

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

[Secondary school year 7 catch up fund Literacy and Numeracy strategies and how to use the premium](#)

The Department for Education (DfE) has updated its [guidance](#) on strategies schools can employ to spend the year 7 literacy and numeracy catch-up premium effectively. This includes interventions which have been trialled with low-attaining year 7 pupils, or which have been trialled and proved successful with younger or older pupils that may be applicable to low attaining year 7 pupils. The paper includes Definition of low-attainers; Literacy interventions; Numeracy interventions and Transfer and Transition from primary to secondary school with the six general principles to facilitate smooth transition which could help pupils to catch-up with their peers. Though the Guide above is for operational purposes it can be used by Boards to constructively ask whether the included strategies have been considered if existing strategies are not having impact. Alongside the strategies the DfE has released the amount of funding [each school](#) will receive and how it should be spent. *As a Board how are you monitoring the impact the Year 7 Catch up funding is having within your school? Are you receiving the data to be able to analyse and evidence the impact? Do you know how much funding you receive and is the spending impact explained on your website?*

[Destinations of KS4 and KS5 pupils: 2016](#)

The DfE has released [statistics](#) showing the percentage of students staying in education or going on to employment or training for at least 2 terms in the 2015 to 2016 academic year, after finishing study in the 2014 to 2015 academic year at key stage 4 (after year 11, usually aged 16) and key stage 5 (after A levels or other level 3 qualifications). It includes the percentage of students who do not sustain an education or employment destination during this year, and those with no activity captured. The data is broken down into; gender; ethnicity; disadvantaged status and free school meal eligibility; special educational needs and disabilities. As part of Ofsted's Inspection process, they check to see how pupils are prepared for the next stage of their education, training or employment and how their destinations compare with the national average, including for disadvantaged pupils. *Does your Board receive the destinations achieved for your KS4 and KS5 pupils? How do these compare to the pupils original planned career paths?*

[Early years foundation stage profile results: 2016 to 2017](#)

The DfE has published the Early Years Foundation Stage (EYFS) profile [results](#) for the 2016 to 2017 academic year, at national and local authority level. The results show an increase in the percentage of children achieving "a good level of development" and a decreasing gender gap that continues to see girls outperform boys overall, but with boys improving at a faster rate. Nationally, 70.7% of pupils met the department's definition of good level of development (GLD) whilst in Kent 74.3% of pupils met the GLD. *Do you know how your school performed against the national and local context? Are you continuing to use the GLD results as a baseline for measuring progress as the pupils move up through the school?*

[Pupil absence in schools in England: autumn 2016 and spring 2017](#)

This release provides information on the levels of overall, authorised and unauthorised absence collected in the school census including reasons for absence; persistent absence; pupil characteristics. Absence figures have remained broadly the same. Unauthorised absence rates have increased to 1.1% per cent in autumn/spring 2016/17, due to increased levels of unauthorised family holiday and other unauthorised absence. *How does this compare to your pupils' attendance? Do you ensure your attendance report is broken down into characteristic groupings? What is the impact of your attendance policy? Do you compare the attendance from the same point in the previous year to analyse trends?*

[PE and sport premium: funding allocations for 2017 to 2018](#)

The 'PE and sport premium allocations 2017 to 2018' [document](#) sets out how much funding primary schools will get and explains how the PE and sport premium is allocated and the terms and conditions schools must follow. They also have an accompanying [guide](#) on how to use the PE and sport premium. Ofsted assesses how primary schools use the primary PE and sport premium by measuring its impact on pupil outcomes, and how effectively governors hold school leaders to account for this. *How is your school spending the PE and sports premium? Does it meet the criteria for use? Is the spend having sustainable impact?*

[Analyse school performance \(ASP\) update](#)

ASP replaces RAISEonline and is now updated with phonics, KS1 and KS2 data. This is an external Ofsted interactive tool, requiring all governors to have Secure Access log on accounts to be able to access, analyse and use the filter tools to evaluate the anonymised results. Provisional KS4 data will be added to ASP at the end of November/first week in December. *Have you received from your Headteacher your Secure Access account information to access ASP? Is ASP on your next agenda with an analysis of the key headline data within it? Do your School Improvement priorities relate to your ASP data?*

[New KCC Model Pay Policy for Schools and Academies](#)

Schools Personnel Service (SPS) is pleased to announce the launch of its new [Pay Policy](#). This new Model Pay Policy is available for Schools to adapt/adopt for pay decisions for 2018 onwards. Any outstanding pay decisions for teachers and support staff effective from September 2017 should be made in accordance with the School's / Academy's current pay policy. An accompanying [guidance document](#) is also available detailing the range of financial models to manage teachers' pay progression and how these could be implemented. Pay decisions for September 2017 should be made in accordance with your School's / Academy's current pay policy. To keep up to date with the latest news from SPS [sign up](#) to their newsletters.

[Charging and Remissions policy](#)

We have received several enquiries regarding a model template for the website statutory required Charging and Remissions policy. Schools Financial Services would like to refer you to the [DfE Charging for school activities Departmental advice](#) for governing bodies, school leaders, school staff and local authorities from which a policy can be drafted.

[Building an Effective Board](#)

A reminder that maintained Governing Boards can reconstitute at any point during the academic year. How does your board match up to the Governance Handbook guidance which states '*all boards should be tightly focused and **no larger** than they need to be to have all the necessary skills to carry out their functions effectively, with everyone actively contributing relevant skills and experience*'. In general, the DfE believes that **smaller boards** are more likely to be cohesive and dynamic, and able to act more decisively. *Does your Board have the right number of people around the table to be effective? Is your governance model effective? Are you having too many meetings? Do all governors receive, as statutorily required, a copy of the Instrument of Government? Do you need help to evaluate the best model for you?* Contact your Area Governance Officer if you would like support in evaluating the right number of people and most effective governance model for your Board.

[Governor Training](#)

Due to the success of the large numbers of governors requesting to attend the Equality training course, we are planning to add another session which will be in the North Kent Area. More details to follow. We value your views and feedback both on the courses we are currently running for governors and those which you would like to see us run. If a course does not have 10 attendees booked it will be cancelled, hence the importance of having training as an agenda item with your Training and Development governor signposting the list of available training relevant to your Boards' skills needs (aided by downloading the whole catalogue of events on KentCPDonline by typing GV into the Event Code Box). *How are you developing yourself as a governor? How is the impact evidenced? Has your Training and Development governor attended or is booked on to attend the training specific to their role?*

[Governor Survey 2017](#)

We are pleased to announce that the recent Governor Survey 2017 results have been collated and can now also be viewed on CPD Online. Thank you to everyone who responded to the survey which will help us to develop the service going forward. We value your views, keep them coming to Suzanne Mayes at the email address below.

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