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ISSUE

the Governor

A MAGAZINE FOR KENT SCHOOL GOVERNORS



Kent
County
Council
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In partnership with
**THE EDUCATION
PEOPLE**

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Editor's Message

Suzanne Mayes, Governor Services Manager

Welcome to the Spring edition of The Governor Magazine.

At the time of writing this we are in the process of getting ready for both our Clerks Conference and our Chairs Conference. We hope that if you joined us at these events you enjoyed them and found many ways of achieving impact from your attendance.

I'm delighted that so many Governing Boards are finding GovernorHub the amazingly useful resource it is and you will see further into this publication a really interesting article by one of our clerks, Farida, who finds it so helpful in her role.

You may well have heard via either the District Governor Briefings or our Monthly Bulletin that the DfE have extended the funding for another year to resource the National Governance Association Leading Governance programmes for Chairs and Clerks and I am happy to confirm that we are to continue our partnership working with the NGA to deliver these. If you require any further information please do not hesitate to contact us at **governorservices@theeducationpeople.org**.

If you are a secondary school or MAT please can we ask for your support; we are looking to develop a Secondary/MATservice level agreement to support boards and governors in their training needs and would welcome you telling us what would work best for your individual boards; our vision is to support all schools in Kent and Medway regardless of type and tailor what we can offer to your needs. Please contact me directly; **Suzanne.mayes@theeducationpeople.org**.

Thank you for all you do in ensuring our young people in Kent and Medway are able to access the very best education and a variety of fulfilling life chances. My team and I wish you all the best for the rest of this academic year.

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, Room G83 Sessions House, County Hall, County Road, Maidstone, Kent, ME14 1XQ or email

governorservices@theeducationpeople.org

Contents	AUTHOR	PAGE
Editor's message	<i>Suzanne Mayes</i>	2
The Education People Update	<i>James Roberts</i>	3
GovernorHub	<i>Farida Mukadam</i>	4
Ofsted inspection	<i>Louise Burgess</i>	6
The Education Endowment Foundation	<i>Michelle Stanley</i>	7
To Federation or not to Federate?	<i>Ana Rowley</i>	8
Enhancing Family Involvement in Children's Learning		10
Changes to Schools Financial Value Standard	<i>Steve Walter</i>	11
Health and Safety Statutory Compliance guide for Community and Voluntary Controlled schools	<i>Tony Carty</i>	12
Career-related learning in primary schools	<i>Emma Jenkins,</i>	14
"An Unequal Playing Field"		15
The Education People: Support for Out of School Childcare	<i>Alex Gamby</i>	16
Governor and Clerk Training Programme		18

James Roberts, Chief Executive Officer

A very belated happy new year and I hope that you are looking forward to 2020 as much as we are at The Education People. It has been a very busy academic year already with a new Ofsted framework for schools and Early Years settings to wrestle with and another very successful and warmly received Education People Show! More on these below, but

outcomes that often occurs when the framework changes. The conference, workshops and 'guided conversations' that The Education People have provided to schools around the new framework have been very positively received, and if you have not yet benefitted from one of our 'conversations' and you are concerned that your school is in the inspection



first a quick reminder of The Education People membership programme, which you are hopefully becoming familiar with. Those of you who are Enhanced or Elite members will not only receive the early access to products, offers and training that all our members receive, but you are also able to buy credit bundles that enable your school to purchase from across our range of products and services at discounted rates. The credit bundles also enable you to spread the cost of payment on a monthly basis, which our members accessing this initiative have found extremely useful at a time when school-budgeting has become ever more difficult! If you would like more information on how to access credit bundles then please contact our team on membership@theeducationpeople.org.

A new academic year and a new Ofsted inspection framework! If your school has had this experience over the course of the last few months, then I hope it has been a successful one. The feedback we have received from schools is that they have welcomed the new shift in focus away from data and more towards the wider quality of education that a school provides to its students. On a county level there has been no noticeable dip in inspection

window then please do not hesitate to contact us. A couple of quick tips – make sure your middle leaders are primed to 'lead' inspectors on a deep dive, and while you are preparing your curriculum documents do not take your eye off your safeguarding requirements!

Finally, The Education People Show this year was bigger and better than ever – with more delegates attending, more exhibitors and even more thought-provoking speakers than in previous years. I was particularly inspired by Professor Stephen Heppell, who never fails to convey his passion for education, infecting his audience and motivating them to try something new and innovative when they return to their schools. This spirit of innovation runs through The Education People also, as one of our core values, and drives us to be restless in seeking new and better ways of improving the educational outcomes and life chances for the children and young people of Kent. I am certain that you share this vision and look forward to providing opportunities through our range of services for you to realise this.



GovernorHub

It has been a year since we rolled out GovernorHub and the feedback from governors and clerks around Kent has been overwhelmingly positive. Since April 2019, we have been inundated with requests from boards wanting to upgrade from the basic level of subscription, which is supplied by Governor Services, to the extended package. With many more exciting developments planned for 2020-21, sign up now for the free trial of the extended package as soon as you can. Please read on to find out what GovernorHub can offer your governing board.

GovernorHub is an online service designed to help governing boards run more efficiently. It is used by thousands of schools across the country and helps trustees, governors and clerks to communicate and store documents, membership details, meeting schedules and other information in one secure, accessible and fully GDPR-compliant system. GovernorHub is a web-based service so there is no need to install software on your computer and it is accessible from school, work, home or wherever you have internet access.

Basic membership access is free for all maintained schools as well as academies and free schools currently buying into the Governors Services Training SLA. We will not be increasing the cost of the extended package from 1st April 2020 and it will therefore remain at £150+VAT for 12 months.

Further GovernorHub and Governor Services developments include:

- the migration of all bookable training, currently on CPD Online, to GovernorHub. This will mean that everything will be in one place
- adding to the Resources tab
- developing the Frequently Asked Questions (FAQ) section.

If you would like to find out more about GovernorHub or take advantage of a free one month trial, please email governorservices@theeducationpeople.org and join over 10,000 other governing bodies in England utilising the full functionality of GovernorHub.

GovernorHub has everything governors and clerks need in one accessible place, offering modern solutions to traditional governance issues. What you can do with GovernorHub...

Store documents securely online

Send messages to all governors or committees

Share calendar meetings

Tablet and phone apps

Support Multi Academy Trusts

Training records

Access to governance models and guidance

Get school information and data

Clerking tools

Frequently asked questions

Local and national education news

Download reports

Instant messaging facility to help desk

Updates and news from The Education People

Book onto training (from Sept 2020)

"As a Chair who also works full time the biggest struggle for me is staying up to date and making sure the board is current and informed. Quite simply if used in the right way the hub provides all the information I need and also serves as an excellent administration centre for the board, storing profiles, progress and documentation. It is extremely intuitive and easy to use and saves me a huge amount of time."

Trevor, Chair of Governors in a Kent primary school

What is GovernorHub and why do I need it?

Farida Mukadam, Clerk and Governor

If I were to say that GovernorHub has made my job as a clerk and role as a governor more efficient, it would be an understatement! GovernorHub is the best tool any clerk or governor could ever ask for making their role more effective.

At first, just like any one from the baby boomer/gen x generation, I was wary about GovernorHub and how this would help my role as a clerk and governor when it was first mentioned. My worries and concerns were put to rest the moment I got myself registered, which in itself was such a simple process.

Firstly, it was very user friendly, from posting announcements on the notice board to uploading documents for meetings and updating governor information. Personally, for me the most exciting feature was that GovernorHub was available as an app for both android and iPhone. This ensured I did not miss any important notifications from my governing body or The Education People.

The noticeboard feature is a great tool for communication between governors. As GovernorHub is fully GDPR complaint, rest assured that your notices would only be shared with governors who are registered under your school. This is a great platform to share governance related articles, news and even to let others know if you are running late for a meeting! As a clerk, I use the noticeboard to inform governors of upcoming meetings and link them to where they can download the paperwork for meetings. I send out reminders to check emails or post information about upcoming training sessions.

The calendar tab links you to where all dates of the meetings, training sessions and even monitoring visits can be scheduled as a reminder for all governors. The calendar feature in the phone app lists all events and serves as a quick reminder if you needed to check the date of the next meeting.

Clerks and governors can upload all documents pertaining to their governing body on GovernorHub, which would be stored securely only for governors of one school to access; ensuring tailored privacy. Governors can download the



documents on to mobile phone or tablets and use them offline during meetings.

With the current focus on climate change and what we can do for our environment, we can do our bit by ensuring our governing body goes paperless.

When you click on Governing Board tab, you can see the names displayed of all the governors on your governing body including their terms of office and roles. Governors can also complete their declarations of business interest on GovernorHub and your clerk would be able to generate a report, which can be filed in the governor folder as evidence for financial compliance audit. GovernorHub is always evolving to meet the needs of their users. Their latest feature is the addition of Governing Board confirmations, which would enable your clerk to include other declarations, such as Code of Conduct for all governors to confirm.

Your clerk will be deeply grateful to you if you implement the use of GovernorHub for your governing body. This makes the administrative role as a clerk far easier and efficient. Clerks can update governors' information, terms of office, roles and responsibilities, upload meeting documents, generate reports for business declarations... the list goes on.

GovernorHub will truly contribute to making your role as a governor or clerk more efficient and bring governance firmly into the 21st century.

Update on the Kent Local Area Special Educational Needs & Disability (SEND) Joint Ofsted/CQC Inspection

Louise Burgess, Head of SEND and Placement Officer

INSPECTED

Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of Kent early last year to judge the effectiveness of the Local Authority, Health and Schools in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014. As you will be aware the Inspectors identified a number of significant weaknesses and three of these related specifically to schools, these were;

- The variable quality of provision and commitment to inclusion in schools, and the lack of willingness of some schools to accommodate children and young people with SEND.
- The poor standards achieved, and progress made, by children and young people with SEND.
- The lack of effective systems to track and improve outcomes for those children and young people whose progress to date has been limited by weaknesses in provision.

In response to all the identified weaknesses KCC and Health set out a detailed plan to address them and this Written Statement of Action (WSOA) was agreed by Ofsted on 3 September 2019. A copy of this document can be found here: <https://tinyurl.com/rgp69ed>

We are engaging mainstream school/setting leaders, SENCOs, parents and other colleagues in a range of work to explore the barriers and challenges to including young people with additional needs in mainstream settings and identify ways to improve the position in order that they can develop a new approach to strengthening inclusive practice across Kent.

The work they are doing has already produced some practical developments:

- A new Inclusion Toolkit has just been rolled out to all schools to help them to assess their current practice and, where relevant, identify areas for improvement.
- A new version of Mainstream Core Standards for children with SEND will be issued in draft form to schools in February as part of a wider consultation
- The new KCC budget for 2020/21 will include a significant increase in central resources for SEND.
- The Schools Funding Forum has agreed to make available £9.6m to support greater inclusion in mainstream schools and we are working with Headteachers to develop proposals on how to best utilise this funding. Proposals will be taken to the Schools Funding Forum at the end of March.

To oversee the delivery of all the actions set out in the WSoA a SEND Improvement Board was established last year to ensure that the improvements take place in line with our ambitions and are driven at pace. This Board includes strong representation from Headteachers and parents.

The Education Endowment Foundation (EEF) Project

Michelle Stanley, Education Lead Officer, Children, Young People and Education

As governors, you'll understand that the Spring Term is key for all students, but particularly those facing SATs and GCSEs. This is the term when schools need students' progress to surge forward and where knowledge and skills need to be consolidated. To ensure this, your school is likely to be working with particular groups and considering how to ensure maximum progress is made by all students. The challenge is knowing how best to support them, and how to fund any additional support that might be needed.

School governors and trustees have a vital role to play in improving outcomes through the challenge and support they provide to the headteacher and the leadership team. To do this effectively, you need to have access to the best possible evidence-based information but finding this can be difficult, especially when time is short and when you are faced with the jargon filled world of education.

The Education Endowment Foundation (EEF) is an independent charity whose mission is to find and encourage the use of evidence-based practice in schools. Since its inception in 2011, it has been designated by the government as the What Works Centre for Education.

'To this end, the EEF support schools (as well as early years and post-16 settings) with two critical aspects of their work.

- improving outcomes for 3-18 year-olds by increasing the quality of teaching and learning, and
- closing the attainment gap between disadvantaged young people and their peers.

They do this by generating evidence of 'what works' to improve teaching and learning, funding rigorous trials of high-potential programmes and approaches. They then support schools, as well as early years and post-16 settings, across the country in using this evidence to achieve the maximum possible benefit for young people.' (The EEF guide to becoming an evidence-informed school governor and trustee.)

Not only do they have a wonderfully easy to use **toolkit** that summarises evidence of impact, they have also created a range of reports and resources that are freely available online, including **The EEF guide to becoming an evidence-informed school governor and trustee**.

This organisation is a great source of evidence-based information for anyone involved with education, however the challenge schools face in terms of funding remains.

In response to the funding challenge, Kent County Council (KCC) have set up a partnership with the EEF jointly creating a pot of £600,000 for evidence-based school improvement.

This pot is available to all publicly funded Kent County Council schools, including Academies, to take part in interventions for which the EEF have strong evidence of impact, their **Promising Projects**. These are projects that have made a difference to Maths, English, Science and other outcomes in Primary and Secondary schools and could be appropriate for your school. If they are, your school can apply for generous match funding, including some support for cover and travel, to participate in these projects. There is a **prospectus** with lots of details about the projects on offer and the evidence of their impact.



This three-year partnership, **The EEFfective Kent Project**, was launched in September 2019 and there are three windows when schools can apply. The first round is taking place now, starting on Monday 20th January and closing on Friday 31st January (as advertised in the Governance Monthly Bulletin prior to this publication). If you've missed this, then the second round is open for two weeks from 20th April 2020 and, funding permitting, the third round will be in April 2021. To support decision making and to ensure that schools are making the best choices, we are also running roadshows where all the providers of the Promising Projects will be speaking. We strongly recommend that a member of the SLT attends one of these before applying to the fund. The dates for these are 22nd January for round one (which was advertised in the Governance Monthly Bulletin) or 21st April for round two. Booking details are on the **EEFfective Kent page of the Kelsi** website. There is also an email address, **EEFfectiveKentProject@kent.gov.uk** which you can contact if you have any further questions.

To Federation or not to Federate?

Ana Rowley, Education Services Planning and Resources Manager Education Services Planning and Resources Manager

With little sign of the pressure on school budgets easing many smaller schools or those with falling rolls are finding that coming together with other like-minded schools can pay dividends and not just for their budget management.

The school landscape has grown considerably more complicated over recent years through the creation and growth of Multi Academy Trusts (MATs), which represent the most formal type of collaboration but which for a variety of reasons may not always feel the right way to go.

A less permanent but often overlooked form of collaboration is that of Federation where two or more schools come together to share a single governing body and often an Executive Headteacher. This can prove cost effective but also stimulate opportunities for cross pollination of ideas, professional development and increased breadth of curriculum through access to amenities and resources held by more than one school.

Whilst the benefits of Federation are perhaps not widely known or thought about, they can include:

- Improved governance in weaker schools.
- Improvements in teaching and learning, behaviour and achievement.
- A broader and richer curriculum.
- Schools pooling resources and expertise, leading to financial and educational benefits.
- Improved staffing, as schools were more able to attract and retain high-quality teachers and leaders.

Unsurprisingly, forming a federation is becoming an increasingly attractive option for many schools, but how do you go about it and what should you consider?

Understand your starting point and aspirations

What characterises your school? Are you a Community, Foundation or Church School?

Are you academically strong or struggling, are your finances sustainable or are you really struggling?

Identify what benefits you are seeking and how federation could bring these

Is recruitment and retention a challenge?

What can you offer and what do you need from others?

Think about your neighbours

What existing relationships do you have with schools near to you?

Federated schools that are close to one another work best, especially when you are sharing staff.

Do you already enjoy fruitful and constructive links with another school, or can you identify one or more who you could approach to sound out whether they think that they could be developed?

Future proofing

Staff can choose to move on at any time, but sometimes you can't find the right person or worse still can't afford to keep them. A sad reality is that an increasing number of schools are having to face up to the fact that their budget can't support the cost of a full time headteacher. Federation can bring with it the chance to view your staffing structure differently, through a Senior Leadership Team that instead comprises an Executive Headteacher working across a number of schools with each school having its own Head of School. Federations can also offer greater professional interest and progression so allowing them to attract more ambitious applicants when recruiting, as well as to retain their best existing teachers. Opportunities for mentoring and guided development mean you can sometimes beat the recruitment challenge by investing in and growing your own staff who can also provide cover and share specialist skills.

What does a federated governing body look like?

Federation can also streamline governing body operations through removing the duplication of identical activity at individual schools. One governing body takes on responsibility for all the schools in the federation and so can plan and act in the best interests of all of the schools, including not needing to find as many willing volunteers to act as governors!

Size and composition

The existing governing body will cease to exist when the federation comes into effect. Federations only have one governing body for all the schools and this governing body has a minimum of seven governors. The types of governors required are determined by the types of school that are federating. If a number of schools are federating, then there may need to be a significant reduction in the total number of governors. It is inevitable that some governors may have to step down, as the federation governing board should have a limited size, ensuring the efficiency of the board and that all governors have a role and contribute something.

A governing body of a federating school must have the following types of governors:

- At least seven governors in total.
- Two parent governors from across the schools in the federation;
- The headteacher of each school in the federation unless they stand down in accordance with regulation 19 of the School Governance (Constitution) Regulations 2012 (or executive headteacher where applicable);
- One staff governor; and
- One local authority governor.

The federated governing body may also co-opt as many governors to the board as they see fit, although the number of governors who are employed at the schools must not constitute more than a third of the governing body.

There are additional requirements for foundation and voluntary schools, detailed below.

Federations comprising only of:

- **Voluntary controlled schools** – at least two foundation governors but no more than one quarter of the governing body
- **Voluntary aided schools** – such number of foundation governors to outnumber all the other governors by up to two
- **Foundation or foundation special schools which do not have a foundation** – at least two foundation governors, but no more than one-quarter, partnership governors
- **Foundation or foundation special schools with a non-qualifying foundation** – at least two, but not more than 45%, foundation governors
- **Qualifying foundation schools** – such number of foundation governors so as to outnumber all the other governors by up to two.

Where there is a mix of schools the requirements are:

- Voluntary controlled and community, community special or maintained nursery schools – at least one foundation governor
- A governing body that consists of more than one category that includes at least one foundation, foundation special or voluntary aided school – at least two foundation governors, or in the case of foundation schools without a foundation, partnership governors

Federated governing bodies can range in size from nine to twenty governors and must be representative of all the schools and the composition of their former governing bodies. KCC officers can explain how the requirements in law work in practice and guide you in your discussions.

How can you sell the idea to others?

How will parents and staff feel about such a proposition? How can you explain to them what federation is and isn't? Communication is key and will need to go beyond the necessary formal consultation to be fully effective in its aim of allaying any possible fears of loss of identity or a 'reduction' of staff. Some parents understandably struggle with the notion of their child's school not having its own Headteacher, so you will need to set out your thinking and the benefits behind the decision. Talking to others who have already been through the process and who are able to act as a case study to doubtful stakeholders is always useful. Above all make sure you are truthful about your reasons for doing it, both with others and yourselves, consistently and at every school.

A good fit?

There are lots of possible combinations of size, phase, type of schools within a federation but location is probably key.

As with entering into any relationship everyone needs to get to know one another, warts and all. This process of due diligence is vital and done well will ensure future long-term success. All parties need to be happy at every stage and in order to move on to the next. Don't lose sight of your motivation and remember to keep asking yourselves if what is available is still the right thing for the school(s) and whether you can negotiate to make it so.

Every federation is as unique as the schools it comprises so be prepared to forge your own way and challenge all those involved. Clearly starting from a strong base of a highly functioning and effective governing body is preferable, but if this isn't the case then don't be afraid to say so and look for opportunities to end up with an improved newly composed single governing body.

Next steps?

If the above has piqued your interest and you would like to find out more then your first points of contact are your Local Area Governance Officer and your Area Education Officer, who will be able to provide more detailed information in relation to the statutory guidance and work with you to shape and take forward possible federation arrangements.

NGA Links

<https://tinyurl.com/t9aqq37>

<https://tinyurl.com/wka5tzs>

Enhancing Family Involvement in Children's Learning (EFICL)

Family Involvement Quality Award (FIQA)

Further to the success of the EFICL Audit and Reflection Tool (ART) pilot carried out in Kent last year, The Education People is thrilled to now be able to offer primary schools the exciting opportunity to attain a Family Involvement Quality Award (FIQA).

FIQA, a quality improvement scheme, linked to the Ofsted Education Inspection Framework 2019, provides schools and academies with a flexible, easy and self-innovated approach to gaining accreditation for engaging and involving families in their children's learning, with the minimum of paperwork. "In challenging times, parents and families are a school's greatest resource for support, encouragement and assistance when it comes to helping children progress" (Goodall and Weston 2018).

FIQA is a three-tiered accreditation process achievable over a three-year period embedding a total of twelve pledges, four at Foundation Level, four at Intermediate Level and a further four at Exemplary Level. The pledges link to four FIQA Strategies that relate to the four key judgements laid out in the Schools Inspection Handbook (May 2019)

- Leadership and Management
- Behaviour and Attitudes
- Quality of Education
- Personal Development

Undertaking FIQA should be a fun, fulfilling and potentially ground-breaking process in improving outcomes for children that your school community can readily achieve with the support of a dedicated FIQA mentor.



Prior accreditation can be attained for up to three successful EFICL ongoing approaches already developed and you will become a member of an online FIQA Library where successful pledges will be accessible providing hints and ideas to inspire the FIQA community.

To take advantage of this exciting opportunity, there are ten places available in the next cohort, commencing in March 2020. Please contact Beverley Johnston at Beverley.johnston@theeducationpeople.org or on **03000 418950** for more information or to book a place contact threadsofSuccess@theeducationpeople.org

"What a powerful gift for a child to know that 'my parents and teachers are working together ... they want the same success for me'. When you combine the tidal-force power of parental love with the professional expertise of a devoted teacher we can get our children across the 'opportunity gap'. Together we can transform our schools into collaborative communities that put the children we live our lives for at the heart of all that we do"*

(Megan Olivia Hall – Building Relationships between Parents and Teachers) *achievement gap



Changes to Schools Financial Value Standard (SFVS)

Steve Walter, Senior Statutory Officer,
Schools Financial Services



If you are not already aware, there has been a major update to the SFVS return for 2019-20 due to be returned to Schools Financial Services (SFS) by 31 March 2020. The SFVS return is now an Excel form and has six tabs.

The updated form is available on KELSI and the DfE website if you have not started to prepare this year's return.

There are links for all 29 questions on the check list tab that will take you to the DfE website for guidance.

There were several training courses in early December 2019 run by SFS to go through the key changes to the SFVS, one question caused a lot of discussion. 3. Does the governing body board receive clear and concise monitoring reports of the school's budget position at least six times a year? It needs to be remembered that there has always been a requirement (see Section 2 of the Financial Controls) for monitoring reports to be reviewed monthly.

SFS have held discussions with the DfE to clarify what is required to comply with this question. For clarity, and in line with Section 4.6 of the financial controls, there should be three meetings at FGB level, where the statutory monitoring/returns are discussed, and evidence of at least a further three monitoring reports being discussed at FGB/committee level whether as a meeting or by email correspondence. This will need to be evidenced to comply with any future Compliance visit made by SFS.

It is strongly recommended that the "Optional – input raw data" tab is used as the information entered will populate section B, C & most of D of the Dashboard tab. The information used should be the most up-to-date available, it is expected that the earliest Expenditure information would be January 2020 monitoring figures.

The Role of the Governor in Maintained Schools – 4 March 2020

This course is aimed at providing those governors who have strategic responsibility for finance in their school with a clear understanding of their responsibilities and how they are accountable for public money.

The session will concentrate on:

- the Governor role of 'critical friend'
- reviewing the three-year budget plan ensuring that the process of discussion and challenge takes place prior to approval
- how governors look at the effective management of financial resources to raise standards (linking to a Development Plan)
- the importance of regular monitoring
- linking Schools Financial Value Standard (SFVS) to various aspects of school finance. This will include information on the changes to the SFVS for this financial year (19/20).

The session will generate discussions and challenge using practical exercises such as analysing a school's budget plan and how this should link to the school development plan. We will also look at the importance of monitoring a budget to ensure sound financial management and effective financial planning.

Wednesday 4 March, 09:30 - 12:00, Hadlow Manor Hotel, Tonbridge GV 20/042

Health and Safety Statutory Compliance guide for Community and Voluntary Controlled schools

Tony Carty, Health and Safety Business Operations Manager, People and Communications

To assist schools in understanding who does what and when, Kent County Council (KCC) has devised a simple guide for school headteachers and governors to follow. This will be published on the health and safety pages on Kelsi and an E Bulletin will be sent out.

This document defines the roles and responsibilities of duty holders, responsible persons and contractor management arrangements, to assist school governing bodies and Headteachers in understanding the statutory and legal requirements of health and safety statutory compliance within the school environment.

The document is aimed solely at Community and Voluntary controlled schools where Kent County Council is recognised as the employer under the Health and Safety at Work Act 1974 as does not apply to any other school status.

This document is split into 11 sections. These sections hold key information for reference purposes and are supplemented by further detailed policy and guidance information available on Kelsi.

Sections:

Section 1	Roles and responsibilities defined and Financial Thresholds
Section 2	Health and Safety Self Certification
Section 3	Quick reference guide to statutory compliance
Section 4	Asbestos Management
Section 5	Water Hygiene
Section 6	Fire Safety Management
Section 7	Electrical Compliance
Section 8	Gas, Liquid Petroleum Gas (LPG), Oil and Gas Appliances
Section 9	Lifts
Section 10	Local Exhaust Ventilation and Extraction Equipment
Section 11	Trees



Health and Safety Self Certification

In addition to this document and as stated in section 2, KCC will be launching a new Schools health and safety self-certification process. This will be launched in October 2020.

KCC as the “Duty Holder” is required to monitor schools’ health and safety performance under The Health and Safety at Work Act 1974 and related legislation. To comply with the legislation and target support for schools, KCC has developed an electronic “Kent Schools Health and Safety Self Certification Questionnaire”. This will be a 4-year rolling programme for Community and Voluntary Controlled schools as outlined opposite.



Year 1

50% of schools complete the self-certification questionnaire online.

KCC Health and Safety Team will conduct an analysis of this information and target schools for follow up.

Year 2

Using year 1 data to inform to conduct targeted school visit i.e. auditing and / or telephone advice.

Year 3

50% of schools complete the self-certification questionnaire online.

KCC Health and Safety Team will conduct an analysis of this information and target schools for follow up.

Year 4

Using year 3 data to inform to conduct targeted school visit i.e. auditing and / or telephone advice.

The questionnaire should be completed by the Headteacher and Governors and covers the following subjects:

- Headteacher / business manager health and safety questions – training
- health and safety policy
- asbestos management
- legionella management
- fire safety management
- electrical installations
- oil storage and use
- health and safety inspection
- risk assessments
- other curriculum health and safety
- accident reporting
- data protection

Documentary evidence is not required to be submitted at the time of completing the questionnaire but may be asked for by an auditor if your school is subject to a health and safety audit at a later date.

Career-related learning in primary schools

Emma Jenkins, Manager of Kent Children's University

"The importance of appropriate exposure to the world of work at primary level cannot be understated. Children form stereotypical views of the world from an early age. Biased assumptions lead to a narrowing of career aspirations and an inability to relate learning to a world beyond school... Embedding your activity within the curriculum will support learning outcomes too."

Paul Whiteman, General Secretary, NAHT

In December 2018, the Careers and Enterprise Company released the "What works? Career-related learning in primary schools" paper. This paper provides evidence of the benefits of career-related learning (CRL) for children in primary school. The term 'career-related learning' includes early childhood activities in primary schools designed to give children from an early age a wide range of experiences of, and exposure to, education, transitions and the world of work.

For primary schools, it is important to embed age-appropriate career-related learning into the curriculum and enrichment opportunities. This is also reflected in the Personal Development strand of the Ofsted Education Inspection Framework (2019).

This area focuses on those elements of the personal development of pupils that our education system has agreed are most significant. These elements include schools supporting children to grow up to be responsible, respectful and active citizens in adult life, as well as providing an effective careers programme in line with the Government's statutory guidance. This guidance offers pupils:

- unbiased careers advice
- experience of work
- contact with employers to encourage pupils to make good choices and understand what they need to do to reach and succeed in the careers to which they aspire; supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Do you know if career-related learning is taking place in your school? If you do, are you monitoring it and ensuring it is being delivered to a high standard? If not, maybe this is an area to explore soon.



Here are a few questions that you should be able to answer as a governor:

- Why is CRL in our primary school important?
- What does effective CRL look like?
- What is the impact of CRL?
- How do we demonstrate the impact of CRL?
- How do we engage with external organisations and employers to maximise the impact of CRL?
- How do we ensure our CRL is age appropriate?
- How could we improve our CRL offer?

To support you to answer the above, partners from The Education People have produced a six-week programme for KS2 children entitled "Exploring My Future" that can help embed effective career-related learning in your primary school. This programme sees experts from Skills and Employability, Kent Supported Employment, the Careers & Enterprise Company and Kent Children's University deliver content to, typically, a Year 5 class one afternoon a week for a whole term.

This programme is designed to be inspirational and raise aspirations for young people, so they understand the relevance of working hard and being resilient in order to achieve great things in their lives. The programme can also be tailored to best suit the school's wants and needs.

One of the pilot schools for the programme had their Ofsted inspection during the next term, where the Headteacher, staff and pupils talked about the programme. Ofsted reference the programme in their report under "What does the school do well?": "The school also took part in a [national] careers project to raise pupils' aspirations. This helps to broaden their experiences."

For more information about the "Exploring My Future" programme please email primarycareers@theeducationpeople.org or call 0345 6041699

"An Unequal Playing Field"

The Social Mobility Commission's July 2019 report ("An Unequal Playing Field") highlights disparities in children's participation rates across a wide range of extra-curricular activities depending on their social background.

One of the main findings was that children from the poorest backgrounds are 3 times more likely to not take part in any of the extra-curricular activities examined compared to those from the wealthiest backgrounds.

"It is shocking that so many children from poorer backgrounds never get the chance to join a football team, learn to dance or play music. As a result, they miss out on important benefits - a sense of belonging, increased confidence and social skills which are invaluable to employers. It is high time to level the playing field." (Dame Martina Milburn, Chair of the Social Mobility Commission)

By the time a child turns 18, they will have spent just 9% of their waking life in a classroom. Children's University (CU) is about making the most of the remaining 91% and CU has been recognised as an EEF Promising Project for trying to help level the playing field.

The EEF and Department for Education co-funded a randomised controlled trial of Children's University in 2014-17, with 2,603 pupils in 68 primary schools. Pupils in Years 5 and 6 volunteered to take part in activities. Children in CU schools also made gains in teamwork and social responsibility and were more likely than those in the control group to select professional occupations as their future aspiration, and to report higher levels of communication, empathy, self-confidence, resilience, and happiness, after the intervention.

Further to Michelle Stanley's introduction (on page 7), The Education People's Kent Children's University (KCU) team will be presenting at each launch event across the county between now and April 2021. It is the chance for schools across Kent to learn about the Promising Projects and secure match-funding for a

programme of their choice. If you have any questions, would like more information or would like to join the EEFective Kent Project mailing list, please email EEFectiveKentProject@kent.gov.uk

What is KCU?

KCU is part of a national initiative that encourages and celebrates children and young people who take part in learning activities outside of school hours. Learning can be at either CU subscribed schools in Kent, at home or at registered activity providers across the county, called Learning Destinations. At the heart of our work is the ambition to raise aspirations, boost achievement and foster a love of learning in children and young people.

For every child that takes part in CU we want the following outcomes:

- They feel they have grown in confidence and self-belief
- They have enjoyed new experiences, in new places and want to keep exploring
- They believe they have a broader range of essential skills
- They feel empowered to make positive choices about their future
- They see that learning is fun, aspirational and lifelong
- They feel their eyes have been opened to a multiplicity of learning activities and opportunities
- They feel celebrated for their commitment to learning by their family, school and community.

If you feel that KCU could help your school, why not also ask us about:

- How your school could use Pupil Premium to fund membership for certain children
- How to use the Apprenticeship Levy and Apprentices to manage the scheme in your school
- Our Good Practice Guides around high-quality extra-curricular learning opportunities

For more information about KCU please email kcu@theeducationpeople.org or call 0345 6041699

The Education People: Support for Out of School Childcare

Alex Gamby, Head of Early and Childcare



The Education People's Early Years and Childcare Service is committed to supporting all Out of School Childcare, including breakfast clubs, after school clubs and holiday clubs. A range of services are available and delivered on behalf of Kent County Council and packages of support or training can be purchased through The Education People's Threads of Success offer.

A county wide team of Childcare Sufficiency Officers is available to support with the initial set up of out of school childcare for school aged children (universally up to 14 and up to 18 for those with Special Educational Needs and Disabilities and/or who are in the care of the local authority). Further support and training can also be purchased from the Childcare Sufficiency Officers or our experienced team of Out of School Improvement Advisers to support the business, quality, continuous improvement and enhance practice. Support and training cover a range of needs from business planning, financial management and marketing to the introduction to play and playwork principles, loose part play and self-evaluation.

Business Planning and Financial Management

This bespoke visit focuses on the business aspect of running an out of school provision including business planning, financial management and sustainability. It provides an

opportunity to explore a range of business tools that will help you feel confident about the overall effectiveness of your provision.

This visit focuses on supporting you to consider the key elements of marketing and how to build them into your marketing plan to inform existing parents/carers and attract new ones to your provision. We will introduce you to a range of tools and provide practical marketing ideas to make you stand out from the crowd.

If you would like more information on setting up an out of school provision or support for your existing provision please contact us by email at: sufficiencyandsustainability@theeducationpeople.org

Establishing new provision

If you are considering setting up wraparound or new out of school provision and wish to purchase our services, our team of dedicated and qualified Out of School Improvement Advisers have extensive breadth of knowledge, essential skills and experience that can support all your requirements for setting up new provision. We offer bespoke packages of support in line with your individual needs for any school run provision. Please find link below which details our offer for strategic improvement visits (bespoke) visits. <https://tinyurl.com/t2vsqbf>



Bespoke strategic improvement visit Already offer out of school childcare?

Our Out of School Improvement Advisers can provide ongoing support to develop a robust play and playwork ethos in your provision along with the skills, knowledge and understanding, which will enhance, challenge and extend existing provision and practice. Support or training can also help you maintain a high quality out of school provision through robust monitoring and self-evaluation.

The link below details both our essential and enrichment training packages. <https://tinyurl.com/u3224gl>

EYFS and beyond - Out of School Provision

Training can also be purchased and delivered to you or your collaboration/hubs. If you would like further information or an informal discussion with one of our Out of School Improvement Advisers, please contact us by email at: EYCIImprovementServices@theeducationpeople.org

Parent and childcare provider 'rights to request'

In 2016 the Department for Education published guidance to help schools understand how to respond to requests from parents and childcare providers about wraparound and holiday childcare. These 'rights to request' refer to children from Reception up to the end of Key Stage 3 (Year

9) and includes breakfast clubs, after school childcare and childcare that is available through schools during the school holidays.

The guidance aims to maintain school autonomy and avoid imposing unnecessary administration burdens on schools, whilst ensuring schools understand the basis on which they should be responding constructively to requests for wraparound childcare. More information can be found at: Wraparound and holiday childcare guidance <https://tinyurl.com/zj2sabj>

Tax Free Childcare

Parents can get up to £500 every 3 months (£2,000 a year) for each of their children to help with the costs of childcare. If they get Tax-Free Childcare, the government will pay £2 for every £8 they pay their childcare provider. This is paid via an online childcare account that they set up for their child. Schools can sign up to get a childcare provider account allowing them to set up their bank account details and receive payments from parents who use Tax Free childcare. For more information <https://tinyurl.com/udag8bm>

Governor and Clerk Training Programme until July 2020

In planning your annual governance activities for the forthcoming year, please remember to plan and include your own professional training needs to effectively carry out your governance responsibilities.

TERM 4				
KGA County Assembly	GV 20/071	02/03/2020	Mercure - Maidstone Great Danes Hotel	MAIDSTONE
School Finance - The Role of the Governor in Maintained Schools	GV 20/042	04/03/2020	Hadlow Manor Hotel	TONBRIDGE & MALLING
Understanding Early Years and Key Stage 1 School Data	GV 20/029	05/03/2020	Great Chart Primary School	ASHFORD
Panel Hearings - The Role of the Governor	GV 20/081	05/03/2020	The Cornwallis Suite	MAIDSTONE
Managing Complaints	GV 20/086	09/03/2020	Aspen SMILE Training and Resource Centre	DOVER
Understanding Key Stage 2 School Data	GV 20/030	10/03/2020	Holiday Inn - Maidstone/Sevenoaks	SEVENOAKS
Monitoring Visits	GV 20/031	11/03/2020	Valence School	SEVENOAKS
Governor Induction	GV 20/033	11/03/2020	Hythe Imperial Hotel & Spa	FOLKESTONE AND HYTHE
Developing Chairing Skills	GV 20/043	12/03/2020	St George's CE Foundation School	THANET
Clerks' Role in Managing a Panel Hearing	GV 20/034	17/03/2020	Kent Invicta Chamber of Commerce	ASHFORD
Responsibilities of the Governing Body in Pupil Discipline	GV 20/045	18/03/2020	Hadlow Manor Hotel	TONBRIDGE & MALLING
Understanding Early Years and Key Stage 1 School Data	GV 19/145	19/03/2020	Holiday Inn - Maidstone/Sevenoaks	SEVENOAKS
Producing Professional Minutes	GV 20/048	25/03/2020	Thanington Neighbourhood Resource Centre	CANTERBURY
Questions and Challenge	GV 20/051	31/03/2020	The Canterbury Academy	CANTERBURY

Term 5				
The Equality Act 2010: Governors' Responsibilities	GV 20/062	22/04/2020	Hadlow Manor Hotel	TONBRIDGE & MALLING
Be Prepared and Knowledgeable for Ofsted	GV 20/036	23/04/2020	Medway Council	MEDWAY
Governor Induction	GV 20/063	25/04/2020	Southborough C/E School, Tunbridge Wells	TUNBRIDGE WELLS
Developing Chairing Skills	GV 20/038	28/04/2020	Kent Invicta Chamber of Commerce	ASHFORD
The Role of the Training and Development Governor	GV 20/064	30/04/2020	Southborough C/E School, Tunbridge Wells	TUNBRIDGE WELLS
Monitoring Visits	GV 20/065	05/05/2020	Hadlow Manor Hotel	TONBRIDGE & MALLING
The Role of the Training and Development Governor	GV 20/044	05/05/2020	Sandgate Primary School	FOLKESTONE AND HYTHE
District Governor Briefing (Sevenoaks)	GV 20/041	05/05/2020	Valence School	SEVENOAKS
District Governor Briefing (Maidstone)	GV 20/009	06/05/2020	The Cornwallis Suite	MAIDSTONE
District Governor Briefing (Medway)	GV 20/046	06/05/2020	Medway Council	MEDWAY
Producing Professional Minutes	GV 20/047	07/05/2020	Holiday Inn - Maidstone/Sevenoaks	SEVENOAKS

District Governor Briefing (Tunbridge Wells)	GV 20/010	07/05/2020	Southborough C/E School, Tunbridge Wells	TUNBRIDGE WELLS
District Governor Briefing (Dover)	GV 20/049	12/05/2020	The Ark Christian Centre	DOVER
District Governor Briefing (Folkestone and Hythe)	GV 20/050	13/05/2020	Sandgate Primary School	FOLKESTONE AND HYTHE
District Governor Briefing (Ashford)	GV 20/052	14/05/2020	Kent Invicta Chamber of Commerce	ASHFORD
District Governor Briefing (Tonbridge and Malling)	GV 20/011	14/05/2020	Hadlow Manor Hotel	TONBRIDGE & MALLING
Governor Induction	GV 20/066	16/05/2020	Hempstead House Hotel	SWALE
District Governor Briefing (Dartford and Gravesham)	GV 20/053	18/05/2020	Wentworth Primary School, Dartford	DARTFORD
Pupil Premium	GV 20/054	19/05/2020	Wentworth Primary School	DARTFORD
District Governor Briefing (Swale)	GV 20/012	19/05/2020	MIDAS Centre - Meadowfield School	SWALE
District Governor Briefing (Thanet)	GV 20/013	20/05/2020	St George's CE Foundation School	THANET
District Governor Briefing (Canterbury)	GV 20/014	21/05/2020	The Canterbury Academy	CANTERBURY

Term 6				
Questions and Challenge	GV 20/055	04/06/2020	Aspen SMILE Training and Resource Centre	DOVER
The Governing Body Role in Safeguarding	GV 20/078	09/06/2020	Valence School	SEVENOAKS
Responsibilities of the Governing Body in Pupil Discipline	GV 20/056	10/06/2020	Great Chart Primary School	ASHFORD
Panel Hearings - The Role of the Governor	GV 20/082	11/06/2020	Eastgate	GRAVESHAM
District Clerks Briefing	GV 20/002	11/06/2020	Thanington Neighbourhood Resource Centre	CANTERBURY
Governor Induction	GV 20/057	13/06/2020	Lullingstone Country Park, Eynsford	DARTFORD
KGA County Assembly	GV 20/072	15/06/2020	Howfield Manor Hotel	CANTERBURY
District Clerks Briefing	GV 20/058	16/06/2020	Kent Invicta Chamber of Commerce	ASHFORD
District Clerks Briefing	GV 20/001	17/06/2020	The Cornwallis Suite	MAIDSTONE
District Clerks Briefing	GV 20/059	18/06/2020	Eastgate	GRAVESHAM
Governor Induction	GV 20/060	23/06/2020	The Ark Christian Centre	DOVER
Be Prepared and Knowledgeable for Ofsted	GV 20/061	24/06/2020	Kent Invicta Chamber of Commerce	ASHFORD
Managing Complaints	GV 20/097	25/06/2020	Eastgate	GRAVESHAM
Governor Induction	GV 20/067	02/07/2020	The Cornwallis Suite	MAIDSTONE

It would help us to plan and manage the training programme effectively if you could reserve your place and manage your bookings for any of the following training events at cpdonline.theeducationpeople.org. Please don't delay in booking courses as we will not be able to run them, should they not have sufficient numbers.

CPD online Governor Training Booking Enquiries: Email: cpd@theeducationpeople.org Tel: 03000 418000

the Governor

A MAGAZINE FOR KENT SCHOOL GOVERNORS

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