

KGA Assembly

Monday 11th March 2019

- 6.30pm** **Arrival (Coffee, Tea & biscuits)**
- 7pm** **Mrs Janice Brooke – Chair of the KGA**
Welcome & Chair's Update
- 7.10 pm** **Brexit – The County Perspective**
Ian Watts – Area Education Officer
- 7.40 pm** **Inspection Regime**
Linda Pickles, Principal Adviser for
Primary School Improvement
- 8.10 pm** **Governors workshop led by David Hill**
Succession Planning and recruitment
Chair & Headteacher collaboration
Parent engagement
Using Inspiring Governance
(supported by Mike Roy from Inspiring
Governance)
- 8.45 pm** **Governor Questions**
- 9.00 pm** **Close of meeting**

Brexit Preparedness

Ian Watts
Area Education Officer – North Kent

Brexit Preparedness

Context

As it stands, the government has agreed that the UK will leave the EU on 29 March 2019

Transition period for 20 months. Things largely continue as they are.

BUT transition deal conditions will be subject to EU and UK agreement of a final deal.

If there is no agreement on a final deal, then the implication is that the UK/EU trade relationship will adopt WTO rules after 29 March 2019.

Although, there will be last minute fixes put in place to alleviate the worst of any problems, the likelihood is that there will be significant challenges to the Country, and Kent in particular.

It is anticipated that should 29th March pass without a deal or with a limited deal, the disruption to the County could be significant.

Brexit Preparedness

Possible Effects

- Increase in border checks at the Channel ports and Eurotunnel possibly resulting in a slowdown of operations and build-up of freight transport around the ports and surrounding areas, and along the M2, M20, A20 and Manston (the several phases of Operation Brock).
- The effect of this freight build up on the surrounding road network.
 - Staff, parent and pupil/student travel challenges
 - School & settings, closure or part closures due to staff unable to get into school
 - Increased use of public transport beyond current capacity
 - Possible disruption for local communities and businesses
 - Possible disruption to school and special school pupil/student transport
 - Possible disruption to out of school and extra-curricular activity
- Logistical delays causing possible supply-chain disruption, resulting in challenges in maintaining service delivery including food, fuel, medicines and essential contractors.
- Potential for increased numbers of migrants arriving in Kent as a consequence of the increased opportunity afforded by congestion on Continent, including unaccompanied asylum-seeking children.

Brexit Preparedness

KCC Planning

- Different areas of Kent will no doubt experience different levels of disruption. It will be for schools to understand the specific issues affecting their area and assess what action need to be taken to maintain provision.
- Two guidance documents have been issued to schools over the last 3 months to assist them in planning actions should there be significant disruption affecting the area.
- In addition, all Special schools have been written to, advising them to undertake risk assessments for their most vulnerable pupils, for whom an extended journey to or from school may have implications on their health/wellbeing.
- Advice continues to be that schools should plan for a worse case scenario based on the information provided. Obviously it is hoped the reality is that the situation is not as bad as that anticipated.

Brexit Preparedness

School Action Now - Key Considerations

- Business Continuity
 - Review your BCP in line with the potential challenges
- School Management
 - Ensure that all internal communications are clear, relevant and timely
 - Consider waste management issues, on the basis of waste collection challenges
 - Liaise with contractors on their Business Continuity arrangements, especially food, travel, fuel and utilities
 - Specialist contractors / site security
 - Possible air quality issues and the need for additional security as a consequence of congested/parked traffic nearby
 - Road safety / school travel plans / on-site safeguarding
- Staffing
 - Check which staff might be affected. Mitigation? Alternative transport arrangements, i.e. walking, cycling, train, bus, car share?
 - Consider rescheduling meetings and other planned events
 - Remind schools to read the Emergency Planning for Kent Schools Guidance
 - Continuous SLT / staff meeting standing item
 - Contractual arrangements / sharing of staff

Brexit Preparedness

School Action Now .2

- Students/Pupils
 - Pupil/Student attendance – How will absences be managed?
 - Examinations – be mindful of possible disruption through pupils/staff absence, even delivery of examination materials
 - Off-site activities – Pre booked trips / residentials, travel to other events, e.g. sports matches
 - Home to school transport – liaison with providers or possibly public transport (Particularly Special Schools)
 - Liaise with EHPS/Social Workers DSL awareness – absences may affect ability to manage specific cases
 - Liaise with health services re: medication availability and staff logistics
 - Communication with parents – What can they do to support schools?
 - Closure management - Including part closure alternatives ,‘child care’?
 - Staff : pupil/student ratios & risk assessments – e.g. for partial school opening
 - Consider reviewing your Code of Conduct/staff practice when during an emergency
 - Late collection arrangements / policies to be reviewed/introduced
 - Consider affect on vulnerable or disabled students/pupils

Brexit Preparedness

What is KCC Doing

- All KCC Directorates are represented on a Kent Resilience Forum group to ensure multiple agencies are aware of each services' actions and to ensure there is liaison between teams or services with known interdependencies
- Within CYPE (and the other KCC Directorates) all services have ensured their Risk Registers and BCP's are up to date and robust to ensure key Council Services can still function effectively through periods of disruption
- Issuing guidance where appropriate to service and education providers (where appropriate including those in the supply chain) to assist those partners in their planning for the UK exiting the EU
- Liaison with external agencies such as the DfE to gain further guidance from central government

Brexit Preparedness

Group Discussion

- Do you feel there are any other considerations that should be made in respect of School Management, Staffing and Students/Pupils?
- Is there further support you are looking for from KCC that has not yet been provided?

Ofsted - Education Inspection Framework 2019 What do we know so far?

Linda Pickles
Principal Adviser, Primary

Ofsted update

Open consultation

Education inspection framework 2019: inspecting the substance of education

Published 16 January 2019

From: [Ofsted](#)

Applies to: **England**

Summary

Ofsted seeks your views on our proposals for changes to the education inspection framework from September 2019.

This consultation closes at
11:45pm on 5 April 2019

Consultation - draft EIF “not the finished articles”



The education inspection framework

PDF, 621KB, 16 pages

- sets out the principles that apply to inspection and the main judgements that inspectors make
- the draft framework is accompanied by remit specific handbooks for:
 - early years
 - maintained schools and academies
 - non-association independent schools
 - further education and skills

[Press Release](#)

[Consultation document, online survey and draft handbooks](#)

Gradings scale for inspections

No change is proposed to the existing four-point grading scale to make the principal judgements:

- grade 1 - outstanding
- grade 2 - good
- grade 3 - requires improvement
- grade 4 - inadequate

The outstanding grade

- Ofsted have said that they will **retain** the **outstanding grade** in the new framework, reflecting parents' wishes.
- Currently the **law** states that colleges judged as **outstanding are exempt from routine inspection**. For consistency and fairness, Ofsted have applied this to most of the different types of providers.
- To ensure public confidence in the grading, Ofsted would like to see the **removal of the outstanding exemption in law**.
- This will be subject to agreement with the **Department for Education** on funding and the **will of parliament**.

Ofsted - Change

- **Accountability** is important, but the current system can divert education providers from the **real substance of education**.
- An industry has arisen around data: what students learn is too often coming second to the delivery of **performance measures**.
- The data focus can lead to **unnecessary workload** for teachers, diverting them from the reason they chose to enter the profession.

“It is therefore time for Ofsted to stop making separate judgements about learners’ outcomes. Any conversation about learners’ **outcomes** should be part of a larger conversation about **the quality of education** they receive.”

Proposed key judgements

Inspectors will make graded judgements on the following areas using the four-point scale when considering a provider's overall effectiveness.

- **quality of education**

(intent, implementation and impact of the curriculum)

- **behaviour and attitudes**

(behaviour, conduct, attitudes to learning and attendance)

- **personal development**

(character development, including resilience, independence, life in modern Britain, active citizens)

- **leadership and management**

(ambitious vision for high-quality, inclusive education, focus on improving staff's subject and pedagogical knowledge, governance, safeguarding)

How might each area be judged?

Quality of education

Intent

Curriculum design, coverage and appropriateness

Implementation: **Curriculum** delivery, Teaching (pedagogy), Assessment

Impact on Attainment (qualifications & assessments), Progress, **Knowledge and skill development**, Destinations

Personal development

- Enrichment, Health and well-being
- Citizenship, Careers guidance Preparation for next steps
- Equality & diversity

Leadership and management

- Vision & ethos, Safeguarding
- Staff development, Staff workload and wellbeing
- Student experience, Governance / oversight

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Employability
- Respect
- Attendance & punctuality

Curriculum – a central thread

Ofsted define the curriculum as:

- a **framework** for setting out **the aims** of a programme of education, including the **knowledge** and understanding to be gained at each stage (**intent, what it looks like for your school and why?**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (implementation),
and
- for **evaluating** what **knowledge and skills** learners have gained against expectations (**impact/achievement**).

Safeguarding to remain a key priority

- **Identify:** is your school identifying the right learners (disadvantaged, SEND, HAP, PA) and how do you do that?
- **Support:** what action do you take, how quickly, and how effectively do you work with outside agencies?
- **Manage:** Do you meet your statutory responsibilities including any response to allegations about staff ? LADO/ advice/ staff training, governor training, new staff induction/school website compliance

Safeguarding will remain a limiting judgement

What's proposed for the approach to inspection?

- Outstanding schools remain exempt from inspection under section 5 and can only be inspected under section 8.
- Section 5 and 8 inspections – **Ofsted will contact the school before 10am the day before the inspection. Inspectors will arrive on site at 12:30pm for on-site preparation.**
- Good schools will receive a **two-day** section 8 inspection approximately every four years. Some good schools will continue to be subject to a section 5 inspection, selected through Ofsted's risk assessment.

Consultation proposals

Proposal 1 Introduction of a new ‘quality of education’ judgement built around Ofsted’s working definition of the curriculum (intent, implementation, impact)

Proposal 2 Judge ‘personal development’ separately from ‘behaviour and attitudes’

Proposal 3 EIF is appropriate for the range of early years settings, putting more emphasis on the curriculum, quality of education and care.

Proposal 4 Increasing section 8 inspections to two days

Proposal 5 On-site inspector preparation for all section 5 and section 8 inspections

Consultation proposals

Proposal 6 Commitment by Ofsted to not create unnecessary work for teachers and the proposal that inspectors will not use internal performance data for current pupils as evidence during an inspection

Proposal 7 and 8 (relate to non-association independent schools)

Proposal 9 (further education and skills sector) Reduction in the types of provision that are graded and reported on

Proposal 10 Changes to the way short inspections of good further education and skills providers are carried out

Proposal 11 Extension of the timescale for 'requires improvement' from 12 – 24 months to 12 – 30 months after the last inspection.

DfE consultation (parallel with Ofsted consultation)

Open consultation

Identifying schools for support

Published 28 January 2019

Last updated 5 March 2019 — [see all updates](#)

From: **Department for Education**

Summary

We are seeking views on how we identify which schools should be eligible for an offer of support to help improve educational performance.

This consultation is being held on [another website](#).

This consultation closes at
midday on 25 March 2019

Consultation description

- This consultation seeks views on proposals for a clearer, simpler approach to identifying schools that may benefit from an offer of support to help improve a school's educational performance.
- The proposal is that all schools judged as 'Requires improvement' by Ofsted will be eligible for support, and that schools with 2 consecutive 'Requires improvement' judgements will be eligible for more intensive support.
- To simplify accountability we are also proposing to remove floor and coasting data standards.

Any questions?



PLEASE SHARE YOUR KNOWLEDGE AND EXPERIENCE

Write down on a Post-It your experiences, thoughts or best practice on any of the following (15 min).
One post-it for each answer - legible please - with your email address on the back

1. How a chair and headteacher are working well together
2. How your governing body is making a greater impact on your school
3. How to improve the relationship between the school and parents
4. How to attract and retain Governors
5. How to improve the value of the Assembly meetings
6. How the Education People could improve their support for governors
7. Any other thoughts or ideas you would like to share.

After 15 minutes stick your post-its on the appropriate Flipchart sheet

Then tour the flip charts, read the Post-its and tick what you feel are the top two ideas on each subject.