

Welcome to the January Monthly Bulletin. Our bulletin has been produced with the aim of keeping governors, clerks and school leaders 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 board meetings.

[DfE Careers Strategy](#)

The Government has released its [Careers strategy: making the most of everyone's skills and talents](#). This is essential reading for Secondary Schools who need to ensure they are using the Gatsby Benchmarks to improve careers provision, as set out in new statutory guidance and giving providers of technical education and apprenticeships the opportunity to talk to all pupils. *How is your Board ensuring you meet the latest requirements? What impact will this have on career destinations?*

[DfE Consultation on the Green paper proposals for mental health provision for children and young people](#)

The DfE has released a [green paper](#) on proposals to improve mental health support provision with a focus on earlier intervention and prevention particularly in or linked to schools. The proposals include every school being encouraged to appoint a designated lead for mental health. The [consultation](#) on the proposals closes on March 2nd 2018. *Has your Board read the proposals and considered the implications for your school?*

[DfE School Performance Measures guidance and National Statistics releases](#)

The DfE has released a series of guidance documents to help you analyse the reported data. These include: [Primary School Accountability](#); [Secondary Accountability Measures](#); [16-18 Accountability Headline Measures](#). These documents will help you use the [school and college performance tables](#) and the analyse school performance service. Alongside, the following statistics for the year 16-17 have been released: [GCSE and equivalent results: 2016 to 2017](#); [Phonics screening check and KS1 assessments](#); [Revised National curriculum assessments: KS2](#); [Primary school performance tables: 2017](#). The KS4 2017 provisional data and Destinations data for 2015/16 has been released on Analyse School Performance. *Do ALL governors understand the performance of the school in relation to the national and local educational context? Is the information used to ensure the strategic priorities of the school are accurate? Do ALL Secondary governors have their ASP log ons?*

[DfE Guidance: Recruiting a Headteacher](#)

This new [guide](#), written in partnership with the NGA, helps governors and trustees make effective decisions when recruiting and selecting headteachers and other school leaders. It highlights the importance of professional recruitment practice in recruiting and selecting headteachers by identifying good practice; emphasising the need for fairness and transparency and signposts to all related guidance. It should be read alongside the [NGA Headteacher recruitment toolkit](#) comprising of practical checklists and templates for Boards to use to support the recruitment process, including shortlisting templates and suggested interview questions. *Is your recruitment policy up to date? Do you have governors who are safer recruitment trained? Does your Board contain the skills required for recruitment as outlined within the Competency Framework for Governance? For maintained schools, have you informed KCC of the vacancy to ensure statutory support during the recruitment journey? This guidance is essential reading for Boards.*

[DfE plan for improving social mobility through education](#)

The purpose is to help create a country where there is social mobility and equality of opportunity by providing excellent education, training and care, and to help everyone reach their potential, regardless of background. The [policy paper](#) focuses on: Closing the word gap; Closing the attainment gap; Real choice at post-16; Rewarding careers for all; No community left behind. *Is your Board addressing the issues? Is your equality policy fit for purpose?*

[DfE Advice on Sexual violence and sexual harassment between children in schools and colleges](#)

This [advice](#) is for Governing Boards and leaders of maintained schools. It covers what sexual violence and harassment looks like; schools' legal responsibilities; a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment. *Has the Safeguarding Governor read the document and asked the Designated Safeguarding lead which approaches are used within the school? Is your Board fulfilling its safeguarding responsibilities as outlined within the document?*

[DfE Keeping Children safe in Education consultation.](#)

The [consultation](#) seeks views on revisions to KCSIE on a wide variety of proposed changes. The aim is to help schools and colleges to better understand what they are required to do by law and what we strongly advise they should do in order to safeguard and promote the welfare of children. The consultation ends on 22nd February 2018 with the [proposed revisions](#) coming into effect in September 2018. *Have you replied to the consultation? Will the safeguarding governor and Designated Safeguarding lead discuss the proposed revisions? Does your Board keep itself up to date using the Safeguarding information on [Kelsi](#)*

[Ofsted updates, changes to short inspections from January 2018](#)

Following the consultation on short section 8 inspections, inspectors will continue to convert short inspections, usually within 48 hours, if they have serious concerns about safeguarding or behaviour, or if they think the quality of education has declined to inadequate. When there are no significant issues with safeguarding or behaviour, but inspectors identify potential concerns about either the quality of education or leadership and management, the inspection will not

convert. Instead, Ofsted will publish a letter setting out the school's strengths and areas for improvement. A section 5 inspection will then take place later, typically within 1 to 2 years. This will give the school time to address any weaknesses. The letter will be clear that the school's current overall effectiveness judgement has not changed. When inspectors have reason to believe that a school may be improving towards an outstanding judgement, Ofsted will publish a letter confirming that the school is still good and setting out its strengths and priorities for further improvement. A section 5 inspection will then take place within 1 to 2 years, giving the school time to consolidate its strong practice. For Schools which remain good at their short inspection, Ofsted will return to carry out another short inspection after approximately 3 years. The [School Inspection Handbook](#) and [Handbook for short, monitoring and unannounced behaviour school inspections](#) have been updated to reflect the changes. *As part of the Boards risk management are you aware of your schools' current position? Does it agree with the School SEF? If your school is in the Ofsted window is your Board prepared? Have governors attended Ofsted preparation training?*

[Ofsted Further Education and Skills handbook update](#)

For Schools with sixth Forms, this handbook has been updated to take into account section 41 of the Technical and Further Education Act 2017 which comes into effect from 2 January 2018. This requires Ofsted to comment on careers guidance in inspection reports under the heading of the effectiveness of leadership and management. *How is your Board ensuring leaders, managers are providing impartial careers guidance that enables learners to make informed decisions about their next steps?*

[Ofsted Annual Report 2016/17](#)

The [report](#) set out the key themes that have arisen from inspections over the year. Key findings included: the majority of schools are performing well; there is a subsection of schools which have been persistently judged less than 'good'; schools in deprived areas are more likely to be judged 'requires improvement'; weak governance was a common feature of secondary schools which have persistently underperformed; too many schools are sacrificing breadth of curriculum in order to prepare pupils for statutory assessments in both primary and secondary phases; Common problems with respect to governance in multi-academy trusts (MATs) which have had focused inspections were lack of clear schemes of delegation, over-dependence on school leaders, a lack of understanding of data, and unclear strategies for use of pupil premium funding. *How would you benchmark your school against the annual report? There is a clear focus on the breadth of the curriculum, how are you measuring the breadth within your school? Are Boards using the competency framework to ensure they have the right people and skills required around the table?*

[NGA updates](#)

These include the Autumn termly bulletin; NGA makes a pledge to help encourage flexible working; Ofqual publish information on 2017 exam administration; Parental engagement survey finds benefits are strong but understanding is poor; Levels of executive pay; Keys to improving retention? Guidance documents on exclusions; getting to know your school and Charity governance code. To read these and more your Board will need to be a member of the NGA. [Sign up](#) today to receive the weekly newsletter and access valuable resources and guidance.

[District Governor Briefings](#)

The spring round of district governor briefings will be taking place over the next few weeks. Topics include Finance and Child Sexual Exploitation as well as the latest updates including on curriculum. To ensure your Board is performing effective robust governance against the latest legislation your training and development governor should be signposting at least one governor to attend the briefings and cascade the information. Book via [CPDonline](#). *Who is attending from your Board?*

[Chairs Conference](#) This will be held on the 28th March 2018 from 09:00-13:00 at the Ashford International Hotel.

Further details to come later. *Is the date in your diary?*

[Clerks Conference](#) 7th March 2018 from 09:00- 13:00 at the Ashford International Hotel and has a focus on 'Taking Accurate Notes'. For Clerks whose Schools subscribe to the SLA the conference is free. The charge for non SLA subscribers is £150.00. *Are Boards signposting the course to their clerks and enabling CPD?*

[Updated documents on Kelsi](#). Both the Parent Governor Election and Staff Governor Election guidance has been updated as has the Governor Appointment and Legal Declaration form. All can be accessed [here](#).

[Bespoke Governance courses](#). We run a variety of bespoke training courses for Boards 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) as well as Minute Reviews; Board observations; Projects and activities and Reviews of Governance. Bespoke training enables collectively understanding. For more information ask your Area Governance Officer below. *Which course benefits your Boards current needs?*

Suzanne Mayes – Governor Services Manager: Suzanne.Mayes@kent.gov.uk

North Kent (Dartford, Gravesham, Sevenoaks): **Jo Hinde** jo.hinde@kent.gov.uk

South Kent (Ashford, Dover, Shepway): **Tina Gimber** tina.gimber@kent.gov.uk

East Kent (Canterbury, Swale, Thanet): **Lorraine Monkhouse** lorraine.monkhouse@kent.gov.uk

West Kent (Maidstone, Tonbridge and Malling, Tunbridge Wells): **Julia Durcan** julia.durcan@kent.gov.uk