

# Tunbridge Wells District Governor Briefing

Autumn 2017

# Welcome

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# Agenda

1. Welcome and outline of the meeting- Julia Durcan - Area Governance Officer , West Kent.
2. Jared Nehra, Area Education Officer- Presentation on latest educational updates for planning and provision within the district.
3. Tel German, Senior Improvement Adviser- Presentation on educational performance at district, regional and national levels for primary and secondary.
4. The Kent Governance Association (KGA) updates from David Hill/ Deborah Bruce.
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)**

# Tunbridge Wells Governor Briefing: Area Education Officer Update

25 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

- Reviewing 'KCP' for 2018-22. Publication expected November 2017.
- Previous Plan forecasting accuracy was as follows:
  - Year R: Tunbridge Wells -0.4%, Kent overall +0.1%
  - Year 7: Tunbridge Wells +2.9%, Kent overall 0.0%

*Note: KCP = Kent Commissioning Plan for Education Provision – a five-year strategic plan, updated annually*

# Housing

- TWBC's Strategic Housing Market Assessment identified a need for 12,960 new dwellings between 2013-2033. This equates to 648 per year; previously this was 6,000 dwellings or 300 per year.
- 'Issues and Options' consultation for a new Local Plan covering growth to 2033 outlined five broad options for how the Borough might deliver housing growth:
  - Option 1: Focused Growth
  - Option 2: Semi-dispersed Growth
  - Option 3: Dispersed Growth
  - Option 4: Growth Corridor-led Approach
  - Option 5: New Settlement Growth
- Demand from consented housing developments such as Paddock Wood and Hawkenbury Farm developments.

# School Commissioning: Mainstream

## Primary

- Short term:
  - Relocation and expansion of St. Peter's CEPS onto Hawkenbury Farm development for 2019-20
  - New 2FE Primary Free (application approved – Tenax) in Paddock Wood school set to open in 2020-21
  - Benenden CEPS – relocation and minor expansion (PSBP2)
- Medium term (2019 and beyond):
  - Skinners' Kent Primary School has the scope to expand to 2FE as local demand increases

*Note: New housing arising from Local Plan process not included!*



# School Commissioning: Mainstream

## Secondary

- Forecasts indicate significant Year 7 place pressure, with the need for 8FE of additional provision for September 2018, rising to more than 11FE within 5 years.
- 6FE new provision delayed until at least 2020-21, necessitating the expansion of existing schools for 2018/19 and 2019/20:
  - TW 'urban' area to offer 190 temporary Year 7 places in 2018-19
  - 5FE permanent and 90 places temporary provision for 2019/20
- Weald of Kent Annexe (Sevenoaks) has helped to reduce pressure for girls' selective places

*NOTE: new housing arising from Local Plan process not included!*

# 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.





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# 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?

# 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) |
|--------------------------------|--|
| <b>National</b>                | <b>70.7</b>                                  |
| <b>Kent</b>                    | <b>74.3</b>                                  |
| <b>West Kent</b>               | <b>76.3</b>                                  |
| <b>Maidstone</b>               | <b>73.8</b>                                  |
| <b>Tonbridge &amp; Malling</b> | <b>78.0</b>                                  |
| <b>Tunbridge Wells</b>         | <b>78.2</b>                                  |

# 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 %<br>32+ |
|--------------------------------|------------------------------|
| <b>National</b>                | <b>81.2</b>                  |
| <b>Kent</b>                    | <b>82.1</b>                  |
| <b>West Kent</b>               | <b>84.7</b>                  |
| <b>Maidstone</b>               | <b>82.9</b>                  |
| <b>Tonbridge &amp; Malling</b> | <b>85.8</b>                  |
| <b>Tunbridge Wells</b>         | <b>86.1</b>                  |

# 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 |
|---|-----------------|-----------------|-------------|
| <b>National</b>                               | <b>75.5</b>     | <b>68.2</b>     | <b>75.1</b> |
| <b>Kent</b>                                   | <b>78.8</b>     | <b>72.3</b>     | <b>78.4</b> |

# Key Stage 1 – Area/District

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



# 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 |
|---|------------------|-----------------|-----------------|-----------------------------------|-------------|
| <b>National</b>                               | <b>61</b>        | <b>71</b>       | <b>76</b>       | <b>77</b>                         | <b>75</b>   |
| <b>Kent</b>                                   | <b>64</b>        | <b>74</b>       | <b>80</b>       | <b>76</b>                         | <b>76</b>   |

# Key Stage 2 Attainment

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

# 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 |
| <b>Kent</b>                                      | <b>64</b>               | <b>9</b>                | <b>74</b>                        | <b>27</b>                   | <b>76</b>   | <b>30</b>  | <b>76</b>                      | <b>23</b>                 | <b>105</b>                          | <b>106</b>   | <b>104</b>                        |
| 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                               |
| <b>National</b>                                  | <b>61</b>               | <b>9</b>                | <b>71</b>                        | <b>25</b>                   | <b>77</b>   | <b>31</b>  | <b>75</b>                      | <b>23</b>                 | <b>104</b>                          | <b>106</b>   | <b>104</b>                        |
| <b>Kent's Ranked Position (1=top, 11=bottom)</b> | <b>1</b>                | <b>3</b>                | <b>1</b>                         | <b>2</b>                    | <b>7</b>  | <b>4</b>   | <b>1</b>                       | <b>1</b>                  | <b>1</b>                            | <b>1</b>   | <b>1</b>                          |

# 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

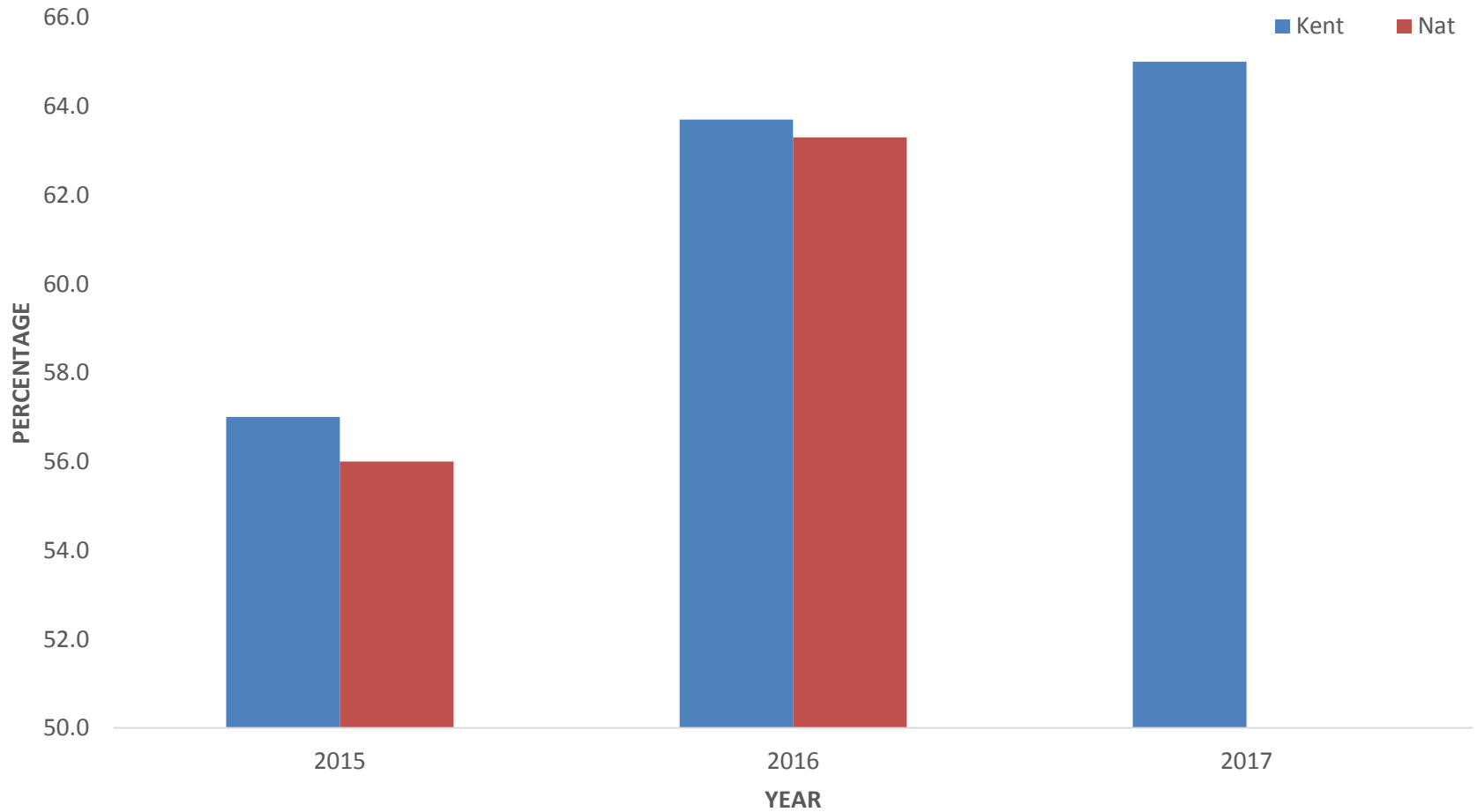


# 2017 Outcomes

*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)



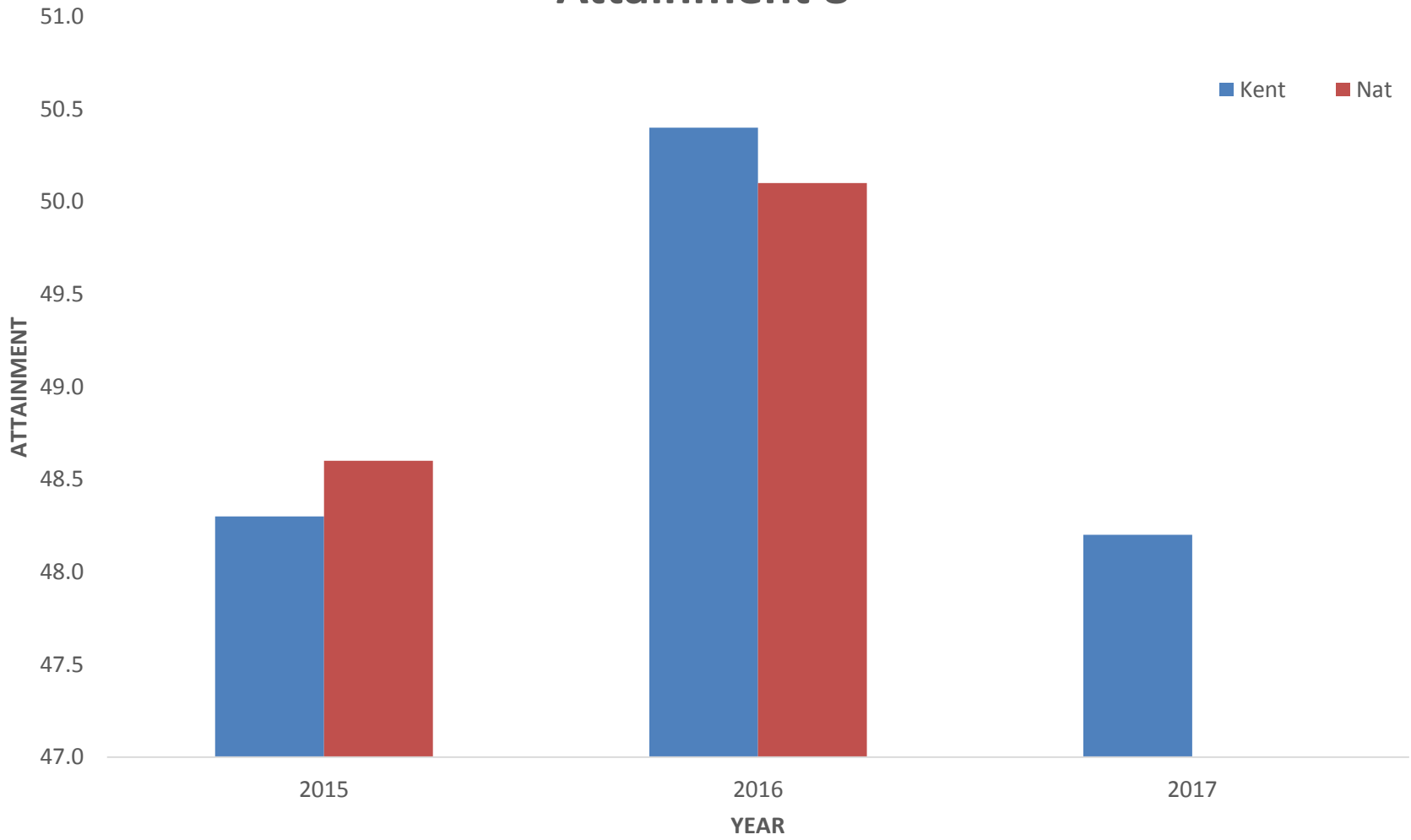
# Outcomes 2017

*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



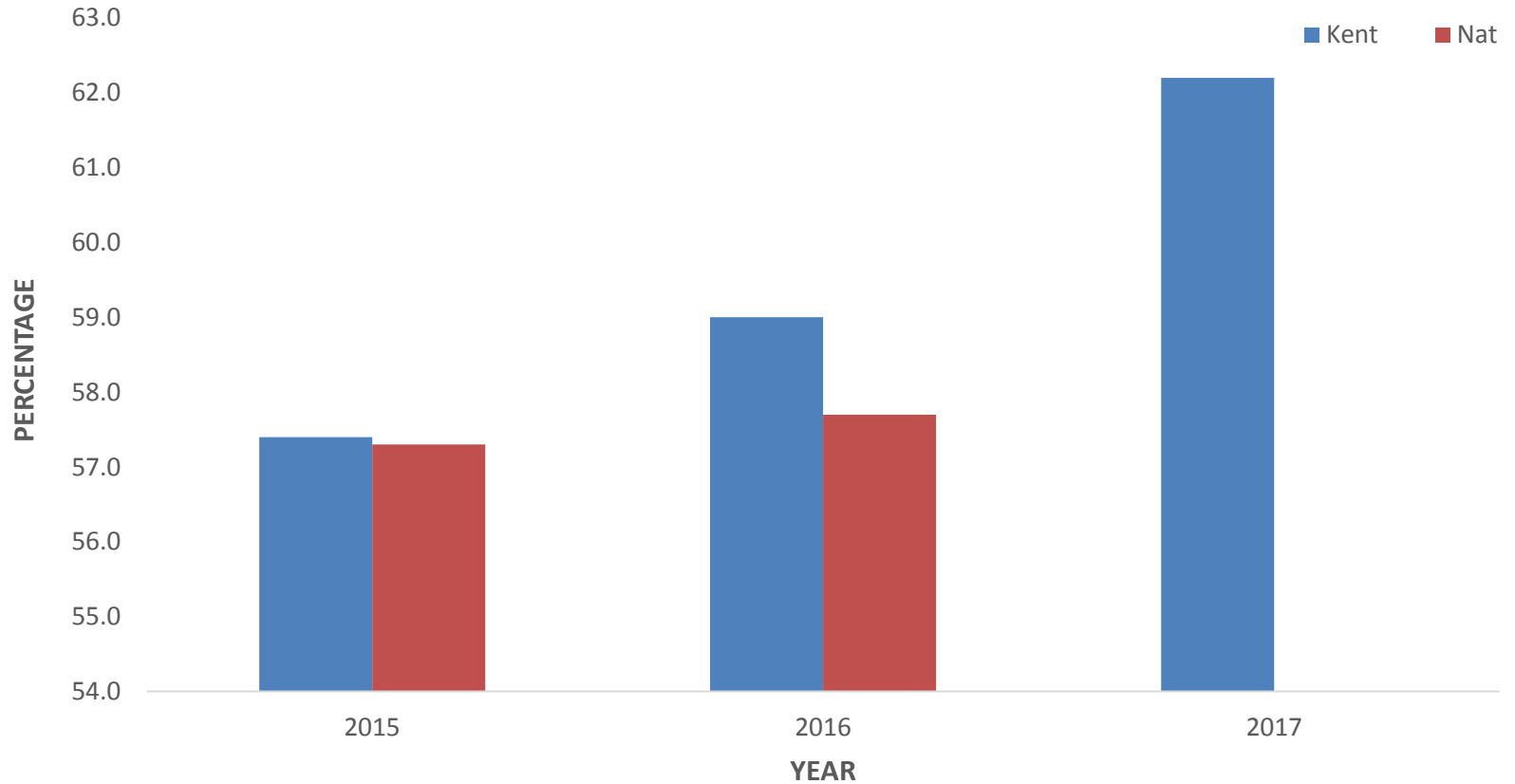
# 2017 Outcomes

- 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



***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](http://www.kentsport.org/PrimaryPremium)

Follow us on Twitter @KentSport1

# **KGA**

## **Kent Governance Association**

**Tunbridge Wells KGA Representatives**  
**Deborah Bruce- DeborahJBruce@aol.com**  
**David Hill - djhill123@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 30<sup>th</sup> October at Oakwood House 7pm-9pm

# 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/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 – 1<sup>st</sup> Sept.
- Exclusion from maintained schools, academies and pupil referral units in England effective from 1<sup>st</sup> 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](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 25<sup>th</sup> 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](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

# 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>

# Governors' Conference

## 'Governance - Adapting for the Future'

Thursday 19 October 2017

Graham Willetts – Education Services Company

Mark Cole – HMI Ofsted – Outstanding governance

Lee Miller – 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 briefing date**

**AGO email and contact details**

# 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](http://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.**

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