Agenda

Welcome and outline of the briefing
Jo Hinde - Area Governance Officer North Kent

Educational performance at district, regional and national level
Karen Claxton, Senior Improvement Adviser North Kent

Latest educational updates for district planning and provision
Ian Watts - Area Education Officer North Kent

Kent Governance Association (KGA)
Janice Brooke - KGA Chair

In The News - latest updates
Jo Hinde
Polite Reminders

- Housekeeping
- Paperless
- Have you signed the register?
- Note at least three actions that you will complete following this briefing
- Please complete the online evaluations
Secondary Schools’ Update

Celia Buxton
Principal Improvement Adviser for Secondary, Special & PRUs
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)

YEAR

PERCENTAGE

2015

2016

2017

Kent

Nat
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
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

YEAR

PERCENTAGE

2015

2016

2017

Kent

Nat
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
Educational performance at district, regional and national level

Karen Claxton
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 – Good Level of Development

<table>
<thead>
<tr>
<th></th>
<th>2015 GLD</th>
<th>2016 GLD</th>
<th>2017 GLD</th>
<th>2016 to 2017 Diff %</th>
<th>2015 to 2017 Diff %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent LA - All Schools</td>
<td>73.1</td>
<td>74.9</td>
<td>74.3</td>
<td>-0.6</td>
<td>+1.2</td>
</tr>
<tr>
<td>National</td>
<td>66.3</td>
<td>69.3</td>
<td>70.7</td>
<td>+1.4</td>
<td>+4.4</td>
</tr>
</tbody>
</table>

In 2017, outcomes at the end of the Early Years Foundation Stage dropped slightly (less than 1 percentage point) but continue to remain above the national average.
## EYFS – Area/District

<table>
<thead>
<tr>
<th>Area</th>
<th>% reaching a Good Level of Development (GLD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>70.7</td>
</tr>
<tr>
<td>Kent</td>
<td>74.3</td>
</tr>
<tr>
<td>North Kent</td>
<td>74.8</td>
</tr>
<tr>
<td>Dartford</td>
<td>74.6</td>
</tr>
<tr>
<td>Gravesham</td>
<td>72.1</td>
</tr>
<tr>
<td>Sevenoaks</td>
<td>77.8</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Area</th>
<th>2017 Year 1 Phonics %</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>81.2</td>
</tr>
<tr>
<td>Kent</td>
<td>82.1</td>
</tr>
<tr>
<td>North Kent</td>
<td>80.2</td>
</tr>
<tr>
<td>Dartford</td>
<td>79.5</td>
</tr>
<tr>
<td>Gravesham</td>
<td>79.1</td>
</tr>
<tr>
<td>Sevenoaks</td>
<td>81.9</td>
</tr>
</tbody>
</table>
Kent has also performed above the national average for every indicator at Key Stage 1.

<table>
<thead>
<tr>
<th>% reaching or exceeding the expected standard</th>
<th>English Reading</th>
<th>English Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>75.5</td>
<td>68.2</td>
<td>75.1</td>
</tr>
<tr>
<td>Kent</td>
<td>78.8</td>
<td>72.3</td>
<td>78.4</td>
</tr>
<tr>
<td>% reaching or exceeding the expected standard</td>
<td>English Reading</td>
<td>English Writing</td>
<td>Mathematics</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------</td>
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</tr>
<tr>
<td>National</td>
<td>75.5</td>
<td>68.2</td>
<td>75.1</td>
</tr>
<tr>
<td>Kent</td>
<td>78.8</td>
<td>72.3</td>
<td>78.4</td>
</tr>
<tr>
<td>North Kent</td>
<td>78.6</td>
<td>72.5</td>
<td>77.6</td>
</tr>
<tr>
<td>Dartford</td>
<td>78.8</td>
<td>73.0</td>
<td>76.1</td>
</tr>
<tr>
<td>Gravesham</td>
<td>75.1</td>
<td>69.4</td>
<td>77.0</td>
</tr>
<tr>
<td>Sevenoaks</td>
<td>81.8</td>
<td>75.1</td>
<td>79.7</td>
</tr>
</tbody>
</table>
Key Stage 2 Attainment

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

<table>
<thead>
<tr>
<th>% reaching or exceeding the expected standard</th>
<th>R, W, M combined</th>
<th>English Reading</th>
<th>English Writing</th>
<th>Grammar, Punctuation and Spelling</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>61</td>
<td>71</td>
<td>76</td>
<td>77</td>
<td>75</td>
</tr>
<tr>
<td>Kent</td>
<td>64</td>
<td>74</td>
<td>80</td>
<td>76</td>
<td>76</td>
</tr>
</tbody>
</table>
## Key Stage 2 Attainment

<table>
<thead>
<tr>
<th>% reaching or exceeding the expected standard</th>
<th>R, W, M comb</th>
<th>English Reading</th>
<th>English Writing</th>
<th>Mathematics</th>
<th>GPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>61.0</td>
<td>71.0</td>
<td>76.0</td>
<td>77.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Kent</td>
<td>64.4</td>
<td>74.2</td>
<td>80.4</td>
<td>75.7</td>
<td>76.0</td>
</tr>
<tr>
<td>North Kent</td>
<td>64.7</td>
<td>74.0</td>
<td>78.6</td>
<td>76.7</td>
<td>78.1</td>
</tr>
<tr>
<td>Dartford</td>
<td>64.3</td>
<td>74.1</td>
<td>77.7</td>
<td>77.5</td>
<td>78.8</td>
</tr>
<tr>
<td>Gravesham</td>
<td>57.9</td>
<td>66.6</td>
<td>74.7</td>
<td>71.2</td>
<td>72.3</td>
</tr>
<tr>
<td>Sevenoaks</td>
<td>71.9</td>
<td>81.2</td>
<td>83.4</td>
<td>81.4</td>
<td>83.1</td>
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</tbody>
</table>
## Disadvantaged Attainment Gaps – KS2

<table>
<thead>
<tr>
<th>% reaching or exceeding the expected standard - GAP</th>
<th>R, W, M comb</th>
<th>English Reading</th>
<th>English Writing</th>
<th>Grammar, Punctuation and Spelling</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National</strong></td>
<td></td>
<td></td>
<td></td>
<td>National data not yet available</td>
<td></td>
</tr>
<tr>
<td>Kent</td>
<td>22.3</td>
<td>18.6</td>
<td>16.9</td>
<td>19.0</td>
<td>18.4</td>
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<tr>
<td>North Kent</td>
<td>22.8</td>
<td>17.7</td>
<td>16.9</td>
<td>18.7</td>
<td>18.5</td>
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<tr>
<td>Dartford</td>
<td>23.4</td>
<td>17.3</td>
<td>17.9</td>
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<tr>
<td>Gravesham</td>
<td>22.4</td>
<td>18.3</td>
<td>18.9</td>
<td>18.4</td>
<td>17.3</td>
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<tr>
<td>Sevenoaks</td>
<td>20.1</td>
<td>14.5</td>
<td>11.8</td>
<td>15.4</td>
<td>16.7</td>
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</table>
## Kent vs Statistical Neighbours

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

## Notes
- The table compares Kent's performance with that of its statistical neighbours across various educational measures.
- High scores are indicated by bold text.
- National data represents the overall performance of the country.
## School Improvement Allocation

<table>
<thead>
<tr>
<th>Category</th>
<th>Visits + Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good + schools</td>
<td>2 visits + reports</td>
</tr>
<tr>
<td>RI or potential RI</td>
<td>3 visits + reports</td>
</tr>
<tr>
<td>SCC or potential SCC</td>
<td>8 visits + reports</td>
</tr>
<tr>
<td>Academies/Free Schools</td>
<td>No visits, offered to Trusts for purchase</td>
</tr>
</tbody>
</table>
Area Improvement Advisers

Senior Improvement Adviser
Karen Claxton

Improvement Advisers
Mel Clapton, Caroline Crofts, Matt Dickson, June Haddock, Anne Massey

Area Governance Officer
Jo Hinde

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
Dartford & Graveshams
Area Education Officer Update

Ian Watts
Area Education Officer
Demand for school places in Dartford & Gravesham is largely predicated on four factors:

- Birth rate - historically been higher than both the Kent and National
- Inward migration from London and abroad.
- Significant house-building
- Changes in circumstances - larger families in smaller dwellings

Birth rates are still high, although the trend has reduced since 2013

Forecasts for urban Dartford show current capacity is sufficient for Year R in respect of the indigenous population until 2019, when Dartford North shows a deficit

Possible requirement for places in other year groups in the short term

Forecasts for Gravesham show sufficient capacity across the district. Some rural areas show small individual deficits that can be managed
Context

• New schools required to come online from 2018 onwards to meet demand from new housing (Hope Community School September 2018)

• Other year groups are under pressure. Particular issues with years 1 and 3. Though Dartford is encountering pressures across all age groups due to the numbers of small housing developments coming on line so quickly.

• The growth in primary numbers in recent years is now significantly impacting on the secondary demand.
Housing

DARTFORD

• The Dartford Borough Core Strategy requires significant housing development (up to 17,300 new homes)

• Nearly 8,000 are anticipated to be completed between 2017-22

• These will be primarily focused on eight key sites, all of which will require new or additional education provision. These are: Eastern Quarry, Stone, Ebbsfleet Green, Ingress Park East, Ebbsfleet, Swanscombe Peninsula, Dartford Northern Gateway and Dartford Town
Housing

GRAVESHAM

• The Gravesham District Core Strategy required significant housing development (up to 6,100 new homes)

• Core Strategy focuses on six potential development zones. The first tier zone is the urban area of Gravesend and Northfleet.

• New development has not yet become a significant factor in increased demand in Gravesham but will do in the future as Springhead Park and the Northfleet Embankments proceed as the Gravesham strategy for providing new homes rolls out
## School Commissioning: Mainstream

### Dartford Primary:

<table>
<thead>
<tr>
<th>Planning Group</th>
<th><strong>Short Term</strong></th>
<th><strong>Medium term</strong></th>
<th><strong>Long Term</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>by 2018-19</td>
<td>by 2019-20</td>
<td>by 2020-21</td>
</tr>
<tr>
<td>Dartford North</td>
<td>30 Year R places in North Dartford</td>
<td>1FE on Dartford Northern Gateway.</td>
<td>second FE in Dartford Northern Gateway</td>
</tr>
<tr>
<td>Dartford East</td>
<td></td>
<td>1FE on St James Lane site</td>
<td>second FE on St James Lane site</td>
</tr>
</tbody>
</table>
| Swanscombe and Greenhithe |                | 1FE in Ebbsfleet Green | 1FE in Station Quarter North  
1FE in Cherry Orchard Academy  
1FE in Ebbsfleet Green  
2FE in Alkerden |
| Dartford Rural South      |                |                |               |
### School Commissioning: Mainstream

- **Gravesham Primary:**

<table>
<thead>
<tr>
<th>Planning Group</th>
<th><strong>Short Term</strong></th>
<th><strong>Medium term</strong></th>
<th><strong>Long Term</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>by 2018-19</td>
<td>by 2019-20</td>
<td>by 2020-21</td>
</tr>
<tr>
<td>Gravesend Southwest</td>
<td></td>
<td></td>
<td>2021-22 to 2024-25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1FE in Gravesend South West</td>
</tr>
<tr>
<td>Northfleet</td>
<td>1FE in Springhead Park</td>
<td></td>
<td>1FE in Springhead Park</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1FE on Northfleet Embankment West</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.5FE on Northfleet Embankment East</td>
</tr>
</tbody>
</table>
School Commissioning: Mainstream

- **Dartford Secondary:**

<table>
<thead>
<tr>
<th><strong>Short Term</strong></th>
<th><strong>Medium term</strong></th>
<th><strong>Long Term</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>by 2018-19</td>
<td>by 2019-20</td>
<td>2021-22 to 2024-25</td>
</tr>
<tr>
<td></td>
<td>4FE Stone Lodge</td>
<td>4FE in Alkerden, Ebbsfleet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2FE at Stone Lodge</td>
</tr>
</tbody>
</table>

- **Previously Commissioned:**
  - **September 2016:**
    - 2FE Wilmington Academy
    - 1FE Wilmington Grammar Girls
    - 20 Places Dartford Grammar Girls
  - **September 2017:**
    - 4FE Leigh UTC
School Commissioning: Mainstream

- Gravesham Secondary:

<table>
<thead>
<tr>
<th>Short Term</th>
<th>Medium term</th>
<th>Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>by 2018-19</td>
<td>by 2019-20</td>
<td>by 2020-21</td>
</tr>
<tr>
<td>4FE in Gravesend/Northfleet urban</td>
<td>1FE in Gravesend/Northfleet urban</td>
<td>1FE in Gravesend/Northfleet urban</td>
</tr>
</tbody>
</table>

- Other Schools have agreed to admit over PAN and there have been temporary expansions that now need to be formalised and made permanent

- Working with a number of local schools to ensure capacity is increased in line with forecasts
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
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

<table>
<thead>
<tr>
<th>School</th>
<th>Pupil Numbers</th>
<th>High Needs Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>109</td>
<td>8</td>
<td>7.3%</td>
</tr>
<tr>
<td>School B</td>
<td>102</td>
<td>2</td>
<td>2.0%</td>
</tr>
<tr>
<td>School C</td>
<td>141</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Small schools with high levels of Notional SEN

<table>
<thead>
<tr>
<th>School</th>
<th>Pupil Numbers</th>
<th>High Needs Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>148</td>
<td>9</td>
<td>6.1%</td>
</tr>
<tr>
<td>School B</td>
<td>119</td>
<td>3</td>
<td>2.5%</td>
</tr>
<tr>
<td>School C</td>
<td>198</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
## High Needs Funding - Primary School examples

### Large schools with low levels of Notional SEN

<table>
<thead>
<tr>
<th>School</th>
<th>Pupil Numbers</th>
<th>High Needs Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>459</td>
<td>25</td>
<td>5.4%</td>
</tr>
<tr>
<td>School B</td>
<td>454</td>
<td>11</td>
<td>2.4%</td>
</tr>
<tr>
<td>School C</td>
<td>482</td>
<td>3</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

### Large schools with high levels of Notional SEN

<table>
<thead>
<tr>
<th>School</th>
<th>Pupil Numbers</th>
<th>High Needs Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>422</td>
<td>27</td>
<td>6.4%</td>
</tr>
<tr>
<td>School B</td>
<td>405</td>
<td>7</td>
<td>1.7%</td>
</tr>
<tr>
<td>School C</td>
<td>415</td>
<td>2</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
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
Introducing…

The Education People

KCC’s New Education Services Company
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
  – Skills and Employability
  – Schools Financial Services
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.
Q & A

- Questions?
Kent Governance Association
(KGA)

Janice Brooke
Keith Blakemore
KGA
Kent Governance Association

Dartford & Gravesham Representatives
Keith Blakemore
Janice Brooke (Chair)
janicebrooked28@btinternet.com

Sevenoaks Representatives
2 Vacancies – please get in touch!

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

Jo Hinde
Area Governance Officer
Governance Updates agenda

- Department for Education Updates
- Ofsted Updates
- KCC Updates
- Governor Services Core Training
- Governor Services SLA – Bespoke Offering
- Upcoming training
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
• Constitution of governing bodies of maintained schools – 1st Sept
• Exclusion from maintained schools, academies and pupil referral units in England effective from 1st Sept
DfE Updates

• Compare performance

• Make sure this link is on your website:
  https://www.gov.uk/school-performance-tables

• Interpretation guidance
Ofsted Updates

• School inspection update newsletter Sept 17

• Changes to Inspection Framework from term 2

• Ofsted consultation
NGA Updates
The NGA has released the following resources

- 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 to expect of each other
- The future of school governance
- Clerking- a professional role

https://www.nga.org.uk/Membership/Membership-types.aspx
KCC Updates

• KCC Model Safeguarding Policy updated Sept 17
  • http://www.kelsi.org.uk/child-protection-and-safeguarding - home page for KCC safeguarding

• KCC Safeguarding newsletter

• KCC Model Complaints Policy updated Sept 17
  • http://www.kelsi.org.uk/school-management/complaints

• GDPR- are you ready?

• Patrick Leeson’s bulletins
Governor Services Updates

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

Model policies/terms of reference

• Model code of conduct
• Circle Model Terms of Reference
• Monitoring policies for circle model
• Monitoring policy for committee based model

Remember to consider

• Finance governor succession planning
• Clerks CPD Performance Management
• SGOSS recruitment drive Kent & Medway
Governor Services - Training Calendar

• **The Role of Training & Development Governor**
  Wednesday 1 November 2017 - 19:00 - 21:00
  The Brent School, Dartford DA2 6BA
  Event Code: GV 17/196

• **The Governing Body Role in Safeguarding**
  Wednesday 29 November 2017 - 19:00 - 21:00
  Eastgate, Gravesend DA11 8AD
  Event Code: GV 17/197

• **New Governors' Induction**
  Saturday 2 December 2017 - 09:30 - 15:30
  Mercure- Dartford Brands Hatch Hotel, DA3 8PE
  Event Code: GV 17/198
Governor Services SLA & SI SLA


- MAM Review – Membership/Agenda/Minutes Review
- Board observations
- Projects and activities
- Reviews of Governance

**Bespoke training courses including**

- Self Evaluation for Good Governance (SE4GG)
- Effective monitoring visits
- Ofsted preparation (1 hour and 2 hour sessions)
- Challenge & Impact
- Packtypes - Getting the best from your team (1 hour session)
- Understanding Effective Governance (3 hour session) (Knowing the Governance Handbook & Competency Framework)
Governors' Conference

‘Governance - Adapting for the Future’

Thursday 19 October 2017

Ashford International Hotel - 9.15 – 13.30

Graham Willetts – Education Services Company
Mark Cole – HMI Ofsted – Outstanding governance
Lee Milller – Adaption governance models
Ali Body – CCCU- Bridging the ever decreasing funding gap with creative fundraising
Linda Pickles – Strategic Vision & Values

Have you booked your place?
Course Evaluation – Don’t forget!

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

We value and act on your comments.

Thank you.
Thank you for attending

Monday 29 January 2018 - 19:00 - 21:00
The Brent Primary School
London Road, Stone, Dartford, Kent DA2 6BA

Jo Hinde
Area Governance Officer – North Kent
jo.hinde@kent.gov.uk