

GOVERNOR HEADLINES

Welcome to both issue #27 of Governor Headlines and to the beginning of the new academic year 2019 – 20. We hope that you've all had a lovely Summer.

This edition of the newsletter contains an overview of Suffolk's results and a reminder of the importance of the School Improvement Cycle. We are also officially launching our new Chair of Governors' Mentoring Scheme and advice is given on how to establish a positive relationship between Chair of Governors and Headteacher. Items from wider SCC colleagues include a reminder of the PSHE survey and information on NTQ's, and training opportunities are available for secondary schools on mental health awareness and for aspirant or current Chairs of Governors through the NGA's Development for Chair's programme.

You may also notice some minor changes that we hope will make this newsletter more user friendly. Articles are now categorised into sections for core governance information, other relevant information from the Local Authority and training and development opportunities. We have also stated at the beginning of each article whether it includes statutory information or is useful to know and who the information is primarily aimed at, as well as adding some "Did you Know?" advice and "Top Tips".

As always, if you have any thoughts or suggestions regarding Governor Headlines please contact governorheadlines@suffolk.gov.uk.

The Knowledge

Please find the latest edition of **The Knowledge** for September 2019 [here](#).

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



Welcome to the New Academic Year 2019/20

IMPORTANCE: USEFUL TO KNOW WHO IT'S FOR: LA MAINTAINED

Welcome to the start of the Autumn term. We hope you've all enjoyed the Summer break and have returned refreshed and ready for the new academic year 2019/20. We'd also like to wish a warm welcome to all new governors and Headteachers starting this term.

We've had some changes to our Leadership and Governance team over the Summer. Gill Larkin, Leads Standards and Excellence Officer (LSEO) and Ruth Symington, Senior Standards and Excellence Officer (SSEO) are now working closely with the team on headships and governance respectively.

We would also like to take this opportunity to explain the difference between the focus of the work that we do and that of School's Choice. This is useful as a refresher but also for any new governors reading this.

Our Leadership and Governance team is part of Suffolk County Council (SCC) and we have responsibility for all things relating to statutory governance. This includes the appointment of Local Authority (LA) governors and the reconstitution of governing bodies, the implementation of support for schools including External Reviews of Governance and the support of governors with processes for parental complaints and hearings in liaison with the Resolution team. We are also leading on the Govern Suffolk recruitment campaign and are responsible for the project management of Headteacher recruitment, induction and secondments.

If you require our support or have a different query you would like to run past us, please don't hesitate to contact us at governance@suffolk.gov.uk or by calling 01473 263972. For any headships information please contact Emma Eynon at headships@suffolk.gov.uk or 01473 263943, or Gill Larkin using gill.larkin@suffolk.gov.uk.

Schools' Choice are not the Local Authority. They are a commercial provider that offer their services to schools. They offer a clerking service and maintain their own GovernorHub database; this is not accessible to the Local Authority and we have our own database. They also offer a range of training courses which can be viewed in their [online brochure](#).

Please note that, as GovernorHub belongs to Schools' Choice, our Leadership and Governance team won't be aware of any new appointments or resignations that are recorded on it.

It is vital that we are kept up to date with this information so that we're able to support you appropriately. We would be very grateful if you inform us of any changes to your governing body by completing one of the below forms and emailing it to

governance@suffolk.gov.uk. Alternatively your Clerk will be able to update us if requested to by the governing body.

[Report a Governor Appointment / Reappointment](#)
[Report a Governor Resignation](#)

An Overview of Results

IMPORTANCE: USEFUL TO KNOW
WHO ITS FOR: ALL SCHOOLS

Data provides governors with a lot of information about the learning and development of children in *their school*. Provisional 2019 performance information for primary schools is released by the Department for Education (DfE) today (Thursday 5th September 2019). This will enable school leaders to talk about official progress figures as well as the attainment information that has been available since July. For secondary schools the provisional information is available in late October but there will be attainment information that school leaders will hold, albeit subject to change in the tables checking exercises in September.

With this early look at 2019 performance information governors can begin to ask questions about the overall picture of performance and the impact of initiatives. For example, if the attainment of girls in mathematics was a particular focus over the 2018/19 academic year, has there been an improvement in how these pupils have performed? Have improvements seen in previous years been sustained? What are the areas of strength in the 2019 performance information and which areas were weaker? This last point will be one to explore and follow up with questions about what is going to be done to address these weaker areas and how will the impact be reported to governors over the year.

When considering progress, the overall figure will give some information but the breakdown behind these is where the real information is. For example, at primary level did all pupils have similar progress or did some groups or individuals have higher or lower figures than others? For secondary the breakdown of Progress 8 into the individual progress elements of English, mathematics, EBacc and Other will give better insight into strengths and weaker areas; the EBacc can then be analysed by separate pillars too.

For governors of primary schools, the Question Level Analysis that is available through Analyse School Performance (ASP) for school teaching staff will provide some insight into which questions the cohort did better or worse than the national figures. This may provide evidence of impact in certain areas and it may highlight areas to consider targeting this year.

ASP will be updated with 2019 performance information for primary schools in late September/early October and mid-November for secondary schools. There is a governor access to these reports that the school should be able to set up for governors. This is a very useful online tool for analysing the performance information and there is training available on this through Governor Services.

The key areas that you may focus your questions on will be linked to the school development plan (SDP) and context that the school finds itself in but they may include performance by characteristic such as Special Educational Needs and Disability (SEND) or by prior attainment (low, middle or high) or perhaps a combination of groups such as disadvantaged boys. There will be a number of indicators but the key performance indicators for each key stage are outlined below. For each of these it will be worth comparing to national figures for 2019 and also the school's performance in 2018 and 2017.

Early Years Foundation Stage (EYFS):

- percentage achieving a good level of development (GLD)
- average total points score (ATPS)

Key Stage 1:

- percentage achieving phonics threshold
- percentage reaching the expected standard (EXS) or better (EXS+) in reading (and also the percentage achieving the greater depth standard (GDS))
- percentage reaching EXS+ in writing (and also the percentage achieving GDS)
- percentage reaching EXS+ in mathematics (and also the percentage achieving GDS)

Key Stage 2:

- progress of pupils in reading
- progress of pupils in writing
- progress of pupils in mathematics
- percentage reaching EXS+ in reading, writing and mathematics
- percentage reaching EXS+ in reading (and also the percentage achieving a high score)
- percentage reaching EXS+ in writing (and also the percentage achieving GDS)
- percentage reaching EXS+ in mathematics (and also the percentage achieving a high score).

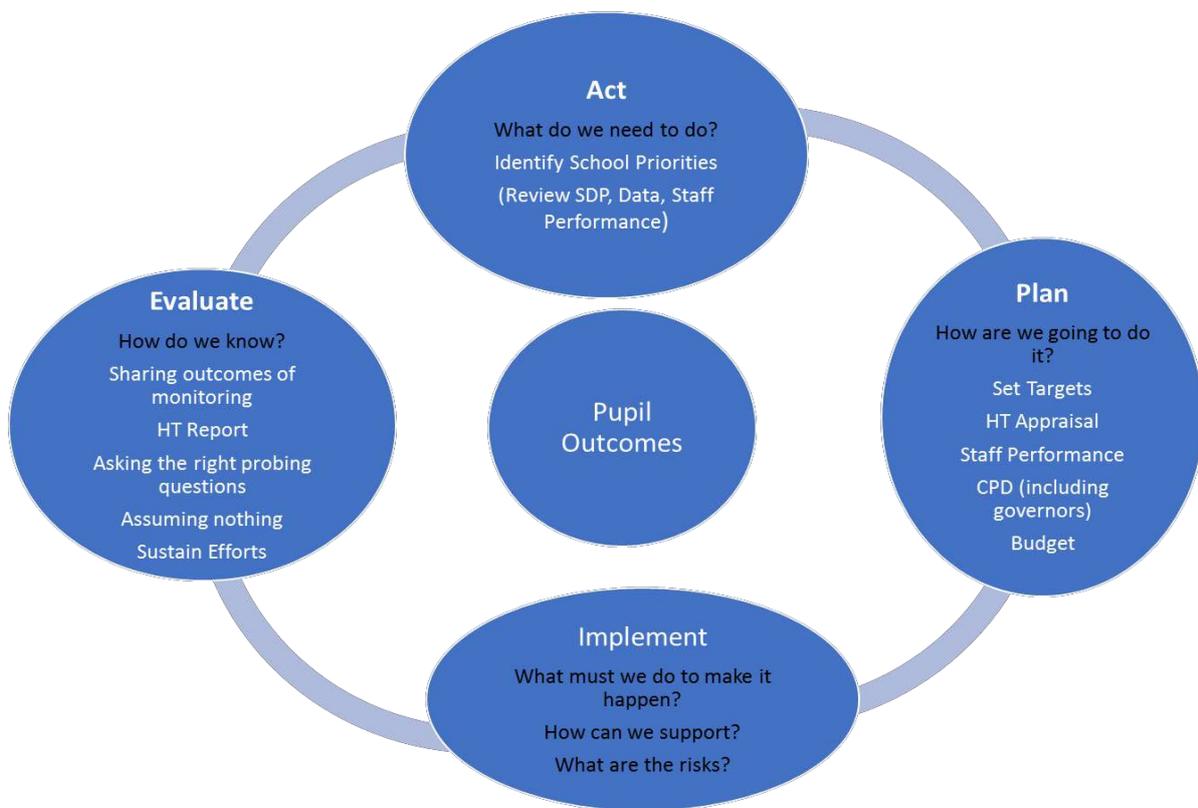
Key Stage 4:

- Progress 8
- Attainment 8

- percentage of pupils achieving a grade 5 (a good pass) in English and mathematics (both combined and by individual subject)
- percentage of pupils achieving a grade 4 (a standard pass) in English and mathematics (both combined and by individual subject)
- percentage achieving a grade 5 in the English Baccalaureate (EBacc)
- Average points score (APS) in the EBacc.

School Improvement Cycle

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



Understanding the school improvement cycle is a key part of the role for governors in monitoring school performance.

Each year the leaders of a school, including the governors, will identify a set of priorities which drives the School Improvement Plan. School leaders, including governors, need to carefully monitor progress and outcomes to ensure that children are receiving the best possible education.

This diagram represents the school improvement cycle and can be applied to any governance activity. Some governors find it useful to use this as a framework for questioning. It is improbable that the concept of school improvement is new to you, but this diagrammatic version may help facilitate strategic discussion about

all governance topics.

For example: Discussions around budgets

- a) What do we need to do? e.g. we need to balance the budget for the forthcoming year.
- b) How are we going to do it? What scenarios for cost saving are there? Combining classes? Staff redundancies? Reducing the use of outside support e.g. sports providers, cleaning?
- c) What must we do to make this happen? How do we implement this, how can we support this and what are the risks?
- d) How do we know this is working? What has the impact been on the children and staffing? How do we know it's working? Or not? Has it impacted on the original budget "problem"?

This is a very small and contained example, but you may wish to look to other sources for innovative ideas for how to improve your school – what have other schools found effective? What research has already been undertaken in this area?

Keeping Children Safe in Education Statutory Guidance

IMPORTANCE: STATUTORY
WHO IT'S FOR: ALL SCHOOLS

The Department of Education have updated their Keeping Children Safe in Education (KCSiE) document, which includes statutory guidance for schools and colleagues on safeguarding children and safer recruitment.

If you need to refamiliarise yourself with this information the document can be found [here](#).

Chair of Governors Mentoring Scheme

IMPORTANCE: USEFUL TO KNOW
WHO IT'S FOR: LA MAINTAINED

Elections for your Chair of Governors and Vice-Chair usually occur annually and many governing bodies chose to hold these elections at their first full governing body meeting of the new academic year.

You may therefore be considering who to elect, or even whether to nominate yourself for one of these roles.

We recognise that becoming Chair of Governors for the first time can be a daunting prospect. There will be an increased sense of responsibility and governors new to this role could find themselves wondering how best to proceed with potentially unfamiliar situations. Whilst support from their own governing body is invaluable, new Chairs of Governors might also benefit from discussion with another, experienced Chair.

Did You Know?

The recommended length for the term-of-office of the Chair of Governors is 6 years. Source NGA

We are therefore launching a Chair of Governors Mentoring Scheme to alleviate some of the pressure for new Chairs of Governors and to encourage anyone who might be considering the role to put themselves forward for election.

The scheme is open to new Chairs of Governors, governors who are about to be elected as Chair of Governors and governors who have held the position for less than a year. If this applies to you and you'd be interested in being mentored by an experienced Chair from your local area, please see the below documents for further information on the scheme.

[Chair of Governors Mentoring Scheme](#) **[Chair of Governors Mentoring Agreement](#)**

If you are interested in participating in the Chair of Governors Mentoring Scheme as a mentee please contact Lyndsay Cook at governance@suffolk.gov.uk or call 01473 260163.

If you're interested in training opportunities for current or aspiring Chairs, please see the article on the National Governance Association (NGA) Development for Chairs programme in the training and development section of this newsletter.

Delegation of Governing Body Responsibilities

IMPORTANCE? USEFUL TO KNOW **WHO IT'S FOR? LA MAINTAINED**

The beginning of the new academic year is the perfect time to review the delegation of tasks between all members of the governing body.

It's important that responsibilities are shared equally between governors, or according to each individual governor's capacity, and Chairs of Governors shouldn't feel like they need to do everything themselves.

Ensure that everyone's aware of their individual roles, for example as committee Chairs, safeguarding governor and LINK governor, and that these roles complement the strengths and skillset of the governor who holds them.

You might like to carry out a [Skills Matrix](#) at your first governing body meeting of the term to ensure that all governors are filling the most suitable roles. This is also a useful exercise for identifying any gaps in knowledge and skills, and therefore any training that might be beneficial or criteria for appointing new governors.

Headteacher and Chair of Governors Agreement

IMPORTANCE: USEFUL TO KNOW
WHO IT'S FOR: LA MAINTAINED

The relationship between the Chair of Governors and the Headteacher is crucial to the successful leadership of a school. When one of you is new to your role, or just when you think it would be useful, you will find that agreeing ground rules, having a clear understanding of roles, and being explicit about your expectations of each other will make your working relationship much smoother.

Both the Headteacher and the Chair should be clear about the boundaries of their roles, how to maintain a professional dialogue, what to do if there is disagreement and how to ensure that the governing body is able to hold the Headteacher to account for financial management and educational performance. They will need to be able to trust each other with confidential information, and to understand the difference between the Headteacher's professional leadership and day to day management, and the governing body's strategic leadership.

To establish this relationship, it's recommended that you complete a Headteacher and Chair of Governors Agreement. Our document can be found [here](#) and gives you the basic areas you may want to consider regarding your relationship, however you may want to adapt this or create your own. It's also recommended that this document is reviewed annually, even if neither the Chair of Governors nor Headteacher is new to the role.

Top Tip:

As governors you will come across many templates, such as the Skills Matrix and Headteacher and Chair agreement documents above, that offer useful guidelines but don't have to be adhered to word for word. Provided that the document you are working from isn't statutory we'd encourage you to adapt it to better suit your purposes and the individual goals of your governing body. This is equally applied to any standard full governing body meeting agendas.

OTHER RELEVANT INFORMATION FROM THE LOCAL AUTHORITY

Youth Participation - Improving How Schools and SCC Exchange Key Information in Year 11 and 12

IMPORTANCE: STATUTORY

WHO IT'S FOR: SECONDARY

From September 2019, the cycle of information exchange and reporting to DfE in Year 11 (Intended Destinations/cohort check, September Offer and Activity Survey) and Year 12 (Enrolments and leavers) will be done directly between schools and the Participation Tracking Team.

Early Help teams will continue to offer intensive support for those most likely to become Not in Education, Employment or Training (NEET) particularly after Year 11.

[Read more](#)

Contact: Sally Hill, 01473265910, 07740409483

Is Your School Employing a Newly Qualified Teacher (NQT)? Autumn Term 2019

IMPORTANCE: STATUTORY

WHO IT'S FOR: ALL SCHOOLS

As many of you will be aware governors have responsibility for ensuring compliance with the statutory induction guidance for NQTs, including registration of NQTs by the Headteacher/Principal, (statutory guidance paragraph 2.24). It also includes ensuring

the school/setting has the capacity to support the NQT(s) and the NQT(s) are employed in a suitable role, (statutory guidance paragraphs 2.18, 5.11 and 2.17). It is therefore important that you are updated about a recent development. Suffolk Appropriate Body NQT Induction Service is now using an online system called NQT Manager to administer NQT induction. If your school wishes to register an NQT for September 2019 this must be done online by a member of staff who is authorised to do so.

This is a positive action that will ease the process for all individuals at the school. All reporting and registration is now online with documents digitally signed by the individuals concerned. All personal documents are encrypted to industry standards and comply with Suffolk Local Authority privacy statement.

The deadline for registering NQTs to begin induction in September 2019 is **Friday 27th September 2019**. Registrations made after this date may result in a delay to the start of the induction period.

The statutory guidance can be found [here](#) .

If you would like further information or have any queries please contact Celia Moore, NQT and Appropriate Body Officer, at celia.moore@suffolk.gov.uk .

PSHE Survey to be Completed – Final Reminder for Schools

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

In preparation for the statutory Relationships, Sex and Health Education guidance coming into effect from September 2020, the Schools Engagement Coordinator has requested that schools complete a short survey about their current PSHE provision. Unfortunately, this has not had the uptake required to get an accurate picture across Suffolk and this is a final reminder for schools to prioritise completion.

Due to the Schools Engagement Coordinator starting the role in July, the survey originally went out towards the end of the academic year and may not have been seen by the most appropriate staff members in schools, hence the impact on the completion rate, which stands at around 20%.

As the new academic year gets underway, the Schools Engagement Coordinator is requesting that we gently remind the Senior Leadership and PSHE leads that the survey needs completing if it has not already been done. It is brief in nature and takes around 20 minutes to complete.

It is important to have this information to get an accurate picture of the current offers available in Suffolk and if any schools have any concerns about the new guidance, or indeed, areas of strong practice they would like to share. The information gathered will then be used to inform and develop best practice and encourage a coordinated, consistent and appropriate approach across Suffolk.

Please access the survey [here](#). This was originally extended until Thursday 05/09/2019, however, due to the date of this newsletter, the survey can be kept open in case there are any schools who have not completed it by this point.

If you would like to know more about the Schools Engagement Coordinator's role, please contact Jane Stannard on 01473 263296 or at jane.stannard@suffolk.gov.uk.

TRAINING AND DEVELOPMENT OPPORTUNITIES

Development for Chairs Training National Governance Association (NGA) & Schools' Choice

IMPORTANCE: USEFUL TO KNOW

WHO IT'S FOR: ALL SCHOOLS

Schools' Choice has again joined with the National Governance Association (NGA) to offer a further Development for Chairs programme starting in September 2019. You need to register by 16th September 2019 and the programme starts on 16th October 2019, however the first face to face session is on 22nd November 2019.

We are delighted that each board will now be able to access **two fully-funded places** on the Development for Chairs programme – this includes Chairs, co-Chairs, Vice-Chairs, committee Chairs and future Chairs.

This will enable the Development for Chairs programme to have greater impact on the effectiveness of school governance and ultimately the educational standards and wellbeing of pupils. Where more than one participant from the same school joined the programme, feedback shows how much they value the opportunity to work with another member of their board to develop their leadership and deliver impact in their school or trust.

Please find details of the programme [here](#), and information on how to book [here](#). Look for Suffolk cohort 2.

Please [contact us](#) if you would like to discuss this further or need any further details.

Mental Health Awareness Training for Secondary Schools

IMPORTANCE: USEFUL TO KNOW

WHO IT'S FOR: SECONDARY SCHOOLS

The Anna Freud National Centre for Children and Families have been commissioned by the Department of Health & Social Care to deliver the final year of a 3-year programme to make mental health awareness training available to those state secondary schools who:

- have not received Mental Health First Aid (MHFA) Training in 2017 – 2018; and
- are identified by their Phase of Education as secondary, middle deemed secondary, all through and eligible sixth form colleges and Secure Training Centres.

The Mental Health Awareness Training in Secondary Schools is a one-day, free course focused on building mentally healthy school communities.

If eligible, please **email the Anna Freud Centre** at MHAT@annafreud.org and they will then respond directly with a booking link to book up to 2 members of staff onto this course.

Training is available in Cambridge and London and many other locations across the Autumn and Spring terms. The training venues and dates can be found here: [view training schedule](#). For further information please visit www.annafreud.org/mhat.

Next Issue:

- *Does your SDP reflect your results?*
- *What are your measurable milestones and how do you evidence progress?*
- *Headteacher Performance Management*
- *Succession planning*