

Welcome to the June Monthly Bulletin. Our bulletin has been produced with the aim of keeping governors and clerks 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.

[PREVENT](#)

With the current terrorist situation and alert being raised we would like to share with you a new resource which is free for Governors to use in the form of a 45 minute on line training session, highly regarded by the Safeguarding Team on the website Educate against Hate. [How can I make sure my school meets its responsibilities? - Educate Against Hate](#)

[Ofsted Parent View](#)

Ofsted Parent view Management information for 2015 to 2016 has been published. Ofsted also publishes the collated in year data 3 times a year to provide a more up to date picture of the results within Parent View. This [management information](#) covers submissions received in the previous 365 days for independent schools, maintained schools and academies in England. Within these releases you will find:

- an overall question by question breakdown of the results for both school types
- a further breakdown of these results by phase and region for maintained schools and academies
- data on the number of submissions received and the response rates for the above categories

This tool can be used by governors to benchmark their parent view responses against the national picture.

They also have a link to [The Parent View toolkit](#) which has information about how schools can raise awareness of Parent View among parents.

As best practise if you have collected few responses on Parent view you should do an annual in school parent survey using the ofsted template with the evaluation and impact of the stakeholder views to be evidenced within Board minutes. Have you ensured that you have gained the views of your stakeholders this year with staff, pupil and parent surveys?

[Scaled scores at key stage 1](#)

In the first week of June the DfE released information for headteachers, teachers, governors and local authorities about scaled scores and the expected standard of the 2017 national curriculum tests. At the end of key stage 1 teachers use teacher assessment judgements to report on the progress of their pupils. These assessment judgements take into account a pupil's performance in national curriculum tests in mathematics, English reading and English grammar, punctuation and spelling. Scaled scores are used to report the outcomes of these tests to ensure accurate comparisons can be made of pupil performance over time. [The information](#) released also covers; What is a scaled score; Calculating raw scores; Range of scaled scores; Using and interpreting test outcomes; Where to get help. Please ensure you have read this information if you have KS1 settings.

[DfE School capital funding allocations: 2015 to 2018](#)

The DfE has released the details of [school capital funding allocations](#) for 2017 to 2018 for all schools which includes the School condition allocations (SCA) and devolved formula capital (DFC) allocations: This funding is only for capital expenditure (buying or improving long-term assets, such as equipment or buildings). It also informs that schools should spend their DFC within 3 financial years, including the year it is paid. Do you understand how the capital fund allocation is planned to be spent within your budget?

[Generating Alternative Income : Fundraising and Voluntary Action in Primary Schools, free seminar-](#)

Canterbury Christchurch University is hosting a free seminar for senior leaders and governors. In response to depleting budgets, primary schools are increasingly seeking additional funding and support from alternative sources, such as individual donors, philanthropists, charitable trusts and corporate partners.

The seminar debates new research by Dr. Alison Body (Canterbury Christ Church University) and Dr. Eddy Hogg (University of Kent) which examines fundraising activities in primary schools across Kent and Medway. With some primary schools attracting as much as £250,000 of fundraised income per year, we will discuss:

- Going beyond the school gates: Different ways in which schools can strategically engage in fundraising activities
- The value and challenges of actively engaging volunteers in the school community

- Sharing learning across schools about ‘what works’

It takes place on June 29th 2017, 6.30pm refreshments and networking, 7pm start until 9pm. Augustine House, Canterbury Christ Church University, CT1 2YA. To book a place please contact: Jessica Messenger on j.messenger1195@canterbury.ac.uk

[Succession planning including for Finance governors](#)

We have arrived at the time of the year when succession planning, though an ongoing process, comes to the fore within governing boards as we look towards evaluating the impact of our governance structures and planning in readiness for elections of Chair and Vice Chair. As well as concentrating on these two key roles we also need to be mindful of succession planning for the other key delegated roles within the board.

A KCC audit has highlighted the importance of training plans and succession planning discussions within governing bodies to ensure relevant **financial skills** are maintained and used to challenge and support schools. How are you as a board utilising your training and planning to ensure that you have continuous financial skills succession? How is your training and development governor evaluating the financial skills and needs of the board? To aid you in your planning we have included the link to Kelsi to access the [Succession breeds success](#) article and the boards [financial skills audit](#) which was highlighted in the last bulletin.

[Headteacher Performance Management](#)

Now is the time to be planning for the Headteacher Appraisal for the next academic year. Best practice is for the Headteachers' performance Management to take place before any other member of staff in September, enabling the cascade of staff whole school objectives linked to the school improvement priorities. The pay policy states the requirement for an external consultant, with the same consultant not being used for more than three years. KCC best practice recommends using the Improvement Advisors as the external consultants. To book the improvement advisors in readiness for September please email Jayne.Bartholomew@kent.gov.uk or directly with your school improvement advisor.

[Discontinuance Checklist](#)

If you are discontinuing, federating, becoming an academy or closing the school a [discontinuance checklist](#) to aid your governance administrative process at the end of the change has been updated and uploaded to Kelsi. The discontinuance, transfer to academy or closure of a school is the last step in a long process which will have been carefully monitored by the governing body. This briefing note provides a basis for a final checklist to ensure that the governing body is dissolved and has fully discharged its statutory responsibilities with regard to school closure. Please ensure the applicable processes outlined within the document are used by your governing board.

[NGA Inspiring Governance – Mentors for Future Chairs](#)

As part of the Inspiring Governance project, NGA is planning the Future Chairs recruitment scheme. This scheme is about helping boards strengthen their succession planning by recruiting skilled volunteers who have leadership experience. Volunteers are introduced to the board and following an interview, are appointed in accordance with the board's recruitment process. Future Chairs will be appointed upon the understanding that they will join the boards succession plan; aiming to become a vice-chair, chair of a committee, or chair of governors after 12 months. As Future Chairs, they receive 12 months training and support – an essential element of this support is the allocation of an IG Mentor. We will signpost more details as they become available.

[Bespoke governing board courses](#)

A reminder as you evaluate the impact of your board that we offer the following bespoke courses delivered by your Area Governance Officer.

Self Evaluation for Good Governance; Challenge & Impact; Effective monitoring visits, Ofsted preparation and various reviews of governance. For more information contact your Area Governance Officer below.

North Kent (Dartford, Gravesham, Sevenoaks): Joanne Beale joanne.beale@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