

# GOVERNOR HEADLINES

Welcome to issue #31 of Governor Headlines, the first of 2020. We hope that you have all had a restful holiday and wish you a very happy and healthy New Year.

This edition includes advice on a range of items including how to know whether you're getting best value for money from your schools' Continuing Professional Development (CPD) programmes and an overview of some initiatives which support school improvement including Locality Priorities, the School to School Support Partnership and the Maths and English Hubs. There is also support with leadership development as well as information on school admission arrangements for 2021/2022 and a chance to book onto one of the Schools' Choice governor briefing sessions, if you haven't already done so.

As always, if you have any thoughts or suggestions regarding Governor Headlines please contact [governorheadlines@suffolk.gov.uk](mailto:governorheadlines@suffolk.gov.uk).

## The Knowledge

Please find the latest edition of **The Knowledge** for January 2020 [here](#).

Please note that The Knowledge is a half-termly document and therefore not included in every monthly issue of Governor Headlines.



## **CORE GOVERNANCE INFORMATION**

### **Are You Getting Value for Money from your Schools' Continuing Professional Development (CPD) Programmes?**

**IMPORTANCE: USEFUL TO KNOW**

**WHO IT'S FOR: ALL SCHOOLS**

A key responsibility of governance is to hold leaders to account for the educational and financial performance of the school. One way to do this is to monitor the impact of the professional development programmes provided by senior leaders for teaching and support staff.

To help you find out whether your school is getting value for money from the training provided for staff you could consider the following questions:

- Is the training the right training?
- Is it having the desired impact?
- How are staff feeling about it?
- Are leaders monitoring its impact rigorously and ensuring staff workload and wellbeing are as they should be?
- Has the training led to improvements in the quality of education provided at the school?
- What do leaders think?
- What do teaching and support staff think?
- What do pupils think?

You could be asking leaders, staff and pupils some challenging questions about these aspects on your next visit. When you talk to leaders you could ask them the following:

- To what extent do the training courses offered match the school's priorities for improvement?
- Do they match the performance management targets?
- Could performance management targets be improved and / or the professional development more relevant?
- Have all staff been offered professional development opportunities that are aligned with the school's needs, including support staff?
- To what extent did the training match the professional development needs of the staff themselves?

You will also need to consider what the impact has been, of the training offered so far, on the quality of teaching provided to pupils and on the subsequent pupils' learning outcomes:

- Is pupil progress improving more rapidly as a result of, or in spite of, the professional development (PD)?
- Are there any subjects where PD is having a significant positive impact? Where do there need to be further improvements?
- What are the next steps for professional development?

As you would with any governor monitoring visit made to the school, you will need to record the impact of your findings and report these back to the full governing body. Challenging questions, and responses should all be recorded in your governing body minutes.

## Locality Priorities in Suffolk

### **IMPORTANCE: USEFUL TO KNOW WHO IT'S FOR: MAINTAINED SCHOOLS**

Each year the Lead Standards and Excellence Officers (LSEOs) for each of the 6 localities in Suffolk, look closely at the end of key stage outcomes for children and young people, to help inform priorities to work on. The 6 localities are; Central, Ipswich North East and Coastal, Ipswich South-West, Lowestoft and Waveney, South and West. The priorities are shared with school leaders in each locality and actions to address them agreed. Standards and Excellence Officers (SEOs) will also ask about progress towards specific locality priorities when they visit schools.

Suffolk Priorities that are common to all localities are;

- to improve the leadership of special educational needs and disabilities (SEND) and vulnerable learners to close the progress gap for disadvantaged pupils and those with SEND for pupils in KS1 and KS2.
- to ensure that all school leaders (including governors) have clear succession plans in place for all levels of leadership
- to improve the leadership of mathematics or English to increase rates of progress across KS1 to KS2.

The 2019/20 priorities specific to each locality are below.

#### **Central (LSEO Leigh Foster - [Leigh.Foster@suffolk.gov.uk](mailto:Leigh.Foster@suffolk.gov.uk)):**

- Close the gender gap in KS1 and KS2 reading and writing.
- Develop effective middle leadership across all curriculum subjects to drive up standards.

### **Ipswich North East and Coastal**

**(LSEO Simon Nortcliffe [Simon.Nortcliffe@suffolk.gov.uk](mailto:Simon.Nortcliffe@suffolk.gov.uk)):**

- Joint working between senior and middle leaders to improve the leadership of teaching and learning in all phases to increase rates of progress.
- To improve and strengthen middle leadership to improve curriculum provision.

### **Ipswich South-West**

**(LSEO Fran Alexander [Francesca.Alexander@suffolk.gov.uk](mailto:Francesca.Alexander@suffolk.gov.uk)):**

- To reduce the number of exclusions and increase attendance of vulnerable groups.
- To work in partnership to create a workforce ready to meet the specific needs of the Ipswich SW profile, building upon Quality First Teaching and focusing on leaders' plans for Continued Professional Development of staff.
- To strengthen school improvement planning, specifically the monitoring of actions and evaluation of impact when using evidence-based practice (linked to Ipswich Opportunity Area projects).
- To strengthen Early Years Foundation Stage leadership, increasing the percentage of pupils reaching a GLD.

### **Lowestoft and Waveney**

**(LSEO Simon Nortcliffe - [Simon.Nortcliffe@suffolk.gov.uk](mailto:Simon.Nortcliffe@suffolk.gov.uk)):**

- To strengthen school improvement plans that address locality priorities and monitor the impact.
- To review the strategy for working with all publicly funded schools in the locality.
- To strengthen the development of middle leaders – entire curriculum focus.

**South (LSEO Su Harris - [Su.Harris@suffolk.gov.uk](mailto:Su.Harris@suffolk.gov.uk)):**

- Joint working with Headteachers to improve the teaching of cultural diversity.
- Joint working with senior and middle leaders to enable all pupils to access high quality and effective teaching in reading, with consistently high expectations in all Key Stages.
- Joint working with schools to develop middle leadership within other areas identified as bespoke to the school.

**West (LSEO Su Harris - [Su.Harris@suffolk.gov.uk](mailto:Su.Harris@suffolk.gov.uk)):**

Joint working between senior and middle leaders to enable all pupils to benefit from effective teaching and consistently high expectations, wherever they are in the school. Schools to focus on leadership of an area according to the bespoke needs of their school, for example;

- leadership of Pupil Premium
- leadership of SEND
- leadership of mathematics
- leadership of English.

For any further information please contact the SEO for your school or the LSEO for the locality that your school is in.

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## Using the Suffolk School to School Partnership (StSSP) to Meet your Developmental Needs

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

The School to School Support Partnership (StSSP) is a partnership between the Local Authority (LA), schools and other organisations with interest and responsibility for system leadership. The aim being to create the conditions for school improvement in a strategic and co-ordinated way.

The StSSP aims to develop an efficient and effective system of school-led improvement that builds strong teaching and leadership and raises standards.

Representatives from all Suffolk Teaching Schools, representatives from the LA and Maths and English Hubs are invited to be part of the StSSP which identifies and helps co-ordinate expertise from within the school system and beyond.

The membership is open and not exclusive and other interested partnerships are encouraged to join including affiliation to a TSA to develop capacity and quality assurance.

School leaders including governors are encouraged to identify support needs and broker this support through the StSSP. Contact details of all Suffolk Teaching Schools can be found on the StSSP website [here](#) with further contact details on the English and Maths Hub websites:

[Angles Maths Hub](#)

[Myland English Hub](#)

[Wensum English Hub](#)

Further information on the Angles Maths Hub and Myland English Hub can also be found below.

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## Myland English Hub

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

Myland Primary School is one of 32 schools across England appointed by the Department of Education (DfE) to support other schools to deliver excellent early language and phonics teaching in Reception and Key Stage 1.

The Myland English Hub has therefore been developed in the East of England and works with schools who would like to receive support and funding for resources.

Further information on what the Myland English Hub could offer your school will be included in the February edition of Governor Headlines, however if you'd like to find out more now, please visit their website [here](#).

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## Angles Maths Hub

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

Angles Maths Hub is led by Sir Isaac Newton Sixth Form, Norwich. It works together with all schools and colleagues to support continuous improvement of mathematics education for all pupils and students in Norfolk and Suffolk.

The hub is backed by the National Centre for Excellence in the Teaching of Mathematics and offers training and resources for teaching from primary through to sixth form.

If you would like to learn more about Angles Maths Hub please visit their website [here](#).

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**Top Tip:**

Suffolk County Council sends out a weekly e-newsletter called Suffolk Headlines to all registered schools. The newsletter contains useful updates and information on CPD opportunities and is usually received by Headteachers. Not all the information it contains will be relevant to governors, however you're able to register to receive it.

If you would like to receive Suffolk Headlines please [subscribe here](#).

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## Leadership Development

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

Leadership development and succession planning are an important part of the role of both the Headteacher and governors of a school or setting, with the aim of providing the conditions to grow leaders with high aspirations at all levels. There will be more information about this in the April edition of Governor Headlines. In the meantime, these two documents provide helpful guidance;

### [Competency Framework for Governors](#) [National Standards of Excellence for Headteachers](#)

You will see that Section 3 of The Competency Framework for Governors; 'People', includes a section on building an effective team and references succession planning. The section features "the skills and behaviours necessary to ensure effective relationships and dynamics around the table. They help to foster a learning culture where constructive challenge is welcomed; thinking is diverse; a variety of experiences and perspectives are welcomed; and continuous improvement is the norm."

The 'National Standards of Excellence for Headteachers', is intended to be used by governors as well as Headteachers, to support succession planning in addition to Headteacher recruitment, as section 4 of the guidance indicates:

#### **4. [The standards] can be used by headteachers, governing boards and aspirant headteachers to provide a framework for training middle and senior leaders, aspiring to headship.**

- The transition to headship involves mastering a broad range of competences. The standards are not an exclusive or complete list of these skills.
- Headteachers and governors may use the standards to help them identify potential future leaders. The standards can be used to shape the developmental experiences offered to middle and senior leaders.
- Aspirant headteachers can use the standards to evaluate their own progress towards being prepared for headship, and to identify and articulate the areas they want to gain more experience in. For example, a middle leader may decide that they have not as much experience of the fourth domain of the standards and so may seek experience as part of school collaboration in a different school in order to broaden their experience.

Effective high-quality leadership at all levels is a priority in all Suffolk localities, as you'll have read in the above "Locality Priorities in Suffolk" article, and Standards and Excellence Officer (SEO) conversations in school this term will include reference to how this is being developed.

If you would like to learn more about succession planning for school leaders, please contact Emma Eynon at [emma.eynon@suffolk.gov.uk](mailto:emma.eynon@suffolk.gov.uk).

**Top Tip:**

It's never too early to start thinking about succession planning for Chairs of Governors. We've found that it's common for Chairs to resign or stand down at the end of July and, if you are a current Chair, this may already be your intention. It's always easier to identify a new Chair of Governors with the current Chair in post, so you may like to start considering who will succeed to this role and the kind of hand-over and training that person might need in order to successfully take over the position.

If you require support with succession planning for Chairs of Governors please contact [governance@suffolk.gov.uk](mailto:governance@suffolk.gov.uk), or phone us at 01473 260163.

## **OTHER RELEVANT INFORMATION FROM THE LOCAL AUTHORITY**

### **Schools Admissions Arrangements for 2021/2022**

**IMPORTANCE: USEFUL TO KNOW**

**WHO IT'S FOR: MAINSTREAM ACADEMIES, FREE, FOUNDATION AND VOLUNTARY AIDED SCHOOLS**

All voluntary aided, foundation, free schools and academies must determine their admission arrangements for the 2021/2022 school year by **28 February 2020**, even if they have not been changed from the previous year and a consultation was not required.

Admission arrangements include your oversubscription criteria, Published Admission Number and Supplementary Information Form, if relevant.

Please [click here](#) for further information.

If you have any queries please contact Jan Scott, Senior Education Officer (Admissions and School Travel) at [jan.scott@suffolk.gov.uk](mailto:jan.scott@suffolk.gov.uk) or on 01473 264657.

## Annual S175/157 Safeguarding Self-Assessment

**IMPORTANCE: STATUTORY**  
**WHO IT'S FOR: ALL SCHOOLS**

This is a reminder that schools are asked by the Suffolk Safeguarding Partnership (SSP) to complete a safeguarding self-assessment audit annually. The audit will be released for completion shortly and will be available on the safeguarding page of Suffolk Learning <https://www.suffolklearning.co.uk/leadership-staff-development/safeguarding-and-e-safety> . We would appreciate it if you would draw this to the attention of your Designated Safeguarding Lead and nominated safeguarding governor.

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## TRAINING AND DEVELOPMENT OPPORTUNITIES

### Schools' Choice Termly Briefings for Governors and Trustees

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

If your school or academy subscribes to Schools' Choice governor training, please remember that you are entitled to attend a termly briefing. The aim of the session is to update governors and trustees on local and national developments in education and governance and to provide an opportunity for networking. This term there will be an overview of the new requirements regarding relationships and sex education and health education.

The sessions will last approximately an hour and a half, and the dates and venues are detailed below:

| Date                                | Venue  | Start Time |
|-------------------------------------|--|------------|
| Thursday 9 <sup>th</sup><br>January | Kesgrave War Memorial Community Centre,<br>Twelve Acre Approach, Kesgrave, Ipswich IP5 1JF | 6.00pm     |
| Monday 13 <sup>th</sup><br>January  | Fressingfield C of E Primary School, School Lane,<br>Fressingfield, Eye, IP21 5RU          | 6.00pm     |

|                                       |   |        |
|---------------------------------------|---|--------|
| Tuesday 14 <sup>th</sup><br>January   | Howard Primary School, Beard Road, Bury St Edmunds, IP32 6SA                        | 6.00pm |
| Wednesday 15 <sup>th</sup><br>January | Riverside, 4 Canning Road, Lowestoft, NR33 0EQ                                      | 6.00pm |
| Thursday 16 <sup>th</sup><br>January  | Suffolk Borders Teaching Alliance, Wells Hall Road, Great Cornard, Sudbury CO10 0NH | 6.00pm |
| Monday 20 <sup>th</sup><br>January    | Halesworth Golf Club, Bramfield Road, Halesworth, IP19 9XA                          | 6.00pm |

Please ensure that you are booked on to these sessions, by contacting Schools' Choice by phone at 01473 263993, or [email](#), or by booking online on [GovernorHub](#).

## SEND Governor Training

**IMPORTANCE: USEFUL TO KNOW**  
**WHO IT'S FOR: ALL SCHOOLS**

Whole School SEND are running the CPD event below for governors in the Spring Term 2020, at no cost.

**Governors/Senior leaders/pastoral leaders** (exclusions)

26th of February

*Exclusions guidance* delivered by LKMco (1:30 - 4pm),

*SEND Governance* delivered by Driver Youth Trust (4:15pm- 7pm)

To book events click [here](#). If you have any questions or difficulty booking electronically you can email your interest to [info@wholeschoolsend.com](mailto:info@wholeschoolsend.com).



Have a comment to make?

Contact: [qualitymattersineducationandlearning@suffolk.gov.uk](mailto:qualitymattersineducationandlearning@suffolk.gov.uk)  
to comment, favourably or otherwise, on any aspect of Suffolk County Council's school improvement strategy.