

Welcome to the December 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 body meetings.

[DfE Careers guidance strategy speech](#)

The minister for apprenticeships and skills has set out her vision with four themes that will underpin the government's forthcoming careers strategy in her [speech](#) at the Careers Education and Guidance Summit. One of the themes is for "A high-quality careers programme in every school and college" based on the [Gatsby Foundation's benchmarks](#) for good careers guidance. More information on the implementation of the themes is expected soon. Do not forget there is KCC advice and support from the Skills and Employability team on [Kelsi](#). *How does your Board monitor the career guidance and destination of your pupils?*

[National Citizen Service \(NCS\): guidance for schools and colleges](#)

This [guidance](#), for Secondary Schools and their Governing Boards, gives suggestions about how best to use the NCS in a school or college to help develop the skills and confidence of students. This document sets out seven key actions for schools and colleges to take which can help pupils get involved in NCS, covering each recommendation in more detail, and offers case studies and reflections from schools to illustrate how each of these actions can have proven impact. *How does your school offer voluntary opportunities to its pupils? What is the impact?*

[Primary and Secondary accountability measures](#)

The DfE has updated its guidance on [primary](#) and [secondary](#) school accountability measures to include the 'below floor standards' and 'coasting' schools' definition for 2017. A primary school will be below the floor standard if less than 65% of pupils meet the expected standard in English reading, English writing and mathematics **or** the school does not make the required amount of progress, which is at least -5 in Reading, -5 in Maths and -7 in Writing. A secondary school will be below the floor standard if its Progress 8 score is below -0.5, **and** the upper band of the 95% confidence interval is below zero. The coasting definition is based on three years of data. A secondary school will be classed as coasting if in 2015, fewer than 60% of pupils achieved 5 A*-C at GCSE" **and**, in 2016 and 2017 the school's progress 8 score was below -0.25. A primary school will be coasting if in 2015, fewer than 85% of pupils achieved level 4 in Reading, Writing and Maths and below the national average for expected progress for all three areas of Reading, Writing and Maths **and**, in 2016 and 2017 fewer than 85% of pupils achieved the expected standard (ARE) and average progress was less than -2.5 in Reading, -2.5 in Maths or -3.5 in Writing. *Have you checked to see if you are above floor standards or meet the coasting definition? Are you aware of your trends and the work needed to be done to ensure that you will not be below floor standards or coasting in 2018? Are you using the Inspection Data Summary Report to triangulate your evidence from received in school data?*

[Pupil Premium consultation on disadvantaged entitlements under Universal Credit](#)

The DfE is asking for views on how the government can continue to support children most in need. The consultation will review eligibility for children currently receiving additional support from the government during their education, such as free school meals and additional school funding, in light of the national roll out of Universal Credit.

The [consultation](#) closes on 11th January 2018.

[Safe storage and disposal of hazardous materials and chemicals Guidance](#)

Updated [attachment](#) to reflect minor changes about the disposal of chemicals since the publication in October. *Ensure the Health & Safety governor has read to strategically ensure guidance is implemented.*

[Statutory Guidance: Technical education and apprenticeships: raising awareness in schools](#)

From 2 January 2018 all Secondary maintained schools and academies **must** give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships. Schools must have clear arrangements in place to ensure that all pupils have opportunities to hear from providers of post-14, post-16 and post-18 options at, and leading up to, important transition points. There must be a [policy statement](#) which explains how providers can get involved with your school and the opportunities you have for them to talk to your pupils. This must be approved by the Governing Board or delegated to a Committee and published on the school website. *Is the policy statement on your next agenda? Will you be monitoring the website to ensure it is compliant with the new statement?*

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

The DfE statistical [release](#) includes the percentage of pupils achieving each assessment rating in the early learning goals and, the percentage of pupils achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics (a good level of development). Additional tables provide national and local-authority-level information on EYFS attainment broken down by pupil characteristics. *How does your school compare to the LA and National pictures? Do you receive your EYFS data broken down into the pupil characteristics groupings of gender: ethnicity: free school meals: SEN: English as a first language: month of birth?*

[Ofsted report on Reception curriculum](#)

[Bold beginnings](#), a new report by Ofsted, shows that a third of all 5 year olds are being failed by their reception experience and worse for disadvantaged children, with nearly half of them failing to meet expected levels of development. The report highlights missed opportunities and the consequences of falling behind. Ofsted is recommending that Headteachers put reading at the heart of the reception curriculum. Reception teachers should focus on developing children's spoken language and teaching them to read using systematic synthetic phonics. Schools should also make sure that children sit at tables when they learn to write. *Is reading at the heart of your early year's curriculum? How are you monitoring the curriculum? Will the next early year's governor monitoring visit focus on how reading is implemented?*

[National Governance Association updates](#)

Latest NGA guidance released includes coasting schools: website checklist for maintained schools and academies: Persons with significant control in academies: GDPR.

The second edition of 'Welcome to a Multi Academy Trust' is out now at a cost of £6 for NGA members, £12 for Non-members.

[Inspiring Governance](#): NGA's FREE support service for new governors/trustees appointed through Inspiring Governance, including 12 months of FREE support, training and guidance. If you are a chair or a clerk who has recruited a governor or trustee through Inspiring Governance, ask them how they are utilising the support service and how they are progressing with the Learning Link induction modules.

[KCC Local Authority Governor Appointment Panel](#)

The closing dates for nominations of LA governors for the rest of the academic year are 12/01/18, 16/03/18 and 18/05/18. Please ensure both the Chair and nominee has signed the nomination form.

[Governor email addresses](#)

In readiness for GDPR all Governing Boards should ensure that governors are NOT using their personal email addresses for governance communication. If schools have any difficulties in setting up governor school email addresses on their school domain then contact [EIS](#). *Are you using a school email address for your governorship role?*

[Chair succession and governor recruitment reminder](#)

The Governance Handbook says "All boards, however many schools they govern, need people with skills appropriate to the scale and nature of their role; and no more people than they need to have all the necessary skills to be effective." "Succession planning arrangements should be in place so that any change in the chair does not impede the board's effectiveness. The board may decide that none of its existing members has the appropriate skills to serve as its chair. Nothing in law prevents boards advertising for and recruiting a highly skilled chair from outside its current membership." Many boards are already reaping the rewards of recruiting people from business and the DfE calls on more schools to make use of the funded services from [Academy Ambassadors](#) and from [Inspiring Governance](#), as well as recognising [SGOSS](#). *Does your Board have succession planning at the heart of its strategic development?*

And finally... We would like to wish all Governors, Clerks and School Leaders a Merry Christmas and a Happy New Year. We look forward to supporting and working with you in 2018.

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