Editors Message

Welcome to the latest edition of the Governor magazine. We hope you find this informative and useful.

I am the new Senior Improvement Advisor for Leadership and Governance and look forward to working with governing bodies in improving education for children and young people in Kent.

We are always looking for case studies of good practice to share with Governors, so if you are aware that your work is highly effective and know it has had good impact on the school’s improvement please tell us. We look forward to sharing your success with others to enable them to benefit.

We constantly aim to develop our approaches to supporting governors.

In the meantime please don’t hesitate to contact us if you need advice and support and I look forward to meeting many more of you throughout the coming year.

Sue Tunnicliffe
Senior Improvement Adviser, Leadership and Governance

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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
In 2014 results improved at almost every key stage of education from pre-school age to 19 years. The exception was the Key Stage 4 results, where there was a small decline, following a number of changes to GCSE examinations and performance measures in 2014.

In the Early Years Foundation Stage, 69% of children achieved a Good Level of Development (GLD). This is a 5% improvement compared to 2013 and is well ahead of the 60% national average.

At Key Stage 1 standards at Level 2B and Level 3 improved by an average of 3% compared with 2013 and are in line with or above the national averages for Reading, Writing and Mathematics. The FSM gaps continue to narrow in all areas at Key Stage 1.

At Key Stage 2 we continue to see improvement in pupils’ attainment at Level 4 and above in Reading, Writing and Mathematics combined. Kent achieved 79%, which is a 5% improvement compared to 2013. This is in line with the national average. 283 Primary schools improved their results, compared to 200 in 2013. The free school meal achievement gap narrowed to 17.8% from 22% in 2013.

At Key Stage 4, for the first time for some years, there was a decline in the percentage of students achieving 5 or more A*-C GCSE grades including English and mathematics. The FSM gaps continue to narrow in all areas at Key Stage 1.

We continue to make progress in increasing the number of schools rated good and outstanding by Ofsted. At the end of the last school year, in July 2014, 75% of schools were good and outstanding compared to 70% at the same time in 2013 and 59% the previous year. In 2010-2011 only 55% of schools were judged good or better. The national average is now 80%.

In July 2014, 72% of Primary schools, 82% of Secondary schools, 83% of Special schools, 93% of Pupil Referral Units and 91% of early years settings were rated good or outstanding by Ofsted. This compares with 70% of Primary schools, 79% of Secondary schools and 74% of Special Schools in July 2013. Nationally 71% of Secondary schools and 81% of Primary schools are now good or outstanding.

Currently, 77% of pupils attend a good or outstanding school. This includes 72% of Primary pupils, 83% of Secondary pupils, 88% of pupils attending Special schools and 89% of pupils attending a PRU. This equates to 14,000 more children and young people receiving a better education compared with last year.

In Year 10 and may have retaken their exams in Year 11. The first result counts in the first result indicator. Kent’s first result is: 57.5% compared to the national average of 52.6%. On this new indicator for 2014 we remain above the national average by 4.9%.

The second indicator reflects the best result a student achieved irrespective of when they took the exam. Kent’s best result is 60.3% compared to the national average of 58.2%, and 63% achieved in Kent in 2013. We remain above the national average by 1.9%.

Performance at post-16 improved on only one of three key indicators in 2014. The percentage of students achieving two or more A Level passes was 89.6%, compared to 90.6% in 2013, and the national average of 91.6%. The percentage of students achieving a pass, merit, or distinction in vocational qualifications fell slightly from 68.2% in 2013 to 67% in 2014. There was a slight improvement in the percentage of students achieving AAB grades at A’ level from 8.7% in 2013 to 9.3% in 2014.

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Patrick Leeson, Corporate Director, Education and Young People’s Services
In 2012, 62% of pupils in Kent attended a good or outstanding school and this increased to 70% in 2013.

There has been a further reduction in the number of permanent exclusions, down to 88 in 2013-14 from 144 the previous year. Persistent absence rates have reduced from last year, to 4.4% from 4.9% for the same period in 2012-13.

The number of apprenticeships has continued to increase, and Kent is outperforming the South East for the number of people starting apprenticeships by 3% overall. The number of young people taking up an apprenticeship in the 19 to 25 age range increased on last year by 11%. The number of apprenticeship starts in schools that are employing apprentices has increased to 33% of schools, which is an increase of 9% on last year.

The NEET figure for January 2014 was 5.9% which was slightly lower than January 2013 (6.1%). At present the NEET figure has reduced to 4.1%, which is very encouraging. The current trend for youth unemployment is also downward. In November 2013 there were 6,070 18-24 year olds unemployed in Kent against a target of 7,200. Since then unemployment has continued to fall and in August 2014 youth unemployment was 3.3%, or 4,225 claimants. Significantly, for the first time, this figure is below the 2008 level. The national average for youth unemployment is 3.8%.

The employability skills of 19 year olds have improved, especially in English and mathematics, so that level 2 attainment at age 19 is above the national average. The outcome in 2013 was 84.9% which is above the National Average at 83%, the statistical neighbour average at 84.8% and above target of 80%. This is a continuing upward trend and we await the latest data which will be published in Jan 2015.

We continue to see an increase in pupil numbers. In the last three years the number of Reception age pupils has increased by 8% to 17,362 children in January 2014. For September 2014 KCC delivered all the school expansions required for this school year, thus ensuring a good local school for every Kent pupil who needed a place. We provided an additional 550 school places, equivalent to 15.3 forms of entry in Primary schools and 3 forms of entry in Secondary schools on a permanent basis, together 250 temporary Reception class places.

In addition we commissioned 288 additional places in maintained Special schools during the course of the year and 96 places have been commissioned in Specialist Resource Base Provisions in mainstream schools, which will come on line from 2015.

Overall we are making good progress in raising standards and improving the performance of schools, and our efforts need to continue as we work in partnership to achieve even better outcomes for children and young people in Kent. Governors play a key role in this, in focusing their key efforts on school improvement and keeping progress in standards and teaching quality under regular review.

THE CHAIRS AND ASPIRING CHAIRS DEVELOPMENT PROGRAMME

We are pleased to recognise the achievement of the following Chairs of Governors who have successfully completed their Chairs or Aspiring Chairs National College Development Programmes.

Peter Ananicz – Five Acre Wood School
Michael Blanning – South Borough Primary School
Valerie Clough – Aylesham Primary School
Judith O’Connor – The Wells Free School
Tricia Sherling – St Martins Primary School
Catherine Southall – Herne Infant School
Caro Wilson – Horshamden Primary School

Roger Gough, KCC Cabinet Member for Education and Health Reform, presented certificates and congratulated them at the County Kent Governors Association briefing held in Maidstone on 20th Oct 2014.

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

If you would like to find out more about the programme please visit the Hampshire Governor Website. Hampshire manages the administration of our shared licence www3.hants.gov.uk/education/governors.htm
By Penny Bill - Literacy Consultant

Congratulations to schools across Kent for improved English performance in 2014

KS1 reading at 2b+ was above national standards this year (82%)

KS1 writing at 2b+ was in line with national standards (70%)

KS2 level 4+ combined was in line with national standards for the first time ever (79%)

KS2 level 5+ combined was higher than national standards (25%)

KS4 GCSE Kent performed above national standards in 5 A*-C including English and maths (57%).

The only area in which Kent performed less well than the national average or than several of its statistical neighbours was in Spelling Punctuation and Grammar (SPAG) at the end of Key Stage 2. Kent schools are reporting that weak spelling results had a negative impact on performance. Many schools would like further guidance on how to support the teaching of spelling in Primary schools.

Governors might like to ask the Literacy Leader the following questions:

- Do we have a rigorous, regular approach to the teaching and learning of spelling?
- Have we addressed spelling in our school Literacy policy?
- Is our teaching of spelling as engaging and multi-sensory as our teaching of phonics?
- Do we teach spelling rather than just test it?
- Do we know how our pupils are performing in relation to the raised spelling expectations of the new National Curriculum?
- Do our pupils enjoy playing with words and exploring their morphology?
- Do our pupils know about the fascinating history of English words?
- Can our pupils readily segment appropriate words?
- Are our dictionaries used with confidence, on a regular basis?
- Do our phonics and spelling interventions work? Do we monitor their success?

New National Curriculum Materials for Kent Schools September 2014

To support the introduction of the new National Curriculum, Kent has produced a range of planning resources and guidance for English, maths and science which are optional and free to all Kent schools, including academies. Headteachers across the county have been given information about these resources at their Breakfast Briefings and also by the Kent School E-Bulletin. Materials can be accessed on KLZ by Kent schools by means of login details. Here is an example of some of the materials that are available to Kent schools:

- Guidance about planning in English and mathematics
- Progression documents, for example, progression in spelling from years 1-6
- Sample planning
- Draft performance descriptors, against which judgements can be made for pupil assessment
- Tracking grids to plot pupil progress
- Guidance for subject leaders of English and mathematics

Please look out for the guidance on the teaching of spelling in ‘Approaches’ on the Literacy toolkit on KELSI. Further guidance on the teaching of spelling is forthcoming.
New SEND Arrangements

By Julie Ely Head of SEN
September 2014 saw the implementation of the Children and Families Act reforms of special educational needs (SEN) which the Government has described as the ‘most transformational change for 30 years’. One of the most significant changes is the importance the statutory framework now gives to the views and wishes of children and their parents. Section 19 of the Act emphasises listening to them, ensuring they are able to participate in decision making and it sets out their entitlement to information and support.

Kent has been developing and testing new ways of working in partnership with families as a Pathfinder for the DfE, ‘co-producing’ Education, Health and Care Plans to support individual children and young people and as well as ensuring their parents’ involvement in shaping and influencing services. They are now regularly represented at steering groups and their views shared at decision making boards. They have had direct input in the training we delivered to our teams and their involvement has shaped our SEN statutory assessment redesign. We want to have a ‘tell us once’ approach. We have established a positive relationship with the parent led Kent Parent Carer Forum (KPCF) supporting them to further develop their parent network. They are keen to work with Kent schools to support parents to understand what the changes mean.

The reforms require schools to use their ‘best endeavours’ to secure the provision called for by the pupil’s SEN and the Governing Body’s role will be to lead the cultural change that gives parents a greater say in the way that their children are supported. The school’s vision of its outcomes for individuals and its commitment to working with families will be articulated in its SEN Policy, published on the school’s website and demonstrated in its practice.

Regulations which accompany the Children and Families Act prescribe that the Governing Body of every school must publish an SEN Information Report. Whilst the core of the Information Report is the School’s SEN policy, KCC has published a template Information Report for schools on KELSI to ensure each school can address all 13 points set out in the regulations.

A co-produced policy, developed with parents and influenced by their views will demonstrate a step change in ensuring parents at your school have a greater say. As the SEN Governor or Chair of Governors, you can ensure your Governing Body has reviewed and refreshed its policy to reflect the reforms. Your starting point will usually be a conversation with the SENCO.

The legislation is specific about the duty of the Governing Body to ensure the school designates a qualified teacher working at the school to be the SENCO and to ensure that the post holder has a relevant post graduate qualification; the National Award for SENCOs.

Whilst the SENCO has day-to-day responsibility for SEN Policy implementation, the co-ordination of provision and providing professional guidance to colleagues, the new SEN Code of Practice robustly asserts the responsibility of every class teacher for the progress and development of every child in their class. Governors will want to know that the school is making best use of advice from the mainstream core standards, advice on teaching approaches and interventions from the Local Inclusion Forum Team and outreach from Kent’s special schools and resourced provisions. Developing the school workforce will be crucial to ensuring teachers’ confidence, skills and knowledge of different types of SEN.

The new SEN Code of Practice also states that the school should ensure that the SENCO has sufficient time and resources to carry out their functions. Given the breadth of transformation, the SENCO will be seen as the key person to support the changes in school. Governors will want to satisfy themselves the SENCOs have sufficient capacity and support to carry out their duties.

A discussion with your SENCO will help inform your school’s approach to working with families. Does your school provide parents with a support group? Do you have EarlyBird, Cygnet or other evidence based parent support programmes? How are you supporting the transition of children with SEN from and to other schools and phases of education?

Whether you set up a survey to gather initial views, establish a focus group with parents, or invite parents to a coffee morning, the school will want to ensure there is evidence that parents and pupils with SEN are having a greater say in how children are supported. Governors will want to ensure they can evidence how parents were engaged in the review and refresh of the school’s SEN policy.
The Kent Association of Headteachers has the following aims:

• To promote a strategic and effective partnership between all schools and the local authority in working towards the very best educational provision in Kent.

• To provide an interface between partners in order to promote a coherent school improvement strategy for Kent and to develop a more sustainable self-improving school to school support system.

KAH’s objectives are:

• To support the continuing development of school collaborative partnerships, and wider networks and alliances that support improvement, involving a range of partners including Teaching School Alliances, the Local Authority and Academy Trusts.

• To create a network of excellence such that all Kent schools are able to achieve good and outstanding performance as reflected in Ofsted Inspections.

• To increase the number of good and outstanding schools and system leaders to lead the system.

• To link with external agencies, partners and national bodies and be the voice for Kent schools.

The Kent Association of Headteachers (KAH) was formed in 2011 and was initially chaired by Christine Gilbert, formerly HM Chief Inspector of Schools. The KAH, in partnership with the Kent and Medway Teaching Schools Network and the Local Authority, is implementing our plans to give schools a central role in raising standards by developing a self-improving and sustainable school to school support system.

The KAH has four Area Boards, chaired by Garry Ratcliffe (North), Sally Lees (South), Jane Robinson (East) and John Harrison (West). Every Area Board consists of Headteachers (one Secondary and two Primaries) from each of its three districts, and representatives of the Area’s Special schools and Pupil-Referral Units. The Boards’ six meetings a year are attended by representatives of local Teaching School Alliances, the Area Education Officer and Senior Improvement Advisers. The Area Boards have focused on local priorities, and this year has seen measurable impact of the collaborative funding allocated by the Area Boards to develop further school-to-school support.

An Executive Committee, chaired by Pam Jones OBE, also meeting six times a year, is comprised of a Primary, a Secondary and Special School Headteacher from each of the Area Boards, and a county representative of Pupil-Referral Units. Its meetings are attended by the Corporate Director of Education and Young People’s Services, and senior officers.
The Schools’ Funding Forum has, for three years, provided finance for school improvement and collaboration. In 2013/14, a sum of £1.6m for this purpose, with a focus on improving pupil progress and school standards, was allocated and monitored by the KAH. While funding for collaborations is again available in 2014/15, from the sum of £2m to be allocated by the KAH, in partnership with the Local Authority, there is also targeted commissioning of school improvement. This partnership of Headteachers, Teaching School Alliances and the Local Authority for the systematic raising of achievement puts the county in the forefront of a national development.

The KAH is for all Headteachers and every school is a member. We believe that Headteachers help to shape the education system and ensure that all children, regardless of their abilities or backgrounds, achieve the very best. We teach our children to learn together, to share ideas, to peer review, to be part of a team that includes all members of the school community. The Association applies these values to its work.

KAH events have included a popular conference for schools wishing to move from good to outstanding, but the year’s centrepiece is the KAH Conference, organised by a committee of Headteachers. In October, 2014, all 240 places available were filled. Delegates heard internationally-famous speakers (judged excellent by participants), took part in workshops, and enjoyed performances by groups of pupils from Dartford, Canterbury and Ashford.

The enthusiastic and celebratory tone of the conference, which brought together Heads from Primary, Secondary and Special schools, reflected the exciting development of the KAH, and its potential role in Kent’s future.

**QUESTION FOR GOVERNORS** – ‘How have the pupils in the collaborative partnership your school works with benefited directly from the additional funding? What evidence do we have that it is supporting our drive to raise standards?’

The Prevent programme

By Nick Wilkinson - County Lead for Youth Offending

The Prevent programme is a key part of the Government’s counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. It deals with extremist ideology, extremists and extremist groups where they are moving towards terrorism. Schools and Governing Bodies have a critical part to play.

Significant news coverage has featured over the past few months on the threat of Islamic State and travellers to Syria and Iraq. There have been a number of examples of school children travelling to these areas. Department of Education guidance ‘Keeping Children Safe in Education’ (April 2014) refers to the risks of radicalisation and the guidance contains links to the Channel process. Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people from radicalisation. It is about safeguarding children and adults from being drawn into terrorist related activity. It is not an entry to the criminal justice system but a needs based support and intervention programme, which operates when young people are referred.

Prevent now features prominently within the Ofsted school inspection framework. The recent reports on Sir John Cass School, an award-winning Secondary school in Tower Hamlets that is going into special measures over concerns about its sixth-form Islamic Society’s possible links to radical preachers, demonstrates the critical role of schools in the Prevent agenda. On 26th November the Home Secretary introduced the Counter-Terrorism Bill – this proposes creating a new duty on certain bodies to have due regard to the need to prevent people from being drawn into terrorism. It will apply to schools, colleges, universities and others. Whilst there are priority areas elsewhere in the country, all areas need to understand the local threat and in partnership take action to address it.

It is essential that school Safeguarding and Child Protection leads and governors with safeguarding responsibilities understand their role to support the Prevent strategy. Training and awareness will be rolled out over the next few months. Kent and Medway have an effective Prevent multi-agency steering board driving the local agenda. For further information please contact Detective Sergeant Toni Roullier, Kent Police – toni.roullier@kent.pnn.police.uk or Nick Wilkinson, Youth Offending Lead Manager, Kent County Council – nick.wilkinson@kent.gov.uk.
The main role of the Governing Body is to have a strategic overview of how your school is managed and performing. This is no different for health and safety matters, where the Governors need to monitor how well the school is managing health and safety issues. Key health and safety responsibilities for the governing body will include:

- Ensuring the school complies with local authority policies.
- Agreeing the school health and safety policy and monitoring compliance.
- Taking reasonable steps to ensure that buildings, equipment and materials are safe.

Taking reasonable steps to ensure that buildings, equipment and materials are safe may include asking questions of the school about follow up actions to statutory reports or surveys such as:

- The asbestos survey
- Legionella risk assessment or survey
- 5 year electrical installation inspection
- Fire risk assessment

The Headteacher has a devolved responsibility for managing health and safety in school and the Governors can monitor the day to day management by reviewing:

- Significant accident reports and subsequent investigations
- Educational visit plans
- Health and safety inspections (should be completed 3 times a year by the school. Governors may wish to get involved for their own familiarisation with the school)

- Updated policies and procedures for health and safety
- How building projects are to be managed
- Completed annual monitoring returns

The key to good health and safety management is to consider it as part of the general school management and not as a separate entity. Health and safety should be considered in any activity or project that the school undertakes. For instance when a building project is being considered the school must satisfy themselves that the contractor is competent to carry out the project safely. Some things you will need to consider are:

- Is the contacter an approved KCC contractor; If not the school will need to carry out vetting procedures to ensure they are insured and competent to do the work required.
- Is there any asbestos on site? A refurbishment or demolition survey will need to be conducted for any intrusive works.
- Have you obtained risk assessments and reviewed them before the project is due to start?
- Have you obtained method statements to see how the contractor plans to carry out the works? (From these you can also monitor if the contractor is carrying out the work as they have said they will).
- Have you had a pre-meeting to discuss the project and also given the contractor a site induction including site emergency procedures.

The Governors’ role is not to carry out inspections or risk assessments, you play an important role in ensuring the school is managing safely and providing a safe environment for staff and pupils.

More information and guidance on any of the subjects mentioned can be found on KELSi at: www.kelsi.org.uk/school_management/day.../health_safety.aspx

The Health and Safety Team can also be contacted on 01622 694476 or email: healthandsafety@kent.gov.uk
Ofsted Inspection Criteria for Leadership and Governance

By Sue Tunnicliffe - Senior Improvement Adviser, Leadership and Governance

The criteria in the Ofsted Inspection Handbook were amended slightly in September 2014. It is worth Governing Bodies revisiting the grade descriptors for good and outstanding leadership and governance in assuring themselves of the school’s level of performance.

For example, the handbook states that Inspectors should consider whether governors:

- carry out their statutory duties, such as safeguarding, and understand the boundaries of their role as governors
- ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain
- ensure clarity of vision, ethos and strategic direction, including long-term planning (for example, succession)
- contribute to the school’s self-evaluation and understand its strengths and weaknesses, including the quality of teaching, and reviewing the impact of their own work
- understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard
- assure themselves of the rigour of the assessment process
- are aware of the impact of teaching on learning and progress in different subjects and year groups
- provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils’ achievement and pupils’ behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results; or whether they hinder school improvement by failing to tackle key concerns or developing their own skills
- use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics
- ensure solvency and probity and that the financial resources made available to the school are managed effectively
- are providing support for an effective headteacher
- monitor performance management systems and understand how the school makes decisions about teachers’ salary progression, including the performance management of the headteacher, to improve teaching, leadership and management
- engage with key stakeholders
- are transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings, and contact with parents and carers.

Extracts from the grade criteria for outstanding leadership and governance are as follows:

- The pursuit of excellence in all of the school’s activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school’s performance and of staff and pupils’ skills and attributes.
- Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school’s performance.
- Excellent policies underpin practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.
- The school’s actions have secured improvement in achievement for disadvantaged pupils, which is rising rapidly, including in English and mathematics.
- The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.
- Senior leaders in the school work to promote improvement across the wider system including, where applicable, with early years providers to raise the proportion of children who are well prepared to start school.
- The school is adept at identifying any child at risk of harm and engaging with partners to respond appropriately. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
- Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

School Inspection Handbook

If you would like further advice and support about the inspection process and the expectations for governors please contact Governor Services and look out for planned courses.

Congratulations to all the schools that have achieved positive outcomes and improved their performance in Ofsted inspections this term.
Effective Monitoring by Governors

By Rachel Gough - Senior Improvement Advisor Secondary Schools

The following points are helpful for Governors in reflecting on their knowledge and skills with regard to the Ofsted inspection grade descriptors.

**DO YOU KNOW...?**

- What lies at the heart of the school’s values?
- If self-evaluation is accurate and exacting?
- Are governors involved?
- Is school improvement planning driven by clear targets for pupil progress and attainment? Does it address national priorities?
- How different groups of pupils are performing in different subjects across year groups and key stages?
- What is done to support under-performing pupils and what impact does it have?
- How teaching and learning is monitored and what the quality is like?
- How middle leaders are involved in accountability processes and the impact they are having on school improvement?
- What is in place for the professional development of teachers and what impact this is having?
- How effective are line-management arrangements and how swiftly is under-performance tackled?
- How broad and balanced is the curriculum including post-16?

**AREAS FOR CHALLENGE**

- Pupil performance – whole cohorts, pupil groups, closing gaps between groups and between subjects
- Professional development of staff
- Preparation for curriculum, qualification and assessment reform
- Accountability and performance management; quality of self-evaluation
Pupil Performance and standards
Key sources:
1. Governors’ data dashboard
2. Raiseonline
3. DfE Performance Tables
4. HT report
5. Ofsted report

- Do all staff know the headline targets?
- Do all staff know which groups need to be targeted for intervention?
- What is going to make the difference so that results improve?
- How does pupil performance compare with national averages and pupils’ prior attainment?

Safeguarding, attendance and behaviour
Clarity of policies and levels of common understanding re. policies and procedures; figures for attendance at least in line with national and improving?

- Any trends of poorer attendance in certain pupil groups? In certain year groups or key stages?
- What is being done about it? What is the impact?
- Who is monitoring and who is accountable?

Curriculum
1. New National Curriculum and assessment
2. Fit for purpose, including post-16
3. Cost-effective
4. Planning for GCSE and A level reform
5. Planning for assessment reform
6. Quality of SMSC (social, moral, spiritual and cultural values)

- What is the timescale for implementing changes?
- What are the arrangements for assessing without levels?
- How do you know standards are being maintained and improved if levels have gone?

Quality of teaching and learning
- What are the strengths and areas for development, and what is in place for improvement?
- How is best practice identified and shared? What impact is it having?
- Is the CPD programme based on an audit of need? How is the impact on standards monitored?

How the Pupil Premium is being used
- How much is it?
- How is it being spent?
- What impact is it having on narrowing achievement gaps?

Financial management of the school
- Solvency and probity so that budget controls are in place and effective.
- Is expenditure (e.g. on the CPD budget) having an impact on standards?
- Is there a clear link between expenditure on staffing/curriculum provision and plans for school improvement?

Performance management systems
- Does PM comply with current regulations and standards?
- How are decisions made about teachers’ career progression?
- Is PM, including that of HT, underpinned by improving pupil performance, teaching, leadership and management?

How is the Governing Body Doing?
Extract from a Report for an Outstanding School:
The governing body is extremely well informed about all aspects of the school.

Governors are experienced and astute, and work closely together to set the school’s direction and rigorously monitor its performance, while ensuring that support is readily available for leaders when required.

Governance is well organised and precise so that all aspects of school’s work are kept under regular review.

Governors know about how achievement compares to that of other schools, about the quality of teaching and how teachers move up the pay scale, and the impact of the pupil premium.

Governors have taken a key strategic role in improving facilities. They ensure that safeguarding procedures and practice fully meet requirements.

What do you think Ofsted would say needs to improve further in your school? What is your evidence?
Governors’ Self Review

By Aileen Cooper - Governor Training and Development Co-ordinator

Governors are expected to review and evaluate the governing body’s effectiveness and to have an action plan to make the necessary improvements.

GLM Partnership have produced some excellent standards documents which can be used for a governing body self-review of how effectively it is organised and carries out its responsibilities. While these documents are provided to use towards attaining the Governor Mark, they are freely available at www.glmpartnership.org and a useful tool for review to all governing bodies to refer to in evaluating their effectiveness.

Key areas include:
- A focus on impact – making a difference
- Leadership and unity of purpose
- Use of data for decision-making
- People development and involvement
- Continuous learning, innovation and improvement
- Internal and external partnerships
- A focus on the needs of parents and children
- Public responsibility to the community

We need governing bodies to work with the local authority through the Admissions process to ensure that children in Kent are identified and have access to a school place.

By Sally Biggs - Admissions Officer

In September 2013 responsibility for the in-year (Casual) Admission process returned to schools. At the same time the Local Authority must continue to keep track of children and young people who may be missing education and may be at risk of harm.

Through the In Year Admissions procedure, the Admissions Team put in place an application form (IYCA) which parents could complete to apply for a school place and which would then be sent on to the LA once a place had been either offered or refused. The LA relies entirely on information from schools via the IYCA form to identify which children may be without a school place and potentially vulnerable as a result. Once schools return these forms to the Admissions team we are able to put the right structures in place for safeguarding children.

On receipt of the forms we check to see if the child is on the system, perhaps on roll at another school or if they are new to Kent and potentially in need of support. The School Admissions code (para 2.22) sets out a mandatory requirement for all Admission Authorities (Schools) to notify the local authority of any “in year” application that is received and its outcome. Governing bodies have a duty therefore to ensure that this is complied with without delay. The form has been made available to all school admissions staff and at www.kent.gov.uk/education-and-children/schools/school-places/move-to-a-different-school and Officers from the Admissions team are available to discuss the process with schools on 03000 41 21 21 should any further help or support be required.

Please remember it is just as important to tell us when you have admitted a child, as it is to advise where a place has been refused. We cannot ensure the safety of children in Kent without the help of schools and we thank you in advance for your continued support in this process.

QUESTION FOR GOVERNORS
Are you aware of how the admissions process operates in your school?

We all have a duty to safeguard children and if this process is robust children are less likely to come to harm because we know where they are.
GOOD FINANCIAL MANAGEMENT in Schools

By Yvonne King - Schools Financial Services Manager

Overseeing the financial performance of the school and making sure its money is well spent is one of the core strategic functions of a Governing Body.

As budgets become tighter schools need to find better ways to save money to spend on key areas e.g. staff. A good way to do this is to ensure there is continual challenge to the procurement of goods and services which ensures value for money is achieved.

It is important that the correct rules are followed in relation to procurement as it is public money and all procurement needs to be a transparent, fair and open process.

To assist schools Kent County Council’s (KCC) Procurement Team has condensed the ‘Spending the Council’s Money’ procurement rules into two helpful flowcharts; one for purchases between £8,000 and £50,000 and one for purchases over £50,000.

Schools need to ensure that any contracts between £8,000 and £50,000 have at least three written quotes and any contracts over £50,000 must be advertised as a written formal tender process.

The Procurement Team has also opened the Kent Business Portal for all schools to use. All KCC contracts worth over £50,000 are advertised on this portal and it is widely used by many other local authorities, Kent Fire & Rescue, Kent Commercial Services and Parish Councils. This online tool can be used by schools to advertise any potential contracts; not just those over £50,000. There need never be an issue with getting at least three quotes any longer.

The flowcharts and other helpful documentation as well as a link to the Kent Business Portal are included in Schools Financial Services’ KELSI pages.

As noted in a previous edition of ‘The Governor’ it is important that the governors’ minutes evidence these financial decisions. They will be needed in the event of a compliance visit, an audit or if an irregularity occurs in a school. Unfortunately over the last few years there have been cases in schools where poor financial decisions and mismanagement have resulted in the suspension of headteachers and governing bodies.

Governors should ensure their Finance Policy clearly states the school’s agreed authorisation limits and controls over both day to day expenditure and larger value contracts. It is essential governors understand their involvement in relevant financial decision making. Schools Financial Services can offer advice in all areas of financial management and we would encourage governors to contact us if they have any questions.

Schools Financial Services is an integrated team to support schools to be financially well managed. We are able to offer free training to school staff (some of this free training is open to governors) as this is supported by the Schools Funding Forum.

As part of our traded services we also offer bespoke training to governors. Our other chargeable services include our Core Financial Support which includes the financial planning tool and helpline phone support which is purchased by most schools, our monthly monitoring and full bursarial services. Our support to schools also includes checking financial returns and carrying out Compliance visits. To ensure sound financial management schools should abide by the Scheme for Financial Schools and all its associated documents. These can be found on KELSI under the Schools Financial Services pages. www.kelsi.org.uk

Schools Financial Services offer all of our services including training to schools outside of Kent and all academies as part of our traded services.

For any enquiries please contact: Yvonne King or Siobhan Cheeseman
03000 415415
Buster's Book Club

LITERACY

By: Liz Nicholls - KCC Press Officer

Following a successful pilot, a new literacy initiative to get Primary school children excited about reading has been rolled out Kent wide.

Buster's Book Club, which was created by the KM Group's charity department - the KM Charity Team - with the support of Kent County Council, was piloted at ten Primary schools last year. The scheme had a dramatic impact beyond the expectations of the organisers with more than half a million minutes of home reading achieved by 3,000 pupils.

A combined total of 568,723 minutes was achieved by the participating schools: South Borough Primary School, Molehill Copse and St Francis' Catholic Primary School in Maidstone; Northdown Primary Academy in Margate; Maypole Primary School, The Craylands Primary School and St Anselm's Catholic Primary School in Dartford; and Riverview Junior School, Painters Ash Primary School and St Joseph's Catholic Primary School in Gravesham.

The final reading figure was revealed during a Literacy Celebration Day at Leeds Castle, which included a formal evaluation of the scheme. Debbie Smith, school governor at Painters Ash Primary School in Northfleet, was among those taking part in the review and quick to offer her praise. "As a parent of a year five child, it's engaged him into far more reading than most other things that I've seen recently," she said.

The programme encourages pupils to get the reading bug by setting competitive challenges to increase the amount of time they spend reading at home. Individual reading targets are based on year group, while a weekly snapshot survey records how many children have managed to reach or exceed their target - and by how much.

Simon Dolby of the KM Charity Team said: "Any reading activity counts towards their target, whether it's the children reading to themselves, listening to audiobooks or being read to by their parents. It's about enjoying reading in all its forms."

Plus the competitive element really helps children to get enthusiastic about reading and talking to each other about books."

The scheme is supported by engaging wall charts, badges and other resources to reward star readers. At the end of each week the class that has done the most reading is presented with a giant certificate during assembly as well as the coveted 'Readers of the Week' trophy.

Organisers are keen for as many children as possible to have the chance to join in and reap the rewards on offer. Mr Dolby said: "Unlike most initiatives which are expensive and require one-to-one time with each struggling child, our initiative is low in cost and involves the whole school."

In fact, selected schools are invited to contact the KM Charity Team to apply for a grant that will allow them to make full use of the resources for just £1 per child for the whole academic year. Schools receiving the grant will pay £30 instead of the regular price of £65.

Recent figures have shown that thousands of children in Kent are struggling to read with confidence and in need of additional support. The 'Read On. Get On' report produced by the children's charity Beanstalk found 2,254 pupils in Kent left primary school last year unable to read to the required level. Disadvantaged children were the worst affected - almost double the rate of their better off peers - with four in ten not reading well by the age of 11.

Buster's Book Club provides primary schools with resources and incentives to generate a buzz around reading and raise literacy standards. "This is a real success story," said KCC's Alison Floyd. "I am delighted the scheme has taken off as well as it has. One of our original aims was about getting children to get the reading habit - this certainly seems to be delivering the outcome we hoped for."

For more information on Buster’s Book Club, visit www.kmcharityteam.co.uk or contact Simon Dolby at sdolby@thekmgroup.co.uk or call 0844 264 0291.

QUESTION FOR GOVERNORS – Are you confident that you know pupils at your school are receiving appropriate catch up support to enable them to be reading at the appropriate age level if they haven’t yet achieved this? An appointment for a chat with the Literacy Leader would be very useful in gathering this information.
NEW
Financial Planning Tool for Schools

By Yvonne King - Schools Financial Services Manager

A new financial planning tool is being rolled out to schools from April 2015 as part of the Core Financial Package from Schools Financial Services.

The financial planning tool will aid schools to plan and monitor their three year plan. As with the current financial planning tool it will also be able to model different salary and budget scenarios.

Training for school staff is planned for April 2015. To ensure schools have sufficient time to plan a budget using the new software the submission of the three year budget plan will be delayed for the 2015/16 year only.

The new deadline for the three year budget plan will be Friday 26th June 2015.

Governing Body meetings planned to agree the new budget may need to be delayed to accommodate the new timetable.

For any enquiries please contact: Yvonne King or Siobhan Cheeseman 03000 415 415

By Debbie Hayes - IT Services Business Services Manager

In August 2014, Kent County Council (KCC) announced that Daisy Updata Communications Limited (DUCL) had been awarded the contract to manage and develop the IT network infrastructure services including Schools Broadband.

What does this mean for Kent schools?
EiS Kent is working with DUCL to deliver additional bandwidths to most schools, using next generation technologies. Some schools may have been contacted regarding their circuits being upgraded in preparation for the switch over.

Schools Broadband contract prices for 2015/16 were confirmed on your annual EiS statement, which was sent to schools at the beginning of December 2014. We are pleased to advise that next year, prices will be reduced for the vast majority of schools.

One Service, One Price, Many Benefits
Our Schools Broadband package includes everything schools need: the network, the security, the support and some extra useful features.

We offer reliable, scalable broadband connections, from 10Mb to 1Gb for schools and robust multi-layered security features for web filtering, email protection (anti-Spam, anti-virus etc.) and firewall keeping your sensitive data secure and minimising the risk of pupils accessing inappropriate content online.

Additional features, such as free web hosting, free SSL certificates, membership of the Schools Broadband forum and access to school centric online resources add up to a fully inclusive package that is hard to beat.

Full details of the technical features of our Schools Broadband service are available on request. If you have any queries regarding Schools Broadband please contact EiS Kent on 0300 065 8800.
Changes to the Way the Local Authority Nominates Governors

By Lee Round – Governor Support and Development Officer (West Kent)

From September 2014 the local authority has the ‘right’ to nominate, but not appoint, an individual to serve as a representative on the governing body of a school that is maintained by the Local Authority (LA). This includes community, community special schools, voluntary controlled schools, voluntary controlled and voluntary aided schools, but not academies and free schools.

Nominations made directly by a governing body are sent to the Governor Appointments Panel (GAP) via Leadership and Governance. Generally these nominations will be approved by the (GAP) unless any of the disqualification criteria apply to the nominee. The disqualification criteria can be found on KELSI.

The Governing Body of any school can ask the LA to find a governor for them. In this case the Governing Body must complete the ‘Governing Body Request for a LA Governor Nomination’ form found on KELSI. When this is the case the LA governor appointment process will involve the GAP, with the advice of Leadership and Governance, matching an application to the skills identified for that vacancy by the Governing Body.

If a suitable nominee is found then the application will be sent to the Governing Body. It is still down to the Governing Body to appoint the nominee to the Local Authority position. If the Governing Body chooses not to, they will need to write to the GAP and the nominee outlining the reasons for the refusal to accept the nomination.

Reducing the LA governor positions as part of reconstitution.

By now all Governing Bodies of maintained schools are aware that there can be only one LA nominated governor on a Governing Body. If there is a surplus of LA governors the Governing Body must resolve this by a vote of the Governing Body, with the Chair having a casting vote. Therefore the reduction in the number of LA governors will be determined by the Governing Body itself rather than the Governors’ Appointment Panel.

PROCEDURE FOR CHANGING THE NAME OF A LOCAL AUTHORITY MAINTAINED SCHOOL

By Tina Gimber - Governor Support and Development Officer (South Kent)

The process for changing a school’s name is straightforward, but there are a few important issues to take into account in determining a name:

• it must be consistent with legal requirements, and not be misleading (for example some words have a specific legal meaning - like sixth form college – therefore these cannot be used in a school’s name unless applicable);
• where a geographical reference is used, it should be local and relevant to the school’s site;
• please avoid using names that already exist elsewhere in Kent (schools can check by searching on Edubase (www.education.gov.uk/edubase/home.xhtml).

Governing Bodies should consult their KCC Area Education Officer on the proposed school name before voting on the proposal:

North Kent  ian.watts@kent.gov.uk
South Kent  david.adams@kent.gov.uk
East Kent  marisa.white@kent.gov.uk
West Kent  jared.nehra@kent.gov.uk

The Department for Education no longer requires schools to formally ask them for approval to change to a particular name, but expects school names to be lawful and not misleading.

The proposal to change a school name of a maintained school must be determined by a decision made by the full Governing Body. There must be a specified item on the agenda of a full Governing Body meeting and the decision must be minuted.

Once determined, the Governing Body should send a copy of their minutes to the Leadership and Governance to enable a new Instrument of Government to be issues (leadershipandgovernancecentral@kent.gov.uk). The school must also update its entry on Edubase.
PAY DECISIONS –
Receiving and Minuting the Evidence

By Aileen Cooper - Governor Training and Development Co-ordinator

As well as the Performance Appraisal of the Headteacher governors also have important decisions to make about teacher’s pay. Governors can delegate decisions on teachers’ pay to the Headteacher where the Headteacher is not also the appraiser. Whether or not they delegate the decision to the Headteacher the governing body remain accountable and are required by the School Teachers’ Pay Conditions Document 2014 to ensure that pay decisions are clearly attributable to the performance of the teacher and this principle should be used in pay decisions for all staff.

Governing Bodies are expected to have a pay committee to make any pay decisions not delegated to the Headteacher and to monitor the procedures to ensure all pay decisions are consistent with school improvement. The whole Governing Body should not be part of the decision making process as they may need to be available to hear any appeals.

In fulfilling its role for pay decisions the committee needs to be provided with sufficient information in order to make a fully informed decision. As a minimum this will consist of a concise summary of the evidence of each teachers’ performance against their appraisal objectives and any wider professional responsibilities. Any additional information requested needs to be clearly relevant and proportionate to avoid unnecessarily lengthy reports.

Additionally, the committee will discuss:-

• Objectives set, are these sufficiently challenging (if they are not challenging any decision to award a pay increase would be flawed), and have they been met? Is there sufficient evidence to support each objective and performance criterion?

• Have the criteria been consistently applied to the appropriate level as set out in the school’s pay policy? The LA expects the quality of teaching to be at least consistently good for teachers on the Main Pay Range and consistently good teaching with elements of outstanding for teachers on the Upper Pay Range. Does the evidence support these expectations? Were the overall judgements based on the agreed standards to be used i.e. Teachers’ Standards.

• If objectives have not been met then is there supporting evidence to indicate that the teacher did everything possible to meet them? Or was there any failure on the school to provide relevant support and training?

Finally, as part of their monitoring role the committee can request to see a sample of anonymised evidence of appraisal reports, statements from the Headteacher and other factors which might determine a pay award, to consider whether the appraisal and pay decision process is working well and is in line with school improvement.

These discussions should all be recorded, including the number of statements monitored and the number and reasons why recommendations were approved or not. The minutes should remain confidential to be made available to any pay appeal panel. There must be a clear, agreed process by which staff are informed of the decision at any stage and any right they may have if they are not satisfied with the decision. These points should be clearly set down in the school’s pay policy.
There is a continuing national focus on Governing Bodies becoming more ‘professional’ in their practice, evident both in the OFSTED framework where governance is judged as part of the leadership and management function, and in the changes to governance legislation driving ‘smaller skills based’ membership.

It is our vision that Governing Bodies through our support and training programme become independent and that they will demonstrate shared responsibility as part of the leadership team in their schools to be able to challenge and drive school improvement.

Successful governance requires a balance of skills, knowledge and expertise across the Governing Body membership but corporately have the same impetus to have vision, be ambitious and set high expectations to ensure the pupils in their school and community have the best education.

Targeted training to keep governors knowledge up to date and succession planning for governors is essential to ensure that individual governors can actively and effectively participate in the work of the governing bod.

Information on our current training programme can be found on KELSI at www.kelsi.org.uk/school_management/governors/training_development.aspx or via a link at www.kentcpdone.org.uk

In our aim to support Governing Bodies we offer an opportunity to buy into a Service Level Agreement (SLA) to fulfil the CPD needs of the governing body. The Governor Training SLA is an agreement purchased direct by the governing body itself through EDUKENT and includes:-

- A countywide programme of training and development sessions for governors, Chairs and clerks with a focus on developing essential skills
- Online E-learning programmes
- ‘The Governor’ publication issued 3 times each year featuring key information, articles and case studies to improve practice
- Relevant and timely email based communication sharing key messages and information from the local authority relevant to the governor role
- Annual conferences for Chairs of Governors, Clerks, and Governors
Agenda Setting
Spring Term

KEY TASKS
• Receive and discuss curriculum plans for academic year
• Review effectiveness of pupil premium
• Review Equal Opportunities policy
• Receive and review teacher/governor reports/SIP update
• Receive RAISEonline and analyse data
• Review progress against school development plan
• Receive Headteacher’s report
• Receive and discuss SEN report
• Review Health and Safety items (report from HT 3X year)

STATUTORY TASKS
• Agree budget and staffing structure
• Review clerk’s pay
• Publish proposals and admission arrangements for the following Autumn
• Issue statement for sport funding and pupil premium
• Review Special Educational Needs policy
• Review of Charging letting policy

FINANCE REQUIREMENTS
• Provisional budget approval [budget received from LA in March]
• Discuss unspent balances
• Review School Improvement Plan progress

FINANCE REQUIREMENTS
• Review pay policy
• Present and discuss latest Budget Monitoring; Formula and Devolved Capital
• Provisional budget approval [budget received from LA in March]
• Review Staffing Structure
• Review of non-teaching staff pay
• Review and discuss the Schools Financial Value Standard (SFVS) return (return by 31st March)

PLAN THE FOLLOWING INTO YOUR YEAR
• Support and training for governors
• Governors’ monitoring visits to school
• Review of policies
• Post OFSTED action planning
• Review of Charging letting policy

FINANCE REQUIREMENTS
• Best Value monitoring
• Review of School Asset Register
• Review Governors Allowances Policy
• Review Business Continuity Plan
• Update Register of Business Interest
• Review Finance Policy regularly (no longer an annual requirement)

• 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
• Benchmarking Comparison
• Review of Banking signatories
Details of the content for each of the sessions listed below can be found in our Governor Training booklet which you can download from the governor pages of KELSI at www.kelsi.org.uk/school_management/governors/training__development.aspx or you can find details by logging into your CPD account at www.kentcpdonline.org.uk.

Please consider your training needs and reserve your place on CPD online at any of the following sessions.

<table>
<thead>
<tr>
<th>West</th>
<th>Term 3</th>
<th>Tues</th>
<th>06 Jan 2015</th>
<th>What does Challenge and Impact look like</th>
<th>7-9pm</th>
<th>West Borough Primary Maidstone, Greenway, Maidstone ME16 8TL</th>
<th>GV 15/051</th>
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<tbody>
<tr>
<td>East</td>
<td>Term 3</td>
<td>Wed</td>
<td>07 Jan 2015</td>
<td>Understanding the Governing Body Responsibility in SEN</td>
<td>7-9pm</td>
<td>The Community College Whitstable, Bellevue Rd, Whitstable, CT5 1PX</td>
<td>GV 15/048</td>
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<tr>
<td>West</td>
<td>Term 3</td>
<td>Thurs</td>
<td>08 Jan 2015</td>
<td>The Role of Training &amp; Development Governor</td>
<td>7-9pm</td>
<td>Oakwood House, Maidstone ME16 0JP (Sat Nav Postcode)</td>
<td>GV 15/046</td>
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<tr>
<td>North</td>
<td>Term 3</td>
<td>Sat</td>
<td>10 Jan 2015</td>
<td>New Governors’ Induction</td>
<td>9:30am-3:30pm</td>
<td>Best Western Manor Hotel, Hever Court Rd, Gravesend DA12 5UQ</td>
<td>GV 15/026</td>
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<tr>
<td>East</td>
<td>Term 3</td>
<td>Mon</td>
<td>12 Jan 2015</td>
<td>Good Governance towards Ofsted Inspection</td>
<td>7-9pm</td>
<td>St Georges Foundation School, Westwood Rd, BR1stairs CT10 2LH</td>
<td>GV 15/036</td>
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<td>East</td>
<td>Term 3</td>
<td>Mon</td>
<td>12 Jan 2015</td>
<td>Governing Bodies Responsibility in School Finance</td>
<td>7-9pm</td>
<td>The Abbey School, London Rd, Faversham ME13 8RZ</td>
<td>GV 15/038</td>
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<td>East</td>
<td>Term 3</td>
<td>Tues</td>
<td>13 Jan 2015</td>
<td>New Governors’ Induction</td>
<td>9:30am-3:30pm</td>
<td>Thanington Resource Centre, Thanington Rd, Canterbury CT1 3XE</td>
<td>GV 15/030</td>
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<td>South</td>
<td>Term 3</td>
<td>Tues</td>
<td>13 Jan 2015</td>
<td>New Chairs’ Induction</td>
<td>7-9pm</td>
<td>Kent Invicta Chamber of Commerce, Waterbrook Avenue, Sevington, Ashford TN24 OLH</td>
<td>GV 15/056</td>
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<tr>
<td>South</td>
<td>Term 3</td>
<td>Thur</td>
<td>15 Jan 2015</td>
<td>The Governing Body Role in Safeguarding</td>
<td>7-9pm</td>
<td>Whitfield &amp; Aspen School, Smile Centre, Mayfield Rd, Dover CT16 3LJ</td>
<td>GV 14/075</td>
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<td>Term 3</td>
<td>Sat</td>
<td>17 Jan 2015</td>
<td>New Governors’ Induction</td>
<td>9:30am-3:30pm</td>
<td>Mercure Hythe Imperial, Princes Parade, Hythe CT21 6AE</td>
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<td>West</td>
<td>Term 3</td>
<td>Mon</td>
<td>19 Jan 2015</td>
<td>Good Governance towards Ofsted Inspection</td>
<td>7-9pm</td>
<td>Maplesden Noakes School, Buckland Rd, Maidstone ME16 0SF (Sat Nav Postcode)</td>
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<td>West</td>
<td>Term 3</td>
<td>Tues</td>
<td>20 Jan 2015</td>
<td>District Governor Briefing</td>
<td>7-9pm</td>
<td>Borough Green Primary School Approach, borough Green TN15 8JZ</td>
<td>GV 15/015</td>
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<td>East</td>
<td>Term 3</td>
<td>Wed</td>
<td>21 Jan 2015</td>
<td>District Governor Briefing</td>
<td>7-9pm</td>
<td>Bysing Wood Primary School, Lower Rd, Faversham ME13 8NU (TBC)</td>
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<td>Mon</td>
<td>26 Jan 2015</td>
<td>District Governor Briefing</td>
<td>7-9pm</td>
<td>Whitfield &amp; Aspen School, Smile Centre, Mayfield Rd, Dover CT16 3LJ</td>
<td>GV 15/018</td>
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<td>West</td>
<td>Term 3</td>
<td>Mon</td>
<td>26 Jan 2015</td>
<td>District Governor Briefing</td>
<td>7-9pm</td>
<td>Oakley School, Pembury Tunbridge Wells TN2 4NE</td>
<td>GV 15/017</td>
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<td>Term 3</td>
<td>Tues</td>
<td>27 Jan 2015</td>
<td>District Governor Briefing</td>
<td>7-9pm</td>
<td>Blean Primary School Whitstable Rd, Blean, Canterbury CT2 9ED</td>
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<td>South</td>
<td>Term 3</td>
<td>Wed</td>
<td>28 Jan 2015</td>
<td>District Governor Briefing</td>
<td>7-9pm</td>
<td>Pent Valley Leisure Centre (Bistro), Tile Kiln Ln, Folkestone CT19 4PB</td>
<td>GV 15/020</td>
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<td>West</td>
<td>Term 3</td>
<td>Wed</td>
<td>28 Jan 2015</td>
<td>Effective Governor Monitoring Visits to School</td>
<td>7-9pm</td>
<td>Oakley School, Pembury Tunbridge Wells TN2 4NE</td>
<td>GV 15/034</td>
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<td>West</td>
<td>Term 3</td>
<td>Wed</td>
<td>28 Jan 2015</td>
<td>District Governor Briefing</td>
<td>7-9pm</td>
<td>Maplesden Noakes School, Buckland Rd, Maidstone ME16 0SF (Sat Nav Postcode)</td>
<td>GV 15/021</td>
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<td>South</td>
<td>Term 3</td>
<td>Thurs</td>
<td>29 Jan 2015</td>
<td>District Governor Briefing</td>
<td>7-9pm</td>
<td>Great Chart Primary School, Hoxton Close, Ashford TN23 5LB</td>
<td>GV 15/022</td>
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<td>North</td>
<td>Term 3</td>
<td>Thurs</td>
<td>29 Jan 2015</td>
<td>District Governor Briefing</td>
<td>7-9pm</td>
<td>Dartford Technology College, Heath Ln, Dartford DA1 2LY</td>
<td>GV 15/023</td>
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<td>North</td>
<td>Term 3</td>
<td>Mon</td>
<td>02 Feb 2015</td>
<td>District Governor Briefing</td>
<td>7-9pm</td>
<td>Kemsing Primary School, West End, Kemsing TN15 6PU</td>
<td>GV 15/024</td>
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<td>East</td>
<td>Term 3</td>
<td>Mon</td>
<td>02 Feb 2015</td>
<td>Managing Parental Complaints</td>
<td>7-9pm</td>
<td>The Abbey School, London Rd, Faversham ME13 8RZ</td>
<td>GV 15/040</td>
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<td>East</td>
<td>Term 3</td>
<td>Wed</td>
<td>04 Feb 2015</td>
<td>District Governor Briefing</td>
<td>7-9pm</td>
<td>St Georges Foundation School, Westwood Rd, BR1stairs CT10 2LH</td>
<td>GV 15/025</td>
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<td>South</td>
<td>Term 3</td>
<td>Mon</td>
<td>09 Feb 2015</td>
<td>New Clerks’ Induction</td>
<td>9:30am-3pm</td>
<td>Kent Invicta Chamber of Commerce, Waterbrook Avenue, Sevington, Ashford TN24 OLH</td>
<td>GV 15/013</td>
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<td>South</td>
<td>Term 3</td>
<td>Wed</td>
<td>11 Feb 2015</td>
<td>Producing Professional Minutes</td>
<td>9:30am-3pm</td>
<td>Kent Invicta Chamber of Commerce, Waterbrook Avenue, Sevington, Ashford TN24 OLH</td>
<td>GV 15/060</td>
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<td>Region</td>
<td>Term</td>
<td>Date</td>
<td>Event Description</td>
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<td>West</td>
<td>Term 3 Wed</td>
<td>11 Feb 2015</td>
<td>New Chairs’ Induction</td>
<td>7-9pm</td>
<td>Oakwood House, Maidstone ME16 0JP (Sat Nav Postcode)</td>
<td>GV 15/057</td>
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<td>West</td>
<td>Term 3 Thurs</td>
<td>12 Feb 2015</td>
<td>New Governors’ Induction</td>
<td>9:30am-3:30pm</td>
<td>Oakwood House, Maidstone ME16 0JP (Sat Nav Postcode)</td>
<td>GV 15/031</td>
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<td><strong>Half Term 16th Feb 2015 - 20th Feb 2015</strong></td>
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<td>South</td>
<td>Term 4 Tues</td>
<td>24 Feb 2015</td>
<td>What Governors Must Know About School Data</td>
<td>7-9pm</td>
<td>Whitfield &amp; Aspen School, Smile Centre, Mayfield Rd, Dover CT16 3LJ</td>
<td>GV 15/054</td>
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<td>Central</td>
<td>Term 4 Wed</td>
<td>25 Feb 2015</td>
<td>Responsibility of the Governing Body in Reviewing Exclusions</td>
<td>7-9pm</td>
<td>Kent Invicta Chamber of Commerce, Waterbrook Avenue, Sevington, Ashford TN24 OLH</td>
<td>GV 15/043</td>
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<td>North</td>
<td>Term 4 Thurs</td>
<td>26 Feb 2015</td>
<td>The Governing Body Role in Early Years</td>
<td>7-9pm</td>
<td>Painters Ash Primary School, Northfleet DA11 8EL</td>
<td>GV 15/044</td>
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<tr>
<td>East</td>
<td>Term 4 Sat</td>
<td>28 Feb 2015</td>
<td>New Governors’ Induction</td>
<td>9:30am-3:30pm</td>
<td>Best Western Coniston Hotel, 70 London Rd, Sittingbourne ME10 1NT</td>
<td>GV 15/028</td>
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<tr>
<td>Central</td>
<td>Term 4 Mon</td>
<td>02 Mar 2015</td>
<td>What Governors Must Know About School Data</td>
<td>7-9pm</td>
<td>Oakwood House, Maidstone ME16 0JP (Sat Nav Postcode)</td>
<td>GV 15/014</td>
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<tr>
<td>North</td>
<td>Term 4 Mon</td>
<td>02 Mar 2015</td>
<td>Clerks’ Area Network Meeting</td>
<td>4-6pm</td>
<td>Istead Rise Primary School, Downs Rd, Istead Rise DA13 9HG</td>
<td>GV 15/006</td>
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<td>West</td>
<td>Term 4 Mon</td>
<td>02 Mar 2015</td>
<td>What Governors Must Know About School Data</td>
<td>7-9pm</td>
<td>The Village Hotel, Forstal Rd, Maidstone ME14 3AQ</td>
<td>GV 15/055</td>
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<td>West</td>
<td>Term 4 Tues</td>
<td>03 Mar 2015</td>
<td>The Governing Body Role in Safeguarding</td>
<td>7-9pm</td>
<td>Hugh Christie Technology College, White Cottage Rd, Tonbridge TN10 4PU</td>
<td>GV 15/045</td>
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<td>South</td>
<td>Term 4 Wed</td>
<td>04 Mar 2015</td>
<td>Clerks’ Area Network Meeting</td>
<td>4-6pm</td>
<td>Pent Valley Leisure Centre (Bistro), Tile Kiln Ln, Folkestone CT19 4PB</td>
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<td>Term 4 Wed</td>
<td>04 Mar 2015</td>
<td>New Governors’ Induction</td>
<td>9:30am-3:30pm</td>
<td>Holiday Inn Wrotham, London Rd, Wrotham Heath TN15 7RS</td>
<td>GV 15/032</td>
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<tr>
<td>East</td>
<td>Term 4 Mon</td>
<td>09 Mar 2015</td>
<td>New Chairs’ Induction</td>
<td>7-9pm</td>
<td>The Community College Whitstable, Bellevue Rd, Whitstable CTS 1PX</td>
<td>GV 15/058</td>
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<tr>
<td>North</td>
<td>Term 4 Mon</td>
<td>09 Mar 2015</td>
<td>What does Challenge and Impact look like</td>
<td>7-9pm</td>
<td>Sevenoaks Primary School, Bradbourne Rd, Sevenoaks TN13 3LB</td>
<td>GV 15/052</td>
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<td>Term 4 Tues</td>
<td>10 Mar 2015</td>
<td>Managing Parental Complaints</td>
<td>7-9pm</td>
<td>Oakley School, Pembury Tunbridge Wells TN2 4NE</td>
<td>GV 15/041</td>
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<td>Central</td>
<td>Term 4 Wed</td>
<td>11 Mar 2015</td>
<td>Clerks’ Conference</td>
<td>9:30-3 pm</td>
<td>Ashford International, Simone Weil Avenue, Ashford TN24 8UX</td>
<td>GV 15/012</td>
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<tr>
<td>South</td>
<td>Term 4 Wed</td>
<td>11 Mar 2015</td>
<td>Understanding the Governing Body Responsibility in SEN</td>
<td>7-9pm</td>
<td>Great Chart Primary School, Hoxton Close, Ashford TN23 5LB</td>
<td>GV 15/049</td>
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<td>East</td>
<td>Term 4 Thurs</td>
<td>12 Mar 2015</td>
<td>Narrowing the Gap in Pupil Outcomes</td>
<td>7-9pm</td>
<td>St Georges Foundation School, Westwood Rd, BRDstairs CT10 2LH</td>
<td>GV 15/042</td>
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<tr>
<td>North</td>
<td>Term 4 Mon</td>
<td>16 Mar 2015</td>
<td>The Role of Training &amp; Development Governor</td>
<td>7-9pm</td>
<td>Borough Green Primary School, School Approach, Borough Green, TN15 8IZ</td>
<td>GV 15/047</td>
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<td>East</td>
<td>Term 4 Tues</td>
<td>17 Mar 2015</td>
<td>Clerks’ Area Network Meeting</td>
<td>4-6pm</td>
<td>Hall Place (CCCU), A2050 Canterbury CT2 9AG</td>
<td>GV 15/008</td>
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<td>North</td>
<td>Term 4 Wed</td>
<td>18 Mar 2015</td>
<td>New Chairs’ Induction</td>
<td>7-9pm</td>
<td>The Craylands school, Craylands Lane, Swanscombe DA10 0LP</td>
<td>GV 15/059</td>
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<td>East</td>
<td>Term 4 Wed</td>
<td>18 Mar 2015</td>
<td>What does Challenge and Impact look like</td>
<td>7-9pm</td>
<td>St Georges Foundation School, Westwood Rd, BRDstairs CT10 2LH</td>
<td>GV 15/053</td>
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<td>South</td>
<td>Term 4 Wed</td>
<td>18 Mar 2015</td>
<td>New Governors’ Induction</td>
<td>9:30am-3:30pm</td>
<td>Holiday Inn, Ashford North, A20 Maidstone Rd, Ashford TN26 1AR</td>
<td>GV 15/033</td>
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<td>West</td>
<td>Term 4 Thurs</td>
<td>19 Mar 2015</td>
<td>Clerks’ Area Network Meeting</td>
<td>4-6pm</td>
<td>Brenchley and Matfield Primary School, Market Heath, Brenchley TN12 7NY</td>
<td>GV 15/009</td>
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<tr>
<td>North</td>
<td>Term 4 Mon</td>
<td>23 Mar 2015</td>
<td>Effective Governor Monitoring visits to School</td>
<td>7-9pm</td>
<td>Riverside Community Resource Trust, Gravesend DA12 1JY</td>
<td>GV 15/035</td>
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<td>East</td>
<td>Term 4 Tues</td>
<td>24 Mar 2015</td>
<td>Developing your Clerking Skills</td>
<td>5-7pm</td>
<td>The Community College Whitstable, Bellevue Rd, Whitstable, CTS 1PX</td>
<td>GV 15/011</td>
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<tr>
<td>South</td>
<td>Term 4 Thurs</td>
<td>26 Mar 2015</td>
<td>Clerk’s Role in Managing a Panel Hearing</td>
<td>12-3pm</td>
<td>Ramada Dover, Single Lady Lane, Dover CT16 3EL</td>
<td>GV 15/010</td>
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<td>West</td>
<td>Term 4 Sat</td>
<td>28 Mar 2015</td>
<td>New Governors’ Induction</td>
<td>9:30am-3:30pm</td>
<td>Hadlow Manor, Maidstone Rd, Hadlow TN11 0JH</td>
<td>GV 15/029</td>
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<td>West</td>
<td>Term 4 Tues</td>
<td>31 Mar 2015</td>
<td>Governing Bodies Responsibility in School Finance</td>
<td>7-9pm</td>
<td>Oakwood House, Maidstone ME16 0JP (Sat Nav Postcode)</td>
<td>GV 15/039</td>
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</table>

**For Governor**
YOUR FREE
Modern Governor

WHAT’S IN THE APP?
• a glossary of educational terminology listed in an alphabetised directory;
• the ability to search for a word or phrase;
• terms are cross-referenced throughout the glossary to other relevant entries;
• essential external internet links for further reading & reference.

All of the content is stored within the app, so it doesn’t need an internet connection to be used. However, to view the external internet links will require an internet connection.

HOW MUCH IS IT?
The app is free for both iOS and Android. Search for modern governor within the Apple App Store or Google Play Store to find and download the app for free. If you are using an iPad or iPad Mini then you should change your search to show results for apps which work on an iPhone – the app works well on an iPad and is simply scaled-up to fill the screen, which means you won’t have to squint in a governing body meeting.