more complete.

## OFSTED UPDATE: 82% OF SCHOOLS NOW GOOD OR OUTSTANDING

At the end of last school year in July, the latest Ofsted data for Kent shows that 82% of schools are rated good or outstanding compared to 80% nationally. This includes 17% of schools judged to be outstanding and 65% judged to be good.

This overall figure includes 83% of Secondary schools, 82% of Primary schools, 87% of Special schools and 90% of PRUs in Kent, judged to be good or outstanding. Also, 90% of Early Years settings are good or outstanding.

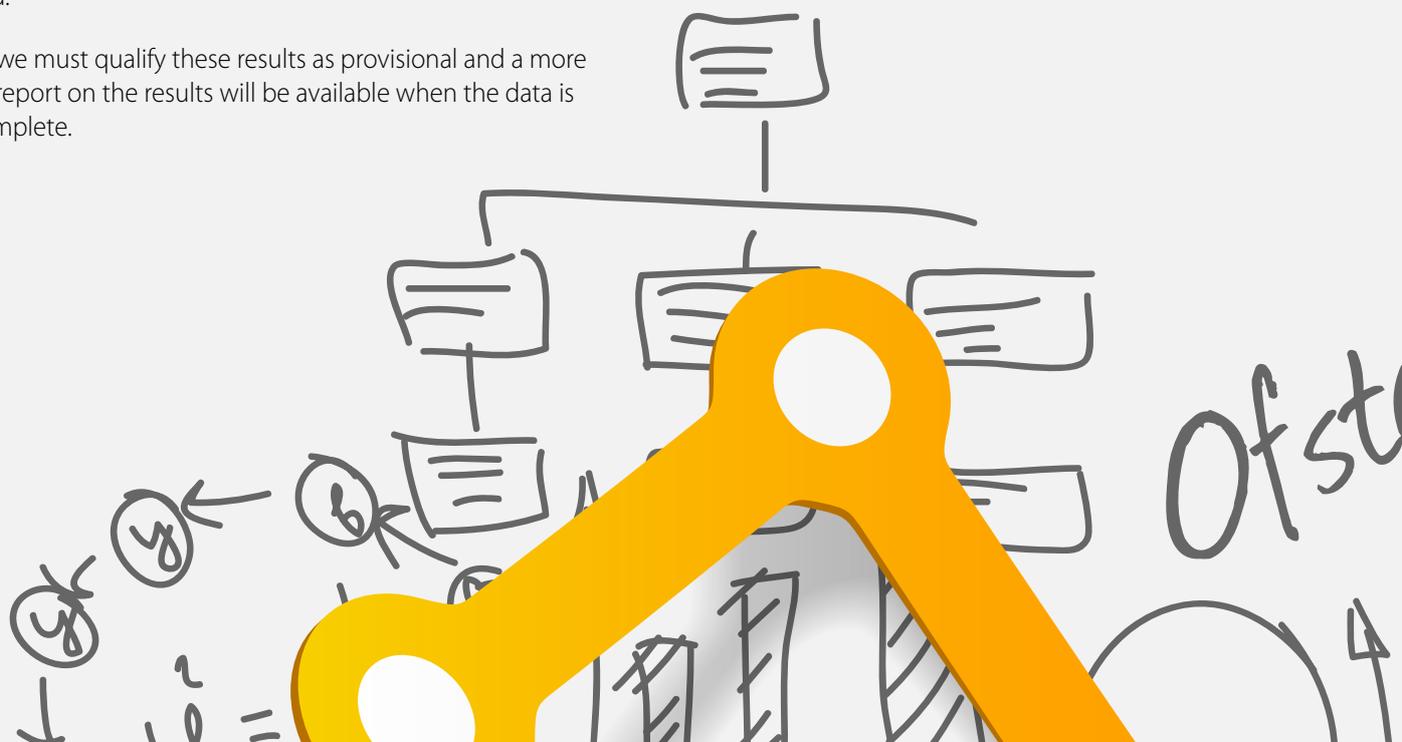
In Kent, there are now 362 good and 96 outstanding schools, 85 schools requiring improvement (including 67 Primary schools and 14 Secondary schools) and 14 schools in a category, out of a total of 557 schools that have a current inspection result. There are now 38 more good and better schools than this time last year.

In July 2014, the percentage of good and outstanding schools was 75%, compared to 68% at the same time in 2013, 59% in 2012 and 55% in 2011.

Of the 115 schools inspected in the last school year 72% were judged to be good or outstanding, compared to 65% in 2013-14, which is a better rate of improvement.

The greatest improvement was in Primary Schools, where 75% of the 87 schools inspected since September 2014 were judged good or outstanding, compared to only 54% in 2013-14. In the same period 22 Secondary schools were inspected and only 54% were judged good or outstanding.

While the improvement rate overall in **Primary Schools** is 10%, there is marked variation, between districts, in the quality of Primary education. The 2014 figures are in brackets.



District	Outstanding	Good	RI	Inadequate	Total Good Outstanding	% Good Outstanding
Ashford	3	32	3	0	35	92 (82)*
Canterbury	4	23	6	1	27	79 (73)
Dartford	1	20	4	0	21	84 (67)
Dover	4	33	2	0	37	95 (87)
Gravesham	2	13	6	3	15	62 (62)
Maidstone	6	25	10	2	31	72 (51)
Sevenoaks	7	29	6	0	36	86 (73)
Shepway	8	17	6	1	25	78 (70)
Swale	5	34	5	2	39	85 (73)
Thanet	5	15	7	1	20	71 (68)
Ton & Mall	9	26	6	1	35	83 (74)
Tunbridge	6	20	6	0	26	81 (77)
Kent	60	287	67	11	347	82 (72)

Currently, 83% of pupils in Kent attend a good or outstanding school compared to 75% in July 2014 and 70% in July 2013. This means approximately 15,420 more children and young people are receiving a better education since July 2014, including 12,700 Primary School pupils.

The overall figure includes 81% of Primary school pupils (91,003), 85% of Secondary school pupils (83,551) and 94% of Special school pupils (3298) who now attend a good or outstanding school.

There has been a very good improvement in the numbers attending a good or outstanding Pupil Referral Unit from 30% of pupils in 2012, 76% in 2013, 90% in 2014 and to 94% currently. The quality of PRUs has improved so that 90% are now good or outstanding.

Many previously 'satisfactory' or 'requires improvement' schools are well led and making good progress, so that we are confident of future good inspection outcomes. By July 2015 we reached our target of at least 82% of schools to be good or outstanding. Over time, this is deliberately ambitious in order to continue to increase the rate of improvement in education in Kent. We expect this positive trend to continue towards our ambitious target of at least 86% of Primary and Secondary schools to be judged good or outstanding in the next year or two, and 90% or better by 2018.

**Key lessons** from schools that achieve a good or better inspection outcome include: a strong focus on improving rates of progress for all groups of pupils; procedures for ensuring the consistency and continuous improvement of teaching; effective use of the pupil premium and other funding to ensure under-achieving pupils catch up quickly and gaps narrow; good use of assessment to feed back to pupils and help them to do better; effective use of data to track pupils' progress and monitor teaching quality, which informs the school's procedures for targeting improvement activity; accurate evaluation of the school's strengths and weaknesses with clear actions to address under-performance; and clear evidence of improvement since the last inspection. No school achieves consistency of practice and continuous improvement without highly effective leadership and governance.

As always, we encourage schools to learn from each others' inspection experiences and some of the best preparation for inspection is to talk to a school that has been inspected recently.

Congratulations and very well done to all the schools that improved and achieved a positive inspection outcome during the past school year.

Patrick Leeson



# Online Safety

## (e-Safety) Information for School Governors

**Rebecca Avery**, e-Safety Officer

Online safety (or e-Safety) is an essential element of all education settings' safeguarding responsibilities. It requires strategic oversight and ownership to be able to ensure appropriate policies and procedures are in place to protect children and adults. The e-Safety agenda has shifted towards enabling children and young people to manage risk and this requires a comprehensive and embedded curriculum which is adapted specifically to the needs and requirements of pupils and the school. Online safety should be embedded throughout the school's safeguarding practice and is specifically identified as an issue for school leaders to consider and address.

Governors are expected to ensure that the school has an appropriate and updated e-safety policy.

### Ofsted Review into Online Safety Practice, July 2015.

In July 2015, Ofsted published a review which highlighted data from a survey of online safety practice across all HMI-led inspections during March 2015, building upon the 2010 'Safe Use of New Technologies' report. The survey data was presented by David Brown HMI and can be found here: [www.slideshare.net/Ofstednews/childinternetsafetysummitonlinesafetyinspection](http://www.slideshare.net/Ofstednews/childinternetsafetysummitonlinesafetyinspection)

The key findings were that a majority of schools do not involve student contributions when developing online safety policies (a characteristic in schools with outstanding online safety practice). The review also found that whilst some schools have embedded online safety across their wider curriculum, there is inconsistency in the provision of an online safety curriculum with scope and sequence. Assemblies and computing and ICT lessons are still the main focus for online safety teaching for many schools, with online safety still being considered as an "ICT issue". The review concluded with the finding that staff training was often inconsistent and reactive; reporting was frequently identified as the weakest area of school practice and strategic input, especially from Governors, was found to be poor with little awareness of current school practice.

### Online Safety within Ofsted Inspection, September 2015.

In June 2015, Ofsted published the new Common Inspection Framework (CIF) and supporting handbooks for Ofsted

inspectors which came into effect in September 2015. The Common Inspection Framework and "Inspecting safeguarding in early years, education and skills settings" includes important information about inspecting education settings' online safety (e-Safety) provision. It must be noted that the use of the term 'online safety' rather than "e-Safety" reflects a widening range of issues associated with technology and a user's access to content, contact with others and behavioural issues.

*"Inspecting safeguarding in early years, education and skills setting" September 2015*

This document specifically highlights online safety and specifically as a responsibility for school leaders in the following areas:

- Page 6 and 7, Section 10 and 11 - Definition of Safeguarding
- Page 9, Section 13 - The signs of successful safeguarding arrangements
- Page 12, Section 18 - Inspecting how effectively leaders and governors create a safeguarding culture
- Page 15, Section 34 - Arriving at Judgements about safeguarding arrangements
- Page 16, Section 40 - Inspecting or reporting on safeguarding concerns

Full information with suggestions and recommendations for school leaders and Governors regarding Ofsted and online safety can be found on the e-Safety blog:

- <https://kentesafety.wordpress.com/2015/06/18/online-safety-within-ofsteds-new-common-inspection-framework-from-september-2015/>
- <https://kentesafety.wordpress.com/2015/06/18/online-safety-within-inspecting-safeguarding-in-early-years-education-and-skills-settings-from-september-2015/>

### Kent Guidance and Support Available

Rebecca Avery, e-Safety Officer, provides education settings with support, training and guidance regarding online safety issues and delivered bespoke and centralised online safety training for staff. Contact information, template policies, audit tools, the e-Safety blog and useful guidance can be found at: <http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety>

# SEN 0-25 Code of Practice – One Year On

Diana Robinson, Lead SEN Consultant

One year has passed since the 0-25 SEN Code of Practice was published and governors will be considering a review of its implementation in the coming year. Below are five pointers for the SEN Governor and the full governing body to consider.

The SEND Code draws together the governors' responsibilities for disabled pupils and those who have learning difficulties. Governors will want to be confident that what is being said in the school's policy is reflected across the school so that there is evidence of how pupils' needs are being considered in all aspects of action planning e.g. building improvements, in extra-curricular activities and clubs, and in school journeys.

## Governors are advised to:

1. Update your SEN Policy/SEN Information Report with any new interventions, facilities or procedures. Check you are using a format for the policy which provides information on the points in the statutory instrument. A template has been produced by Kent for schools to use if they wish at <http://www.kelsi.org.uk/inclusion-and-special-education-needs/special-educational-needs/sen-forms> where you will also find a template for a policy on supporting pupils with medical conditions in school. Make sure both policies are accessible from your website.
2. Review your SEN register. The January census in 2016 will be an opportunity to adjust your SEN census. Governors should know that SEN registration does not have any impact on the budget your school receives, and nor does it provide any advantage in RAISE online, as contextual value added has not been used for a few years. The only pupils that should be on the SEN register are all those with Statements of SEN or Education, Health and Care Plans (EHCP) and any pupil receiving additional SEN support, especially those with high needs funding.

Most schools are used to providing additional teaching opportunities (e.g. small group catch up) as a normal part of what they do whenever they see that any pupil has not grasped a concept, needs to fill some gaps in their learning due to absence or is not making the progress that is expected. This is not SEN support but normal practice in schools.

SEN support is intensive and personalised intervention which is necessary for the pupil to remain engaged in their learning. It will usually involve significant amounts of resource from the school (approaching or exceeding the £6000 threshold for high needs funding) and the personalised programme devised will be reviewed and adjusted frequently with close parental involvement.

It is therefore quite likely that there will be some pupils in your school who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) but do not appear on the SEN register because they are able to make good progress with the normal classroom teaching and occasional targeted support. This indicates good, whole school, inclusive practice and is usually seen when the teaching workforce have a good level of understanding of all the high incidence needs and adjust their teaching accordingly. Governors may want to ask school leaders if this is the case and, if not, whether the staff would benefit from some on-line awareness training at <http://www.advanced-training.org.uk/>

3. SENCOs and headteachers are beginning to become familiar with the KCC High Needs Funding tool. Many SENCOs have fed back to us suggestions about how to improve the web-based tool and over the summer many of the adjustments that have been suggested have been put in place. Further information and guidance is available to schools from September.

4. Greater parental involvement was another feature of the 2014 Code of Practice and in order to be done well this needs considerable amounts of time. It provides another reason for keeping the SEN register to only those indicated above, because there is now a requirement that all parents of children registered as SEN Support have at least 3 meetings a year with the school to review their child's progress and future programme.

Has your governing body had any feedback from parents or the SENCO on how this change is being implemented? How have the parents with children who have a statement of SEN been involved with the process of transfer to an EHC Plan?

5. The status of the SENCO remains the same – the SENCO must have Qualified Teacher Status, must be employed by the school and must have undertaken the National Award for SEN Co-ordination if they were not a SENCO continuously since 2008.

The GB may need to review the deployment of the SENCO to ensure the time available is sufficient for the workload and that they have access to the CPD that the LA offers through the AEN updates (held in each District three times a year). These are available as part of the school improvement service level agreement, but can also be accessed by the SENCO on a bespoke basis for £65 per session. £195 a year is a modest amount to spend to ensure that your SENCO has all the latest advice and information.

If you have any queries please contact:-

**Peter Byatt** for East Area  
[peter.byatt@kent.gov.uk](mailto:peter.byatt@kent.gov.uk)

**Steve Ackerley** for West and North Area  
[steve.ackerley@kent.gov.uk](mailto:steve.ackerley@kent.gov.uk)

**Derek Norton** for South Area  
[derek.norton@kent.gov.uk](mailto:derek.norton@kent.gov.uk)

# New Ofsted Inspection Dashboards available

The new Ofsted Inspection Dashboards are now available for each school to download from RAISEonline. These are different to the existing Ofsted School Data Dashboards, which show a brief overview of each school's performance data and are publically available on Ofsted Website. Each Inspection Dashboard is only accessible to the school it concerns. It is primarily aimed at inspectors undertaking the new short inspections of 'good' schools, and features charts showing some of the headline data from RAISEonline. However, governors and trustees, particularly those

who are expecting a short inspection, may find it useful to look at their school's Inspection Dashboard as part of their wider data monitoring. They only include 2014 data currently, but will be updated once the 2015 data is available on RAISEonline – for primary schools this should be mid-October and for secondary schools the end of November.

For more information, visit <https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx>

## National College Chairs Development Programme Congratulations!!

We are pleased to recognise the achievement of the following chairs who have successfully completed their Chairs/Aspiring Chairs National College Development Programme.

### COHORT - SPRING 2014

Jan Bennett	Culverstone Green Primary School
Toby Butler	Madginford Park Infants
Sean Carter	Thamesview School
Lyn Coyle	The Holy Family Catholic Primary School
Judy Doherty	Sandgate Primary School
Linda Garratt	The Hayesbrook School
Glynn Hukins	St Peters Primary, Folkestone
Mark Johnstone	St Anselm's Catholic School
James Ludlow	Mersham Primary School
Anne Malpass	St Augustines Primary School
Dawn Smith	Dymchurch Primary School
Carla Van der Zanden	Claremont Primary School
Ann Walker	Wrotham Road Primary School
Anthea Wilson	Lyminge Primary School

### COHORT - AUTUMN 2014

Shirley Albury	Herne Junior School
Alan Bernstein	Oakley School
Nicola Denoon Duncan	Temple Grove Academy
Alan Horton	Holywell Primary School
Raymond Kemsley	Holywell Primary School
Julie Murton	Oakwood Park Grammar School
Anne Ryback	The Oaks Infant School

This Chairs and Aspiring Chairs National College for School Leadership Development Programme provides an opportunity for chairs and aspiring chairs to develop their leadership skills, with a focus on school improvement outcomes. The framework provides a sound basis for effective governance and also opportunities for chairs to share experiences and good practice. The chairs of governors who have so far completed this programme report that they have more confidence in their role and the impact of their leadership on school improvement.

Kent governors can find out more about the programme and future Kent courses at this link [www3.hants.gov.uk/education/governors.htm](http://www3.hants.gov.uk/education/governors.htm)

# Responsibilities to Newly Qualified Teachers (NQT)

Elizabeth Dean NQT Induction Coordinator

The Kent NQT Induction Team oversees the induction period (the first year of teaching once a teacher has completed their training) for approximately 1000 newly qualified teachers (NQTs) every year. The majority of these NQTs are teaching in schools in Kent, but an increasing number are registered with Kent from schools outside the county and further afield (in Qatar and Amsterdam to name just two places). The aim of the team is to ensure a successful induction period and ultimately to support the retention of high quality teachers in Kent schools.

## The school's responsibilities

Schools employing NQTs have a responsibility to ensure that the contract they offer is for a post suitable for induction. The Headteacher is expected to make the Governing Body aware of the arrangements that have been put in place to support NQTs serving induction. This could include sharing with Governors the school's professional development programme for new staff. In addition, the Headteacher should make arrangements to retain all relevant documentation on file for six years, in case of a subsequent query about an NQT's induction period.

The Governing Body has a responsibility to ensure compliance with the statutory guidance for induction. More information about the statutory guidance can be obtained from the NQT Induction Team, but specifically, Governing Bodies should;

- be satisfied that their school has the capacity to support the NQT by making available a dedicated mentor, who has qualified teacher status, for regular meetings and on-going support;
- ensure the Headteacher is fulfilling the responsibility to meet the requirements of a suitable post for induction: this includes ensuring that the NQT is teaching their own class and has responsibility for planning, marking and assessing progress for that class;
- investigate concerns raised by an individual NQT as part of the school's agreed grievance procedures;
- seek guidance if necessary from the Appropriate Body (the Kent NQT Induction Team) on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process; and
- be aware that it can request general reports on the progress of an NQT from the Headteacher.
- check what systems are in place in their school to enable the Governing Body to be kept aware of NQTs' progress and any arising issues.



## The service we offer

The Kent NQT Induction Team has the main quality assurance role within the induction process. Through quality assurance, the Team assures itself that headteachers/principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an NQT receives a personalised induction programme, designated tutor support and the reduced timetable (10% for PPA and 10% for professional development); and that the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The Team offers packages of support to schools where NQTs are performing poorly. It also offers regular training for NQTs and school based induction mentors.

For more information about the Kent NQT Induction Team's role and its services, please contact us at [nqt@kent.gov.uk](mailto:nqt@kent.gov.uk) Tel: 03000 410146.

# New Headteachers and Chairs of Governors

**Summer Macer**, HR & Training Consultant and **Sue Tunnicliffe**, Senior Improvement Adviser  
- Leadership and Governance

**For those taking up the reins of new headship in September, this time of year is one of excitement and ambition**

**This year, the Schools' Personnel Service in partnership with the Leadership and Governance team held a special event for new Headteachers and their Chair of Governors.**

The day allowed the new partnerships to consider together what needs to happen to ensure a joined up approach to leadership, with time to get to know each other and enjoy facilitated discussion about their school's priorities and those all-important first steps on route to realising their shared vision.

Supported by inspirational speakers sharing valuable insights from their experience as Headteachers, governors and national school leaders, the day addressed key leadership themes from leading learning to bringing people with you as part of the strategic leadership of the school.

We also benefited from a wonderfully candid and witty talk from a headteacher, who had just completed her first year of headship.

Chairs of Governors and Headteachers found the day supportive; welcoming the opportunity to share ideas with their new leaders as a starting point for planning together away from the hurly burly of the first weeks in post.

One governor, a national leader of governance (NLG), suggested that deputies and other senior leaders who might be aspiring to Headship should also be included in future sessions to support their career development.

***We are holding further events throughout 2015-16 and look forward to sharing in your schools' journey. All events take place at Chilston Park Hotel, Lenham near Maidstone and include insights and input from SPS, Leadership and Governance and esteemed external speakers.***

For future events please visit Kent CPD Online or email Summer Macer, HR & Training Consultants on **Summer.macer@kent.gov.uk**



# Schools Financial Services Team Update

**Kay Holland**, Principal Officer  
Returns and Compliance

From this financial year it is a DfE requirement that all schools review their previous SFVS return and confirm that any questions answered 'No' or 'In Part' have been addressed prior to completing the return for 2016. Relevant schools will be sent an Action Confirmation Form during September 2015 which must be completed and submitted to the LA by the end of December 2015.

Please note: This is purely a follow up process for SFVS and does not form part of the compliance programme.

The 2016 SFVS assessment form will have two new additional questions in Section A. The new version of the SFVS return, along with support notes, will be available on the KELSI website from October 2015. The deadline for submitting the SFVS is 31 March 2016.

For further information please contact the Schools' Financial Services Team

Kay Holland  
03000 415 415  
SFVS@kent.gov.uk



# Safer Recruitment

## Awareness Sessions Now Available

**Summer Macer**, HR & Training Consultant

Recruitment is all about getting the right person, in the right place, at the right time -and it is crucial to organisational performance.

In a school, the notion of right person has added significance. It is vital that schools create a culture of safe practice, and this includes making the right recruitment decisions.

Safer recruitment is an important part of child protection and safeguarding. In our long established, full day training programme, we focus on practical measures which enable organisations to deter, reject and prevent unsuitable candidates from working with children. We also address ongoing employment; how to develop a culture of safe practice, and how to respond positively and swiftly to any causes for concern.

Our full-day course is approved by the Lucy Faithfull Foundation and the Kent Safeguarding Children Board. It is a statutory requirement for schools to include at least one trained person on every recruitment panel, and delegates who successfully complete the course assessment are accredited to meet this requirement.

While a core number of designated governors and school leaders need to have attended the full day certified course to support their role on a recruitment panel, SPS recognise that there are obvious benefits to raising awareness of the issues more widely among school leaders and

keeping them informed of the school's responsibilities.

Therefore, to meet demand for a shorter, unaccredited option, we are pleased to offer a new bespoke Safer Recruitment Awareness Session. This will provide an introduction to safer recruitment practice for governing bodies and school leaders.

We can be flexible in the delivery of this session, to meet specific school needs. By the end of a typical 2 hour session, attendees will be better able to:

- explain the context of safer recruitment and employment in schools (what safer recruitment means, why it is important and the training requirements),
- describe some of the strategies used by abusers to gain access to children,
- explain how we apply this knowledge to the recruitment process and ongoing employment in order to deter, reject and prevent unsuitable candidates from working with the children and young people within your school.
- explain in simple terms, the recruitment checks that schools are expected to carry out on prospective employees and how this information should be used.

If you would like to know more, please contact Summer Macer, HR & Training Consultant via email [summer.macer@kent.gov.uk](mailto:summer.macer@kent.gov.uk).

## Counter-Terrorism and Security Act 2015

# THE PREVENT DUTY

**Claire Ray**, Area Safeguarding Adviser (West Kent)  
Education Safeguarding Team

From 1 July 2015 all schools and registered early years and childcare providers are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism". This is known as the "Prevent Duty".

In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and extremism and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect and sexual exploitation), whether these come from within their family or are the product of outside influences.

All schools and early years and childcare providers in Kent have been advised to complete a self-assessment toolkit developed by the South East Counter Terrorism Unit (SECTU) to consider whether they have processes in place to fulfil the Prevent Duty. This includes the need to be mindful of the purpose of external organisations or individuals using the school/ or setting site.

All staff, volunteers, governors and committee members are also strongly advised to complete an online general awareness training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing. The package includes information on how Channel, the multi-agency approach to protect people from being drawn into terrorist related activity, links to the Government's

Counter-Terrorism Strategy, CONTEST. It covers the Prevent strategy, guidance on how to identify people who may be vulnerable to being drawn into terrorism and how to refer them into the Channel process.

If staff or volunteers have a concern about potential radicalisation or extremism, the school or setting's normal safeguarding procedures, including discussing with the Designated Safeguarding Lead (DSL), should be followed. If deemed necessary, the DSL can discuss further with the Education Safeguarding Team. Staff can also contact Kent police on 101 to seek advice.

Finally, the Department for Education has dedicated a telephone helpline (020 7340 7264) to raise concerns relating to extremism. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

### LINK TO TRAINING

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

### LINK TO DFE PREVENT DUTY GUIDANCE

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

### LINK TO SELF ASSESSMENT FORM

[www.kelsi.org.uk/\\_\\_data/assets/pdf\\_file/0019/31744/Education-Prevent-Assessment-SETU-Tool.pdf](http://www.kelsi.org.uk/__data/assets/pdf_file/0019/31744/Education-Prevent-Assessment-SETU-Tool.pdf)

# The Role of Governors in: Managing Legionella and Asbestos in Schools

Sandra Twort, Health & Safety Adviser

## Legionella

The role of the Governing Body is to ensure schools are managing and monitoring the risk of Legionella. You can do this by:

- Checking the school has an up-to-date Legionella risk assessment in place. It is important these are reviewed every two years by a competent provider.
- Checking, where remedial works have been recommended as a result of the risk assessment, they are followed through and the school notes them on the document once completed. This will prove beneficial for auditing purposes and for ensuring that the recommendations have been carried out.
- Checking that regular monitoring of water systems is being undertaken and temperature checks recorded with action taken on any temperature that is out of range. The following should be carried out by the school site manager/caretaker, who has undertaken training in the process:
  - o Weekly flushing of low use outlets
  - o Monthly temperature checks of sentinel and random outlets
  - o Quarterly flushing, cleaning and disinfecting of showers.
- As the Headteacher carries responsibility for ensuring water systems are well managed and monitored, they should attend a half-day Statutory Compliance Awareness session, which is offered free of charge to KCC staff. This training should not be confused with the more in-depth free of charge water testing training for site managers/caretakers, which is usually provided by the company carrying out the risk assessment for the school.



## Asbestos

The role of the Governing Body is to ensure asbestos containing materials (ACMs) are managed and monitored in the school. You can do this by:

- Checking an asbestos docubox is held in the reception area at the school and contains:
  - Guidance for building managers
  - Guidance for contractors / others
  - KCC contacts
  - Procedure flowchart
  - Duty to manage asbestos risks
  - Survey report
  - Plan of the building(s)
  - KCC Safe Working Permit
  - HSE Building diagram: typical locations of asbestos
- Checking the school ensure contractors, anyone carrying out maintenance/building work or people pricing work at the school, sign the contractors log and look at the asbestos survey document to ensure they do not disturb ACMs.
- Checking an asbestos survey is undertaken every three years and ensures that the register is updated following any works carried out by a licensed contractor. The asbestos survey is the school's copy for recording the status of works.
- The survey forms part of the asbestos register and should be used to make sure contractors take appropriate precautions to prevent exposure of asbestos fibres. The full asbestos register must also be made available to the emergency services and anybody else who requests site of it.
- Checking the school is monitoring the condition of ACMs by photographing any incident and completing the boxes at the bottom of the page. The photographs can also be invaluable evidence in identifying any changes to the condition of ACMs.

If you have any concerns regarding Legionella or Asbestos at your school, contact Steve Hamilton, Statutory Services Manager – Asbestos and Water Hygiene on 03000 416195 or email [steve.hamilton@kent.gov.uk](mailto:steve.hamilton@kent.gov.uk).

More information on health and safety topics can be found on the KELSI website.

The Health and Safety Team can also be contacted on 03000 418456 or email: [healthandsafety@kent.gov.uk](mailto:healthandsafety@kent.gov.uk)

# The Education and Adoption Bill

## and what it means for schools

Carissa Humphreys, Trainee Solicitor, Kent Legal Services

In the Queen's Speech of 2015 the Education and Adoption bill 2015-2016 was introduced. This bill reflects the government's intention to turn around failing schools or those that are "coasting" by granting powers that speed up the process of turning such schools into academies. This bill is in relation to maintained schools.

**The bill includes a number of provisions that amend the law already in place.**

### Coasting Schools

A new category of school eligible for intervention will be "coasting" schools. Although "coasting" has not been defined yet in the regulations there have been indications given as to what would be considered a "coasting" secondary school:

- in 2014 and 2015, had fewer than 60% of its pupils achieving 5 A\*-C (including English and Maths);
- in 2014 and 2015, had a below median score for the percentage of its pupils making expected progress in English and Maths;
- in 2016, had a Progress 8 score at or below a specified score to be introduced next year.

The new accountability measure, Progress 8, which will show how much progress pupils in a particular school make between the end of Primary school and their GCSEs, will be used to determine primary schools that are "coasting" which are those that where:

- fewer than 85% of children achieve an acceptable secondary-ready standard in reading, writing and maths over the course of three years;
- there has been insufficient pupil progress.

### Secretary of State's Warning Notice to Take Precedence

There will be a new power for the Secretary of State to give a warning notice to the governing body of a maintained school, which before only local authorities could give. The Secretary of State's warning would take precedence above any previous warnings given by the local authority.

### Conditions for Intervention

The 15 days period within which a governing body must comply with a warning notice, that is, either by complying with the warning notice or by appealing to Ofsted, has been abolished. The Local Authority or Secretary of State, depending on who is issuing the warning notice, may now specify their own timescales for compliance with a warning notice.

### Removal of Entitlement and Representations Procedure

As mentioned above, the right for governing bodies to challenge a notice by making representations to Ofsted has now been removed. Public law remedies will still be available to governing bodies where they consider the warning notice has been issued unfairly or with procedural flaws.

The challenge to the warning notice may be made through judicial review but this will be significantly more time-consuming, costly and

risky than the previous right to make representations to Ofsted.

### Notice to Require Specified Action

The Secretary of State may now require a governing body to take a specific action to secure improvement of the school. The notice may require the governing body to contract with another party, for example the governing body of another school; to collaborate with another school or further education body; or to take steps to join or create a federation.

### Interim Executive Board Appointment

Where an Interim Executive Board is appointed by the local authority, the Secretary of State may give directions about who is appointed, the size of the board, the terms of appointment of the members and termination of any members appointed by the local authority.

### New Duty for Secretary of State to Make an Academy Order

If a maintained school is eligible for intervention because it requires significant improvement or special measures then the Secretary of State now has a duty to make an Academy Order. The Secretary of State may also issue an Academy Order where a school is eligible for intervention for failing to comply with a warning notice.

## Consultation Requirement to be Limited

The previous consultation requirement on conversion of schools to academies would be limited by the bill. There is no longer a consultation requirement if a school is eligible for intervention and subject to an Academy Order.

In these instances the Secretary of State rather than the governing body would now consult with the trustees, the person who appointed the foundation governors and any applicable appropriate religious body about the identity of the sponsor.

## Reasonable Steps

If a school is subject to an Academy Order the governing body and its relevant local authority must work towards the school's conversion into an Academy by taking "all reasonable steps".

Lack of co-operation from a governing body is usually dealt with by replacing the governing body with an interim executive board, but the "all reasonable steps" provision may reduce the need for this step as local authorities will now have a duty to prevent obstruction.

## To bear in mind

Local Authorities and governing bodies are now actively required to progress the conversion of schools to academies that are failing and the Secretary of State must also make Academy Orders where appropriate.

The new rules also make clear that all schools England rated "Inadequate" by Ofsted will be turned into an Academy through the process outlined above.

The regulations are not currently due to come into force for another four terms but schools should be on notice as any schools whose 2014 and 2015 data meets the coasting criteria, will have 1 year out of the 3 years required for intervention to take place.

# Would your school staff be able to identify a child who is being Privately Fostered?

**Sophie Baker**, Performance Officer, Social Care, Health and Wellbeing

## What is Private Fostering?

A private fostering arrangement occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more.

The Children Act 1989 defines a relative as a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English, the relationship between the child and parent has broken down etc.

There does not need to be an exchange of money in such an agreement to make it a private fostering arrangement, although some parents may pay fees to the carers or provide money to cover their child's costs.

## The Legislation

The legislation in The Children Act 1989 and 2004 regarding private fostering is very clear.

Parents and carers are legally required to notify Specialist Children's Services about any such arrangement they make and Specialist Children's Services are legally required to assess the arrangement for its suitability.

Parents often fail to do so because they are unaware of the requirements and believe that this is

a private family arrangement which does not concern anybody else. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbié who was herself a privately fostered child.

## What is the role for your Governing Body?

- Do you know how many privately fostered children are in your school?
- Is the school aware of who has parental responsibility for any privately fostered children? Is there clarity about what a person without parental responsibility can give permission for in relation to a child/young person?
- What documentation does the school expect from a private foster carer to evidence that they are looking after a child/young person?
- Do school staff know who to contact if they become aware of a private fostering arrangement?
- Have staff been offered training regarding private fostering?
- Is publicity information available in the school?
- When a child is privately fostered are school reports sent to both private foster carers and parents?

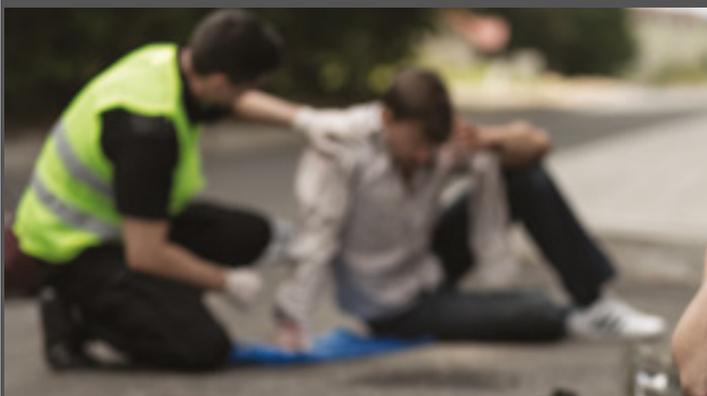
Referrals/notifications can be made to Specialist Children's Services by telephone on 03000 41 11 11

Please see the Kent Safeguarding Board website [www.kscsb.org.uk](http://www.kscsb.org.uk) for further information and leaflets.

Please use this link for some tips for Education Authorities - [http://privatefostering.org.uk/profs/10tips\\_education](http://privatefostering.org.uk/profs/10tips_education)

# The Kent Fire and Rescue Service develop a Road Safety Experience

Sacha Taylor, Communications Officer,  
Kent Fire & Rescue Service



The Road Safety Experience will be a unique, interactive learning experience aimed at 14-25 year olds. It will be offering free school visits to schools, colleges and educational organisation with the ultimate aim of helping to reducing the number of road traffic collisions and casualties on roads in Kent and Medway.

- It will provide supervised education visits and is free to all schools, colleges and groups in Kent and Medway. The centre is predominantly aimed at 14 to 25 year olds and the experience has been designed for schools to spend a total of five hours on their visit. There is additional educational content that can be used before or after the students come for their experience.

The centre is being built now and it will be open to schools by Easter 2016, so reserve a place now.

It uses powerful stories, exciting interactive experiences and information from experienced road safety experts. The aim is to encourage young people to look at the potential consequences of a road accident from all perspectives – for themselves, their passengers, other drivers and their families and aims to help them to learn from the experience of others, improve their safety and give them the skills they need to make better informed decisions in all driver and passenger situations.

Visit [www.kent.fire-uk.org/your-safety/road-safety/road-safety-experience/](http://www.kent.fire-uk.org/your-safety/road-safety/road-safety-experience/) for more information and to book your place.

# Being a National Leader of Governance (NLG)

Dr Peter Gregory

When I was approached to write an article on the role of an NLG I considered why I enjoy my role so much, and think there are three main reasons:

- Having been a governor for several decades I'm able to draw on a wide range of experiences. Being a National Leader of Governance allows me to share these experiences and I enjoy seeing others develop and grow into effective governors.
- For me governance (like education itself) is a perpetual process providing the opportunity to learn from others and develop myself. (I do not consider myself an expert with nothing else to learn)
- Lastly, my role is an independent one. NLGs do not represent the LA or any other authority, our support is offered voluntarily, free of hidden agendas and without charge.

Most of my work as an NLG is coaching or mentoring individuals, providing support to newly appointed chairs, or giving clarity and vision regarding a particular problem for a more experienced chair and sometimes simply being another pair of ears. The issues can be wide ranging from dissatisfaction with Ofsted to personnel issues. As an NLG we are there to listen and provide guidance to help you find the answer, not to take over your role as chair.

If you are a Chair or Vice Chair who would like tailored support from an NLG, either contact your Leadership and Governance support service (contact details at the front of this publication) alternatively NCTL maintains a register of NLG's [http://apps.nationalcollege.org.uk/s2ssd\\_new/](http://apps.nationalcollege.org.uk/s2ssd_new/)

We are always looking for experienced, effective and generous-hearted Chairs to join us and share the load, details of NCTL's recruitment process can be found at: <https://www.gov.uk/national-leaders-of-governance-a-guide-for-potential-applicants>

I find the role of an NLG extremely rewarding and would be very happy to answer any questions you might have, please email me at [peter.gregory@canterbury.ac.uk](mailto:peter.gregory@canterbury.ac.uk).





# New Primary Curriculum - Assessing Without Levels using SIMS Assessment Manager

Sharon Greenhead – Senior IS Support Officer (SIMS)

Working in conjunction with Kent Primary Curriculum Advisers, EiSKent has developed a new assessment tracking system for use in SIMS Assessment Manager, using a 6 point range which children move through as they make progress and master the curriculum. This 'Kent' tracking system uses progressive steps and will allow schools to input teacher assessments and monitor progress. In order to avoid confusion with previous terminology, these points will be referred to as 'bands'. The numerical values behind the bands are linear so that data can be appropriately and statistically compared, and progress tracked over time and across year groups.

Those schools using SIMS as their Management Information System will quickly be able to filter information, to view progress and attainment data for their more vulnerable groups of children, for example: Pupil Premium, Non Pupil Premium, Free Schools Meals, Non Free School Meals, SEN, Non SEN, EAL, Summer Born, etc.

This system of measuring attainment is a summative assessment tool only and is designed to assist schools with self-evaluation and to inform discussions with Improvement Advisers and Ofsted inspectors.

Progress can be viewed in year and across Key Stages, thus enabling schools to look at pupils with a low starting point and whether they are making good progress and achieving in line with expectations.

A bank of resources is available now and is free to schools that have an Admin Contract with EiS.

Formulae columns will show whether pupils are:

- On Track for National Expectations
- Working within the Programme of Study
- Making Expected Progress

Using this system will allow schools to quickly determine:

- The % of pupils working at or above age-related National expectation
- The % of pupils on track to achieve age-related National expectation
- The % of pupils working below, emerging, expected and exceeding the programme of study
- The % of pupils making and exceeding expected progress
- The average number of steps of progress made by a cohort or group

The bullet points above will enable governors to ask challenging questions about the progress of all children in primary schools.

# EduKent

## EXPO & CONFERENCE

**All Governors are invited to join us at the EduKent EXPO and Conference on 11th November 2015 from 9.30 am to 2.45 pm at the Kent Event Centre, Detling Showground.**

The event is free to attend with inspirational keynotes and workshops focussing on matters that may be currently affecting your school. The following aspects /inputs are especially relevant to your role as a School Governor:

- **Vic Goddard**, the Principal of Passmores Academy (as seen on 'Educating Essex') – *An Optimist's Guide to Becoming Outstanding*
- **Mark Rowland**, Deputy Director of the National Executive Trust – *How Pupil Premium can be used most effectively to narrow the attainment gap between disadvantaged learners and their more affluent peers.*
- **Education Safeguarding Team**, KCC – *Safeguarding Children, Protecting Staff*
- **Stephen Morales**, Chief Executive, NASBM – *A 'Perfect Financial Storm' Will Hit Schools This Year – How do we deal with it?*
- **Mike Sheridan**, Senior HMI, Ofsted – *Introducing the New Ofsted Framework – a valuable insight.*

**There will also be a comprehensive Exhibition of leading suppliers of service to schools and academies.**

The event will give you a great opportunity to network with colleagues – refreshments, lunch and parking are also free!

**Please register for the event and we look forward to seeing you on the day!**

For more information on the day why not have a look at our website - [www.edukentexpo.co.uk](http://www.edukentexpo.co.uk)



## The National Governors Association (NGA) – Are you a member?



**Aileen Cooper**, Governor Training and Development Co-ordinator

The NGA website is a valuable source of information for governors and school leaders. Some of the information is available to non-members, however members have access to a greater wealth of support information, advice and good practice documents

The National Governors' Association (NGA) is an independent charity that aims to improve the educational standards and well-being of children and young people through supporting and promoting outstanding governance in all state-funded schools, including academies and free schools. They work closely with, and lobby, government and the major educational bodies to ensure that the views of governors are fully represented in the national arena.

There are several different types of NGA membership, each offering different benefits and a range of services, and we would strongly recommend that every governing body considers membership.

The governing body standard membership will cost you £77 annually and allows access to the members' area of the website which has a wealth of information on latest legislation and initiatives, links to further information as well as access to the weekly e-newsletter and copies of the Magazine *Governing Matters*

To find out more visit:  
[www.nga.org.uk/Home.aspx](http://www.nga.org.uk/Home.aspx)

## Secretary of State speaks about the importance of school governance

The packed National Governors Association summer conference welcomed, for the first time, the Secretary of State for Education, the Rt Hon Nicky Morgan MP, to address delegates. She spoke about how the move towards an increasingly school-led, profession-driven system means that a governor's role will continue to grow. She also highlighted the importance of schools being fully integrated with the local community, responsive to local parents and connected with, learning from and supporting other schools.

She said that skills and knowledge were more important than the category of governor and hinted about intentions to consult about further amendment of the constitutions of governing bodies to remove reserved categories of governors.

Her full address to the conference can be found at: <http://www.nga.org.uk/News/NGA-News/Nicky-Morgan-addresses-NGA-summer-conference-%281%29.aspx>

## New Updated Governor Skills Audit and Matrix

**Aileen Cooper**, Governor Training and Development Co-ordinator

Improving the skills of governors and trustees has been at the centre of the government's agenda for improving governance in a more autonomous schools system, where governing boards have more responsibility and a key role to play in the oversight of schools.

Most governing bodies now conduct a skills audit. The best governing bodies use their skills audits to upskill and recruit highly skilled governors, to be able to hold the school to account and also to tackle the challenges to make a positive contribution in improving their schools.

The NGA skills audit has been updated in collaboration with the Royal Society for the encouragement of Arts, Manufactures and Commerce. The updated skills audit also includes creative skills so that governing bodies can create a team who have the skills to identify problems and be creative in strategic thinking and be at the forefront of education initiative practice and progress.

Link to the July 2015 updated skills audit and matrix [www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Skills-Audit.aspx](http://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Skills-Audit.aspx)

## National Honours

The national honours system recognises people who have:

- made achievements in public life
- committed themselves to serving and helping Britain

If you know of an exceptional governor, chair of governors or Trustee, the honours system is a great way of recognising a school governor for outstanding voluntary service; and of publicly saying 'thank you'.

### WHO CAN BE NOMINATED?

- Anyone can be considered for an award as long as they are still actively involved in the service they have been nominated for (but not more than 12 months after retirement etc.)
- Anyone can nominate a person they think deserves this recognition. We are keen to see a diverse range of nominations from all parts of the community.
- In relation to academies, the Department for Education would particularly welcome nominations for chairs/governors/trustees involved in multi-academy trusts.
- A nomination can be submitted at any time for the twice-yearly rounds (Queen's Birthday and New Year).

### HOW TO MAKE A NOMINATION

- The nomination form can be found on GOV.UK at: [www.gov.uk/government/publications/nominate-someone-for-a-uk-national-honour](http://www.gov.uk/government/publications/nominate-someone-for-a-uk-national-honour).
- A single citation form for use only by those involved in education can be obtained by emailing [team@education.gsi.gov.uk](mailto:team@education.gsi.gov.uk). It would be helpful if at least 2 letters of support were sent with the completed citation form.
- There are no deadlines for the receipt of nomination forms but it is helpful if completed forms are returned by the end of March for the New Year round and the end of August for the Queen's Birthday round.
- It will usually take 12 to 18 months to process a nomination, because of the background work and assessment undertaken by Department officials. We strongly recommend, therefore, that nominations are made at least 12 months before the nominee retires or steps down.
- All nominations are considered in strictest confidence and the nominee should not be informed they have been nominated as it is not fair to raise expectations in case an award is not made.

Case studies and further information on completing a strong nomination form can be found at [www.gov.uk/honours](http://www.gov.uk/honours)

## New rules to publish a register of governor interests on the school website from 1st September 2015

Aileen Cooper - Governor Training and Development Co-ordinator

**New legislation from 1st September 2015 requires governing bodies in Local Authority maintained schools to publish a register of their interests on their school website. (Academy governors have been required to publish a register since last September.)**

The register should set out any relevant business interests, other schools they govern and also set out any personal relationships between governors and school staff, including spouses, partners and relatives. You should not scan and upload the individual business interest forms but create a 'register' of your governors and any declared interests.

**Governing bodies should therefore publish on their website information about their members, as a minimum:**

- their name;
- their category of governor;
- which body appoints them;
- their term of office;
- the names of any committees the governor serves on; and
- details of any positions of responsibility such as chair or vice-chair of the governing body or a committee of the governing body.
- governor business interests

Statutory guidance also states:

*“Governing bodies should make it clear in their code of conduct that this information is required and will be published on their governors and, where applicable, their associate members”.*

Governing body decisions should not only be open and transparent but also perceived to be. If there is any question about the interests of an individual then the decision making of the Governing Body could be called into question. Publishing a register is part and parcel about being open and transparent. Where a governor has a conflict of interest this should be publicly acknowledged.

We have amended the register of business interest form that the clerk circulates annually to be updated and signed by governors to encompass the above information from governors.

**[www.kelsi.org.uk/policies-and-guidance/clerks-resources](http://www.kelsi.org.uk/policies-and-guidance/clerks-resources)**

# OFSTED UNCOVER Safeguarding Concern

## Pupils being deleted from school registers without surety of where they have gone

**Aileen Cooper** - Governor Training and Development Co-ordinator

In July, Sir Michael Wilshaw Her Majesty's Chief Inspector (HMCI) wrote to Nicky Morgan MP, the Secretary of State for Education, to provide an update on the latest position on Birmingham and Tower Hamlet schools as part of the Trojan Horse enquiry. HMCI highlighted in particular, a 'serious safeguarding issue' in regards to children being deleted from school registers without schools making sure they know where they have gone.

### Following a series of inspections designed to reveal the extent of the problem, Ofsted found:

- 'inconsistent practices for recording and reporting cases where children are removed from the school'
- 'poor communication and coordination between schools and local authorities on individual cases'
- 'inadequate systems for identifying and tracking pupils who leave independent schools'

Of particular concern was that, in some schools, pupils had been removed from the register with little reason other than 'gone to live with grandparents', 'gone back to Libya' or 'moved abroad'. This does not help authorities distinguish between those children who have moved school safely, and those at risk of serious safeguarding issues such as forced marriage, sexual exploitation or radicalisation.

Wilshaw stated that 'it is vital that there is a much more accurate understanding of the whereabouts of children after they have been deleted from an admissions register' and has asked for the Secretary of State to impose more stringent requirements on headteachers to collect and record more detailed destination data.

In the meantime, governors may want to question the Headteacher on the schools' safeguarding and record keeping policy to ensure that children leaving the school are safe.

Full letter can be found at <https://www.gov.uk/government/publications/ofsted-advice-note-on-schools-in-birmingham-and-tower-hamlets>



# Especially for Clerks

**Aileen Cooper**, Governor Training and  
Development Co-ordinator

## Suggested items for your Autumn Term Agendas for meetings of the governing body

### The governing body should:-

- Appoint Chair, vice chair (if appropriate) and other specific roles to governors
- Review the committee structure and approve terms of reference, completion of governor decision planner
- Agree the Performance Management Committee of the Headteacher
- Set dates of meeting for the year
- Update annual Register of Business Interest, ensure that information is reported on school website
- Set objectives for the governing body for the year
- Identify school improvement plan priorities and arrange governors' monitoring visits to school
- Review governor training, receive report from T&D governor and organise support and training for governors for coming year
- Review Governors Allowances Policy

### School Improvement and Curriculum issues

- Review School Self Evaluation, discuss School Improvement Plan
- Receive and review teacher/governor reports
- Receive HT report and update on school progress and targets for pupil achievement
- Review SATs/national tests/public examination results
- Consider Pupil Performance targets
- Review Health and Safety items (report from HT 3X year)
- Review new curriculum requirements - all local authority-maintained schools in England must teach key stage 4 programmes of study for English and mathematics in year 10 from September 2015
- Review policies as appropriate
- Ensure SEN report is written and uploaded to the Website
- Action planning following OfSTED inspection, publish and update on school website
- Review Safeguarding Policy
- Agree targets for reducing absence.

### Finance Requirements

- Present and discuss latest Budget Monitoring; Formula and Devolved Capital
- Review school charging policy e.g. School trips
- Review of Benchmarking comparisons
- Best Value monitoring
- Review Business Continuity Plan
- Review of School Asset Register
- School Fund Audit

### Finance Requirements Any time of Year

- Review Finance Policy regularly (no longer an annual requirement)
- 'Standards Questionnaire Keeping Your Balance'
- Review 'Whistle Blowing' Policy
- Review Lettings Policy
- Review of LA contracts i.e. Finance and Personnel
- Review of Quotes and Tenders
- Presentation of Voluntary Fund Audit Certificate to the Governing Body
- Review Governor Self Evaluation of Competencies Matrix
- Benchmarking Comparison
- Review of Banking signatories'



## Good practice tip on supporting the annual work of the GB efficiently

One way that you can efficiently and effectively support your governing body to see the whole picture for the year, but more importantly the work of the chair is to create an annual plan of activities for the governing body.

This year plan (which can be extended to cover further years as dates and activities are agreed) gives purpose and structure to the year's work. If presented to the governing body it will clearly map out the year's work and interlinked cycles of events for everybody, ensuring that delegated activities are undertaken and reported back to the governing body timely. It will clearly guide the clerk in managing and tracking all the elements of the work of the governing body and preparing agenda and papers for meetings. Sitting behind this you might want to add links to a range of documents which are either specially prepared by the clerk or are for reference during the meeting. This might include:

- terms of reference for delegated responsibilities
- governing body membership and attendance lists
- register of business/pecuniary interests
- lists of policies with review dates
- eligibility to be a governor and DBS checks
- updated School Development Plan
- list of the sections of the school's self-evaluation document with review dates
- annual approved school budget.

## CLERK protocol

Are you always chasing for papers? Are papers often tabled at the meeting?

If so, have you considered agreeing a protocol for the clerk at the first governing body meeting of the year to overcome any difficulties in gaining supporting papers on time? Such a protocol may include:

- Clerk to remind all relevant governors of action points three weeks prior to the relevant meeting.
- All written reports to be with the clerk at least two weeks before the meeting.
- Where the clerk does not take the minutes, minute-taker to send minutes to clerk in the week following the meeting.

Preparing for and recording each meeting to ensure decisions are taken and actions followed; and ensuring that committee recommendations feed through to full governing body meetings can make a real difference to achieving school development plan priorities.

Having that supportive professional clerk relationship with the chair and governors will result in an efficient and effective governing body so that the school gets the maximum benefit for the expenditure of governing body time.

## LA Governor Nominations



Nomination or Re-nomination forms are available on KELSI and must have all sections completed including the last section which needs to be signed by the Chair or Vice Chair if the Chair is the governor being re-nominated.

For a re-nomination the clerk must inform governor services of the % of meetings attended by the governor over their term of office. There is an expectation that this will be over 67%. If it is below that an explanation of why this has occurred must be included with the paperwork.

Once nomination forms have been received by the Leadership and Governance Department, they will be processed through the Governor Appointments Panel and you will be advised when a nomination has been approved.

Please be aware that following the LA Governor Appointments Panel meetings where Local Authority governor nominations and re-nominations are approved formal appointments must be made by the governing body at a full governing body meeting and minuted with the date of appointment.

## CO-OPTED GOVERNOR: APPOINTMENT

A governing body may select and appoint co-opted governors at its discretion, in accordance with the Instrument of Government, and based on who has the skills and experience needed. When appointing or re-appointing a co-opted governor you MUST ensure that the decision to appoint is RECORDED in the minutes. It has come to our attention that in many instances these appointments have not been recorded and are then in effect not legal. This has caused complications and been open to challenge when those governors have sat on appeal panels or in making legal decisions in governing body meetings.

# Useful Links to



# Governor Information

## **KELSI**

KELSI is Kent's online resource for education professionals in Kent, providing information on the education provision for all Kent pupils and the progress toward the vision and priorities. From the left hand margin index of topics, information particularly for governors can be found under the 'running a school, school management, Governors'.

[www.kelsi.org.uk/](http://www.kelsi.org.uk/)

## **Department for Education (DFE)**

The Department for Education is responsible for education and children's services in England. They work to achieve a highly educated society in which opportunity is equal for children and young people, no matter what their background or family circumstances.

As well as providing a governors handbook outlining the Departmental advice on school governors' roles and duties you will also find information on policies and links to legislation as well as current notifications, newsletters and consultations.

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

## **Governor Services Termly Update**

Leadership and Governance have introduced a termly update to complement the Governor magazine

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

## **Ofsted**

Ofsted is a non-ministerial department (Office for Standards in Education, Children's Services and Skills). They inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages.

You will find school reports, data dashboards, good practice and case studies as well as the Ofsted guidelines for inspections.

[www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

## **E-learning**

Being an effective governing body relies on fit for purpose training and support. Can your governing body demonstrate it is effective with evidence? E-learning can provide essential learning that fulfills these needs.

Through our Service Level Agreement we offer the opportunity for Governing Bodies to purchase a years' subscription at a discounted cost to both Governors e-learning (GEL) and Modern Governor (MG)

Visit both the GEL and MG websites for more information and also the opportunity of a free trial.

[www.elc-gel.org/home/](http://www.elc-gel.org/home/)  
[www.moderngovernor.com/](http://www.moderngovernor.com/)

If you wish to purchase any of these packages please contact [leadershipgovernancecentral@kent.gov.uk](mailto:leadershipgovernancecentral@kent.gov.uk) for more information and costs.

## **National Governors Association (NGA)**

The NGA is an independent charity that represents the governor perspective in a variety of settings inside and outside government and supports and promotes good governance in schools. They provide a variety of training, newsfeeds and information on governance topics.

[www.nga.org.uk/](http://www.nga.org.uk/) Tel: 0121 237 3780

## **SGOSS**

SGOSS is an independent charity dedicated to recruiting volunteers with transferable skills to serve on school governing bodies across England

[www.sgoos.org.uk/](http://www.sgoos.org.uk/)

## **Governorline**

GovernorLine offers free, confidential advice, support and information to School Governors, clerks and individuals directly involved in the governance of maintained schools, academies and free schools in England.

Tel: 08000 722 181 or you can email from the website page [www.worklifesupport.com/governorline](http://www.worklifesupport.com/governorline)