

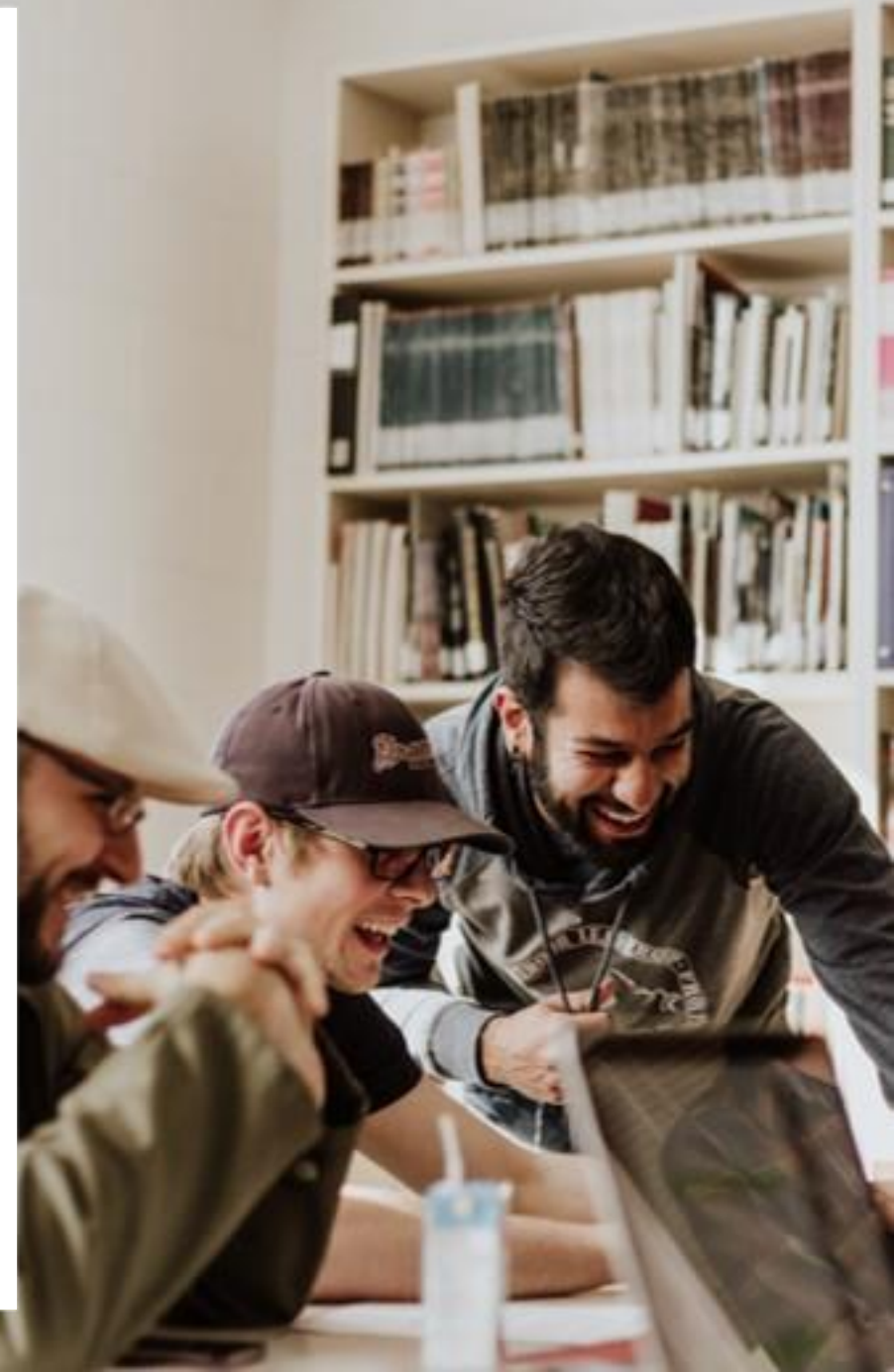


Lincolnshire
Education
Group

Summer Governor Partnership Briefing

Agenda

- Welcome
- Partnership of Schools Group Update
- Regional Improvement for Standards and Excellence (RISE)
- Keystone Assessment and Moderation Update
- L.E.A.D Teaching School Hub Update
- LA Updates and Information
 - Nursery to Primary Transitions
 - The Role of the Early Years Specialist Teacher
 - Lincolnshire Start for Life offer
- Leadership Forum - SEND
- Governance Update





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Welcome

Geraldine Willders

A Structure for Collaboration and Communication



Lincolnshire
Education
Group



*Local Authority, Diocese,
PSG Representative and the
Teaching School Hub (x 2 reps each)*



Partnership of
Schools Group



*Voluntary HT
Representatives
from each district*

New email address:

partnershipofschoolsgroup@lincolnshire.gov.uk



All Schools

The Key Updates- rooted in research

Six Core Features of a local Learning Landscape



Sense making



Local lens



Many linked systems



Bridging
boundaries



Practices, tools
and routines



Professional learning



LINCOLNSHIRE EDUCATION STRATEGIC ONE PLAN 2024/25

Vision: Aiming to promote a culture of collaboration, innovation, and advocacy across all Lincolnshire schools and settings, supporting the highest outcomes and life chances for all in Lincolnshire.



Governance Consideration: Does your school development plan reflect the one plan priorities?



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Regional Improvement for Standards and Excellence (RISE)

RISE Teams: Objectives

Ultimately, the goal of RISE teams will be to raise standards for all schools, as part of the government's Opportunity Mission. Through targeted intervention and a universal service, RISE teams will work to ensure that capacity and expertise from across the school system is used to deliver improvement. Their specific objectives will be to ensure that:



Schools facing particular challenges improve rapidly through **bespoke targeted intervention for 12-24 months**. Where necessary, RISE teams will secure support high-quality organisations with a strong track record of improvement, such as an LA partnership or a MAT. For now, our focus is **stuck schools**. From September 26, we will provide targeted interventions to schools judged to require significant improvement.



Every school, with its Responsible Body, can **navigate a path to improvement** drawing on local expertise. Most schools will do this by themselves, aided by a more granular evaluation of school performance in the Report Card. However, RISE teams will make it easier for schools to do this by delivering a **universal service to schools**, signposting to hubs and best practice, facilitating connections between schools and trusts, and promoting peer review and networking.

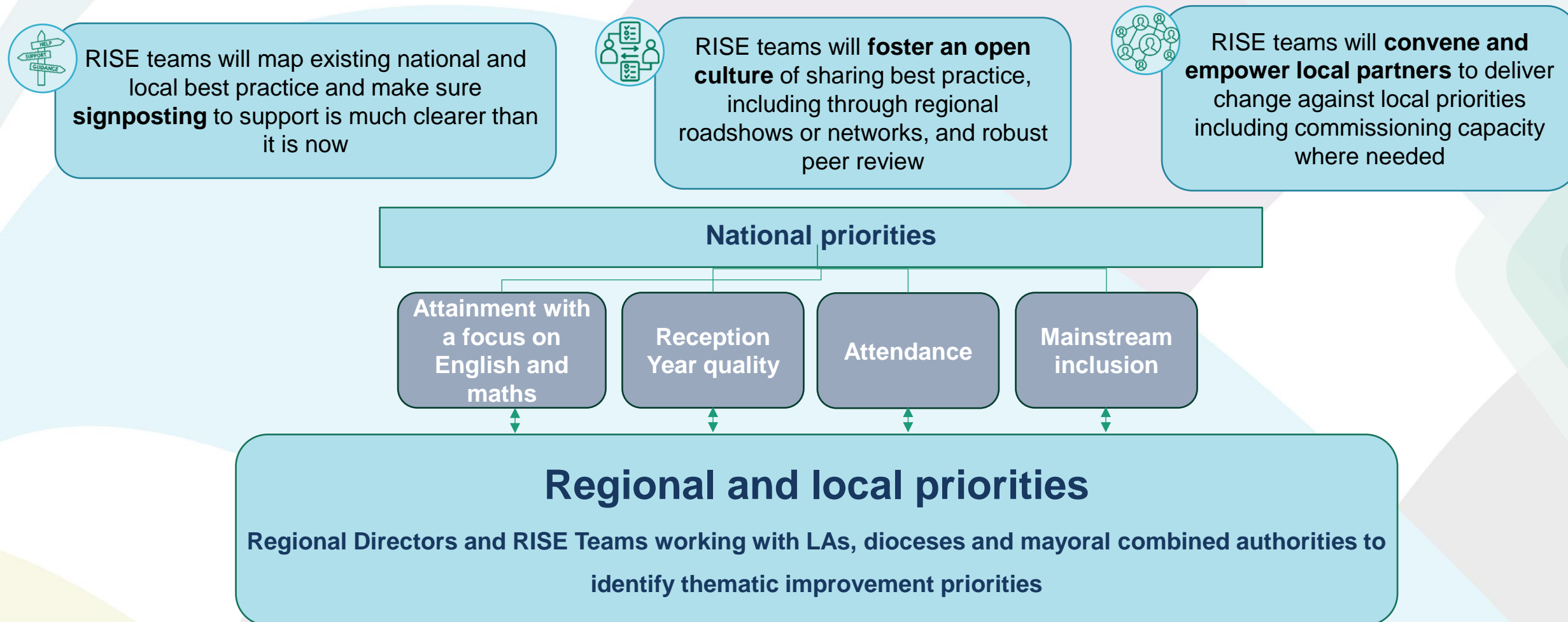


Every part of the country has a **coherent set of local area priorities**, working across local authorities and dioceses so that local partners work collaboratively to solve issues affecting children in their communities.

[RISE teams: everything you need to know – The Education Hub](#)

Establishing a universal service as a catalyst for change

The RISE universal support service is for all schools. It will transform how schools, with their responsible bodies, can access support and how the sector engages collectively in providing support.





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Assessment and Moderation Update



PRIMARY
ASSESSMENT
SPECIALISTS



2025 SATs Testing, Phonics and Multiplication Table Checks Update

SAT's

- Lots of excellent practice observed during the LA SAT's monitoring visits – thank you!
- KS2 test results will be available for schools to view and download on the PAG at 7:30am on Tuesday 8 July.
- The Department will publish 'KS2 attainment 2025: national headlines' statistics at 9:30am on the same date. This information is needed for comparative reports about the attainment of pupils in the same age nationally (KS2 ARA section 11.2).
- If a headteacher decides that a pupil should not take one or more of the end of KS2 tests, they should write a report that should be sent to the chair of the governing body and a copy placed on the pupil's educational record (KS2 ARA section 11.3).
- Deadline for schools to submit marking review applications by 11:59pm – 18th July 2025.
- 10th September 2025 – Reviews returned to schools.

Phonics

- Threshold published for Phonics Screening Check – 23rd June 2025

Multiplication Tables Check

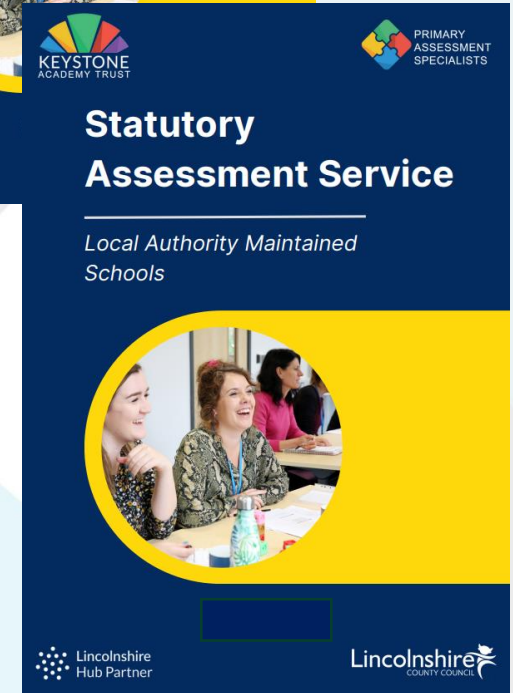
- Provisional Multiplication Tables Check results on Primary Assessment Gateway - 23rd June 2025

Training and the future!

- Please visit our new website for information relating to the support, resources and training we offer to schools: <https://www.keystoneassessment.org/> (please bookmark this page!).
- Look out for our 2025-26 training calendar and moderation flyers - these will be released later in Term 6. A mixture of old favourites with some new CPD events too.
- Statutory Assessment Service for 2025-26 offer for Academies and LA maintained schools. No changes to pricing structure.
- We can provide bespoke training and support, please contact us to discuss this further.
- To book, visit - <https://events.bookitbee.com/keystone-academy-trust/>

Governance Consideration:

Is your school accessing the relevant CPD for staff through the training offer?



PRIMARY
ASSESSMENT
SPECIALISTS





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L.E.A.D. Teaching School Hub

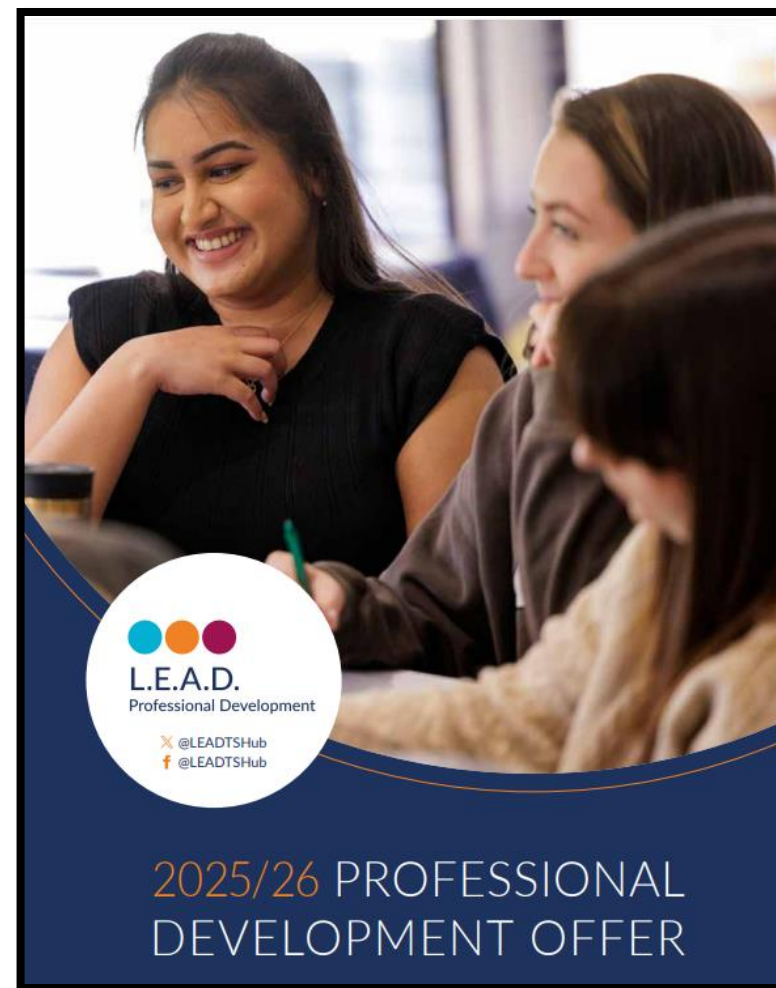
L.E.A.D. Professional Development

Diary Date

**Launch CPD Event
Online: 2-2.40
Tuesday 8th July 2025**

Governance Consideration:

Is your school engaging in Continuing Professional Development for staff through the Lead Teaching School Hub



SCHOOLS EXCHANGING AND SHARING PRACTICE

Early Years



If you would like to view a school in action, hear their journey, unpick the culture, pedagogy, curriculum and underpinning principles in reading then please sign up to one of the following events.

All dates are 9.30am – 11.45am. Please note that the places are limited.



Tydd St Mary Church of England Primary School

Churchway, Tydd St Mary, near Wisbech, PE13 5QY **For Small Schools**

Thursday 25th September 2025

Thursday 15th January 2026

Thursday 30th April 2026



Branston Church of England Infant Academy

Beech Road, Branston, Lincoln LN4 1PR

Wednesday 8th October 2025

Wednesday 4th March 2026

Wednesday 13th May 2026



Barrowby Church of England School

Church Street, Barrowby, Grantham NG32 1BX

Wednesday 15th October 2025



Digby the Tedder Primary School

Trenchard Road, Ashby de la Launde, Lincoln LN4 3JY

Wednesday 12th November 2025



St Thomas' CE Primary Academy

Wyberton Low Road, Boston PE21 7RZ

Tuesday 18th November 2025



Church Lane Primary School

Church Lane, Sleaford NG34 7DF

Thursday 20th November 2025



Recognised for
**Professional
Generosity**
2025/26



Grimoldby Primary School

Tinkle Street, Grimoldby, Louth LN11 8SW

Thursday 20th November 2025



Alford Primary School

Hanby Lane, Alford LN13 9BJ

Wednesday 14th January 2026



Ling Moor Priory Academy

Richmond Drive, North Hykeham, Lincoln LN6 8QZ

Wednesday 14th January 2026



St Nicholas CE Primary Academy

Wood Farm Road, Boston, PE21 0EF

Wednesday 4th February 2026



St Peter at Gowts C of E Primary School

Pennell Street, Lincoln LN5 7TA

Thursday 19th March 2026

Thursday 18th June 2026

Early Years

Reading Post Phonics

Writing

Small Schools

SEND in the Mainstream

Behaviour / Attendance



DfE accredited to provide:

(ITT) Partnered with accredited ITT providers

(ECTE) Provides training and support for early career teachers and mentors

(NPQs) Leadership development programmes for aspiring, middle, senior, and executive leaders.

(AB) Acts as an Appropriate Body for the statutory induction of early career teachers

DfE accredited to:

- Promote a love of reading
- Support early language development
- Deliver excellent phonics teaching
- Coming up- secondary pilot reading project

Programme providing training and resources to teach:

- Active Spelling
- Active English
- Active Numbers

Academy Trust

Provides professional services and development to L.E.A.D. Academy Trust



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LA UPDATES



Lincolnshire
Education
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Nursery to Primary Transitions



Early Years Foundation Stage safeguarding reforms

Government consultation response

October 2024

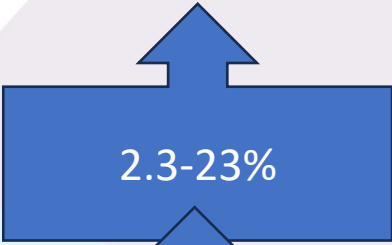


[Early Years Foundation Stage
safeguarding reforms -
consultation response](#)

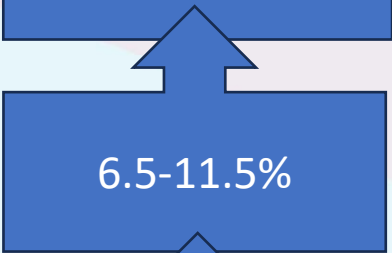
Early Years Locality Networks 2025 – PVI settings, childminders and schools to work in collaboration together to support children's school readiness and improve outcomes for all

Impact so far...

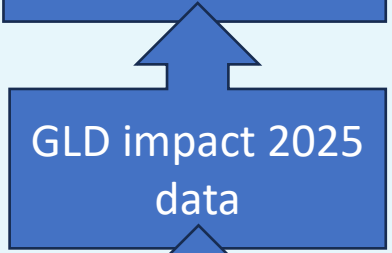
2021/2022 – 7 schools and 15 settings engaged



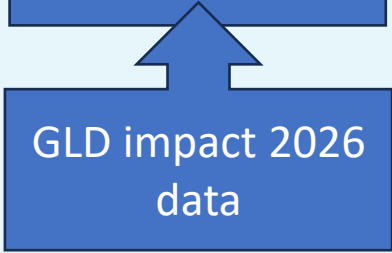
2022/2023 – 7 schools and 12 settings engaged



2023/2024 – 6 schools and 13 settings engaged



2024/2025 - 9 schools and 28 settings engaging



2024/2025 – Peep in Schools Pilot – 2 schools and 40 children

Autumn 2025 – offer 15 schools' delivery of Peep programme where children are presenting with high PSED needs to support successful transitions



Governance Consideration:
Is your school engaging with the Early Years Locality Network?

Summer Transition Tasks

Good Practice:

- Gather **information** about your new cohort through conversations with your partner settings.
- Through shared conversations with settings **identify** which children may need additional support
- Begin to **plan bespoke support** for identified children. What reasonable adjustments might be needed to welcome children and families in September? Please see SEND Transition Pathway
- Plan with partner settings **regular opportunities** across the next term. A minimum of 3 sessions for families to visit the school but more is better

Governance Consideration:

Is your school undertaking transition activities?



How can the Early Years SEND Transition Pathway support children, families and schools?

- Early identification of children requiring additional transition support
- Supports transitions to be planned as part of clear and robust process and not an event
- Identifies key points throughout the year for transition-based activities to be taking place
- Highlights opportunities to revisit transition plans to ensure they are kept up to date and relevant for children

SEND TRANSITION PATHWAY

In Lincolnshire we believe that transition into Primary School is a journey and not an event and we aspire to all children having a positive transition experience. Effective transitions depend on a commitment from all professionals involved to develop positive communication links between each other and families, and to promote continuity for all children. It is important that there is a shared approach between all those professionals involved.

Settings and Schools have accessed the free training via Dingley's Promise.
In particular the module entitled Early Years Transitions Training.

OCTOBER

Setting, and school meet to review transitions this year, discuss strengths and plan for next year's Transition Calendar.

1

NOVEMBER/ DECEMBER

Continue to promote and support parents/carers to complete the school admissions form by the deadline date.

2

JANUARY/ FEBRUARY/MARCH

EYST to work with settings to identify children who may require additional transition support and agree the

3

4

APRIL

Transition Support Plan developed



Sleaford Children's Centre



Lincolnshire's Start for Life Offer

Supporting families 'earlier, better, together'

Lincolnshire Start for Life

Start for Life and Family Hubs

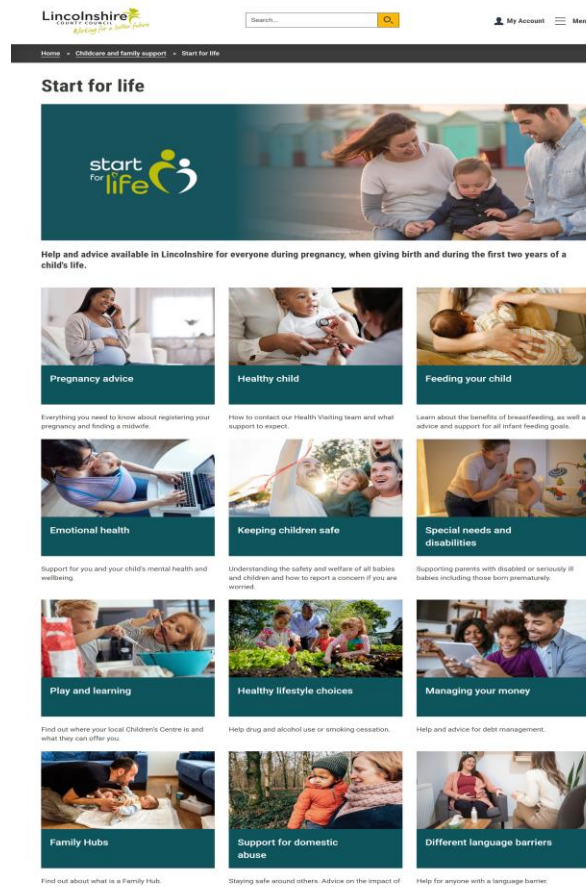
Connect families to their local Children's Centre

Connect families to the Start for Life offer



Governance Consideration:

Is your school connecting families to their local Children's Centre and Start for Life offer to access resources and services?



Take away messages

Think whole family

family services directory lincolnshire - Search



A Forum for the Leaders of Lincolnshire



Lincolnshire
Education
Group



Partnership of
Schools Group



Sense making



Local lens



Many linked systems



Bridging
boundaries



Practices, tools
and routines



Professional learning



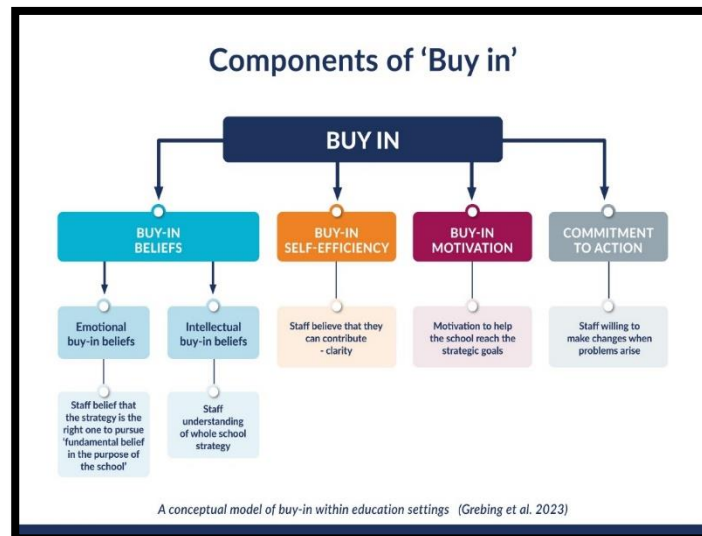
Department
for Education

‘Universal Offer for Schools’

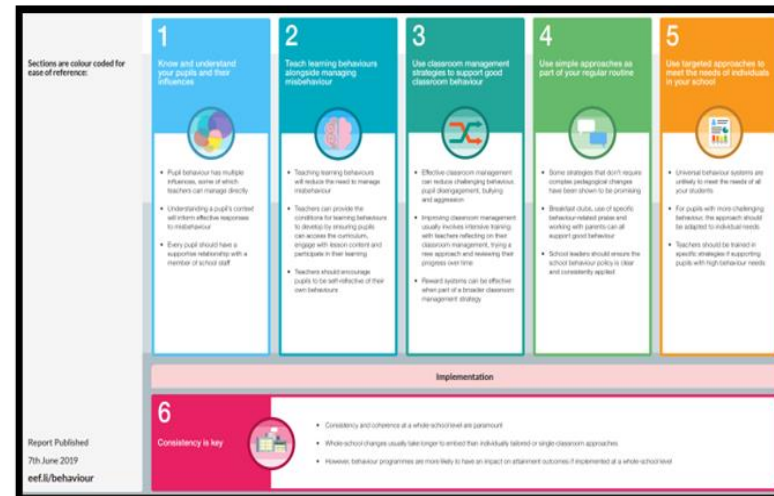
Previous area covered...



Vision/ Buy In



Behaviour



Teaching

Elements of Great Teaching:

- | | |
|---|--|
| 01 Understanding the content <ul style="list-style-type: none">1.1 Deep and fluent content knowledge1.2 Curriculum knowledge: sequencing1.3 Knowledge of tasks, assessments, multiple explanations1.4 Knowledge of student thinking: misconceptions | 03 Maximising opportunity to learn <ul style="list-style-type: none">3.1 Managing time and resources to maximise productivity3.2 Clear and consistent rules, expectations, consequences3.3 Preventing & responding to disruption, showing awareness |
| 02 Creating a supportive environment <ul style="list-style-type: none">2.1 Relationships with pupils, cultural sensitivity2.2 Student-student relationships & climate2.3 Promoting learner motivation2.4 High expectations, challenge and trust | 04 Activating hard thinking <ul style="list-style-type: none">4.1 Structuring: matching tasks, scaffolding, signalling objectives4.2 Explaining: presenting & connecting ideas, modelling examples4.3 Questioning: promoting hard thinking, assessing4.4 Interacting: giving, receiving and responding to feedback4.5 Embedding: practising, reinforcing & spacing learning4.6 Activating: building independence, supporting metacognition |



L.E.A.D.
Teaching School Hub
Lincolnshire

Padlet of Resources



amanda973 • 1m

Leadership Padlet

School Improvement Plans

Secondary Improvement Plan

XX Improvement Plan 2021-2022

LEADING STUDENTS
TO A BRIGHT FUTURE
SCIENTIA POTENTIA EST

DOCX

AIP Draft 2021 2022 (1)

Rapid Improvement Plan

Academy
Rapid Improvement Plan

Self Evaluations

Secondary SEF



DOCX

Headteacher:

SEF UPDATED 08 06 21

Blank SEF

Academy
Self-Evaluation Document Summary:

It is suggested that each section is kept to a maximum of 300-500 words.

Context of the School

Blank area for the Blank SEF document.

Governance

Subject Leader Annual Reporting

Subject Leader Audit and Report.

Subject	Year	Subject Leader
Area	Current situation (before is the supporting evidence?) Required changes	
Policy	When was it last updated? Does it reflect current practice?	
Curriculum	Is there a clear INTENT for your subject?	
Website	Has the subject been updated on the website?	
Planning	Who plans for this subject? How often is it delivered? How is your subject IMPLEMENTED? Do the resources meet the needs of the curriculum that has been planned? Are there any additional resources that are required to teach the subject more effectively? How does this take place in your subject? Where is this recorded?	

DOC

Subject Leader Report

Subject Improvement Report Governance

Subject Improvement Report

Subject	Date
Policy update date: Year: No:	
Please comment on the development, has been developed, how does it meet the needs of the curriculum, and the impact of the development on the school's performance.	

Useful Docs

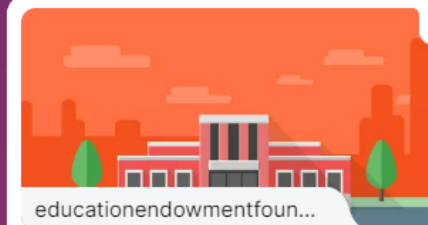
WORLD
ECONOMIC
FORUM

Platform for Shaping the Future of the New Economy and Society

Schools of the Future
Defining New Models of Education
for the Fourth Industrial Revolution

PDF

WEF Schools of the Future Report 2019



educationendowmentfoun...
Putting Evidence to Work - A School's
Guide to Implementation

SEND: Aspects

Spring

**Culture/ Sense of
Belonging**

**Schemes of
Delegation/Monitoring**

Layers of Provision



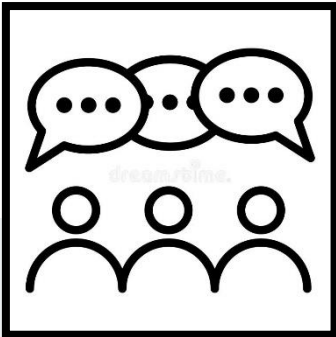
Summer

**Assessment of
SEND**

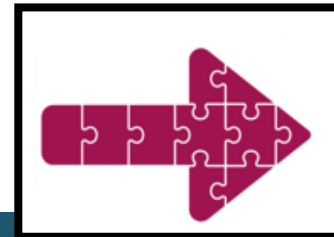
Parents/Carers

**Planning for the
Future**





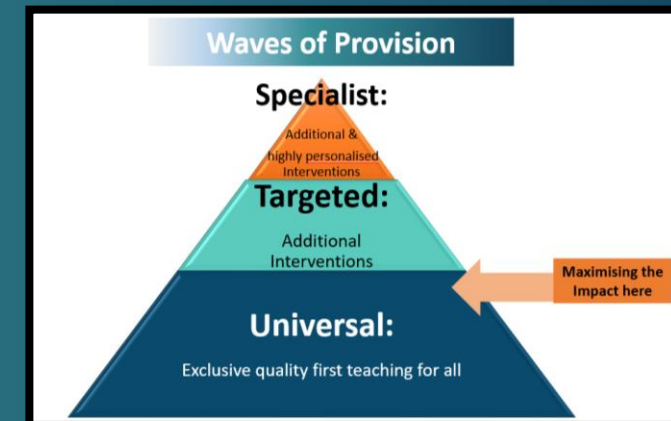
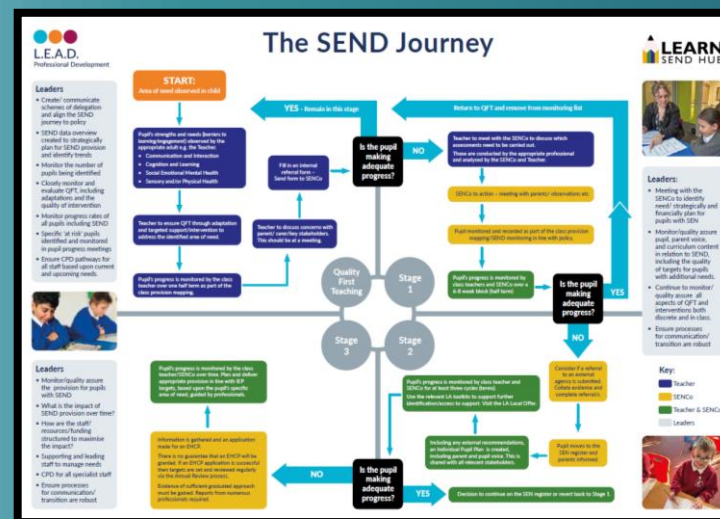
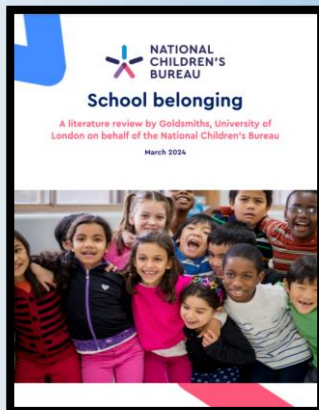
Reflect/ Next Steps



Belonging/Language

Identification and Schemes of Delegation

Layers of Provision



SEND: Future Proofing Strategically

SEND Review to Action Plan

SEND Governor	Headteacher	SLT and SENCo	Middle leaders/Phase Leaders/Heads of Department	Class Teachers/ Subject Teachers	Support Staff
Strategic overview, support and challenge	Strategic responsibility of SEND	Coordination of SEND provision and deployment of staff	Monitoring of pupil progress	Delivery of high-quality inclusive teaching	Delivery of interventions
	Overall responsibility for intent, implementation and impact	Monitoring of SEND provision and pupil progress	Monitoring of high-quality inclusive teaching and provision for SEND	Target setting	Collation of data against targets/outcomes
		Data analysis and evaluation of impact	Integral focus on SEND in all lesson observations	Monitoring progress of individual pupils	
		Integral focus on SEND in all lesson observations		Monitoring of interventions	

Layers of Provision





Adaptive Teaching: Ofsted Draft

Developing Teaching

Teachers are expert at checking pupils' understanding and adapting their teaching, in the moment, to meet pupils' needs.

Inclusive Teaching

Adaptations to teaching are not effective enough in tackling the most significant barriers to learning for pupils. They fail to support pupils' longer-term achievement and progress.

Teachers have the expertise and knowledge to make **well-judged adaptations** to overcome barriers to learning for pupils, particularly those with SEND. **Any adaptations do not lower expectations** for pupils or limit their access to the curriculum unnecessarily.

Teachers use **targeted interventions** effectively, in conjunction with high quality teaching, for pupils who need additional support.

Staff draw on the **advice of specialists**, including the special educational needs coordinator, to improve their teaching. This includes identifying the **right resources or activities** to support accessibility.

Teachers and support staff are **deployed effectively** to improve achievement, especially for disadvantaged pupils and pupils with SEND.

Appropriate and well-judged adaptations help pupils to overcome the most significant barriers to learning, particularly for those who are disadvantaged and/or who have SEND. These adaptations effectively enable pupils to learn the curriculum, so that they secure the knowledge and skills they need for future learning.

Layers of Provision



Targeted

Targeted Interventions

Key components of effective interventions:

- Are evidence-based
- Are guided by individual assessments
- Link to classroom learning
- Have clear entry and exit criteria
- Provide value for money
- Are brief, regular and sustained over time
- Emphasise quality over quantity and do not cause the child to miss out on valuable classroom time or enrichment activities
- Are delivered consistently by trained staff in suitable locations



Summary of recommendations	
Effective practices	
1 Deploy TAs in ways that enable all pupils to access high-quality teaching	<p>TAs should supplement – not replace – the teacher. This means that pupils who struggle most should spend at least as much time with the teacher as other pupils, if not more.</p> <ul style="list-style-type: none"> • Ensure working relationships between teachers and TAs meet all pupils' needs, with the teacher retaining responsibility for all pupils. • Equip TAs with a range of scaffolding strategies appropriate to the age, subject, and specific individual needs of pupils they work with. • Support teachers and TAs to identify practices which inhibit pupil learning and engage in effective alternatives.
2 Deploy TAs to scaffold learning and to develop pupils' independence	<p>Leaders should ensure TAs are prepared to engage in scaffolding practices that support pupils' learning and ability to learn independently. Supporting pupil independence should be a key consideration of TA deployment.</p> <ul style="list-style-type: none"> • Equip TAs with a range of scaffolding strategies appropriate to the age, subject, and specific individual needs of pupils they work with. • Remove scaffolds over time to promote independent learning, with teachers supporting TAs to make those judgements. • Ensure pupils have the opportunity to attempt tasks independently before intervening appropriately when they can't proceed.
3 Deploy TAs to deliver well-chosen, evidence based, structured interventions where appropriate	<p>The evidence shows that TAs can support pupils effectively through structured interventions. However, these need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils.</p> <ul style="list-style-type: none"> • Reflect on the purpose of interventions and engage with the evidence base before deploying TAs to deliver structured interventions. • Monitor progress to be sure the benefit of the intervention outweighs time away from the classroom. • Support teachers and TAs to engage in bridging practices that connect learning between interventions and the classroom.
Effective implementation	
4 Prepare and train staff around effective TA deployment	<p>The evidence shows that TAs can support pupils effectively through structured interventions. However, these need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils.</p> <ul style="list-style-type: none"> • Provide clarity on the role of the TA for all in the school. • Enable TAs to be effective in their role and teachers to work effectively with TAs, through effective professional development. • Develop ongoing coordination and communication so that teachers and TAs are prepared for their day-to-day roles.
5 Engage all staff in the process of implementing effective TA deployment	<p>Effective TA deployment is complex and dependent on a range of factors. School leaders should focus on implementation as they look to embed effective practices.</p> <ul style="list-style-type: none"> • Ensure TA deployment is informed by both the underpinning evidence and the challenges of putting it into practice. • Engage and align the school community to build a shared understanding of good TA practice. • Be deliberate about deployment decisions, which should be taken in the context of the school and its current priorities.



Assessment of SEND Ambition for All

Labels can be marginalising; they are often accompanied by a sense that **each label**

‘Assessment not Assumption’

Mark Rowland

system of practical
focused on achieving
outcomes.



How?

Culture?

Mind set?

CHILDREN'S
COMMISSIONER

Beyond the
SEND system
for every child

November 2022

Carers/Parental Partnerships

Specialist:

For the
Minority

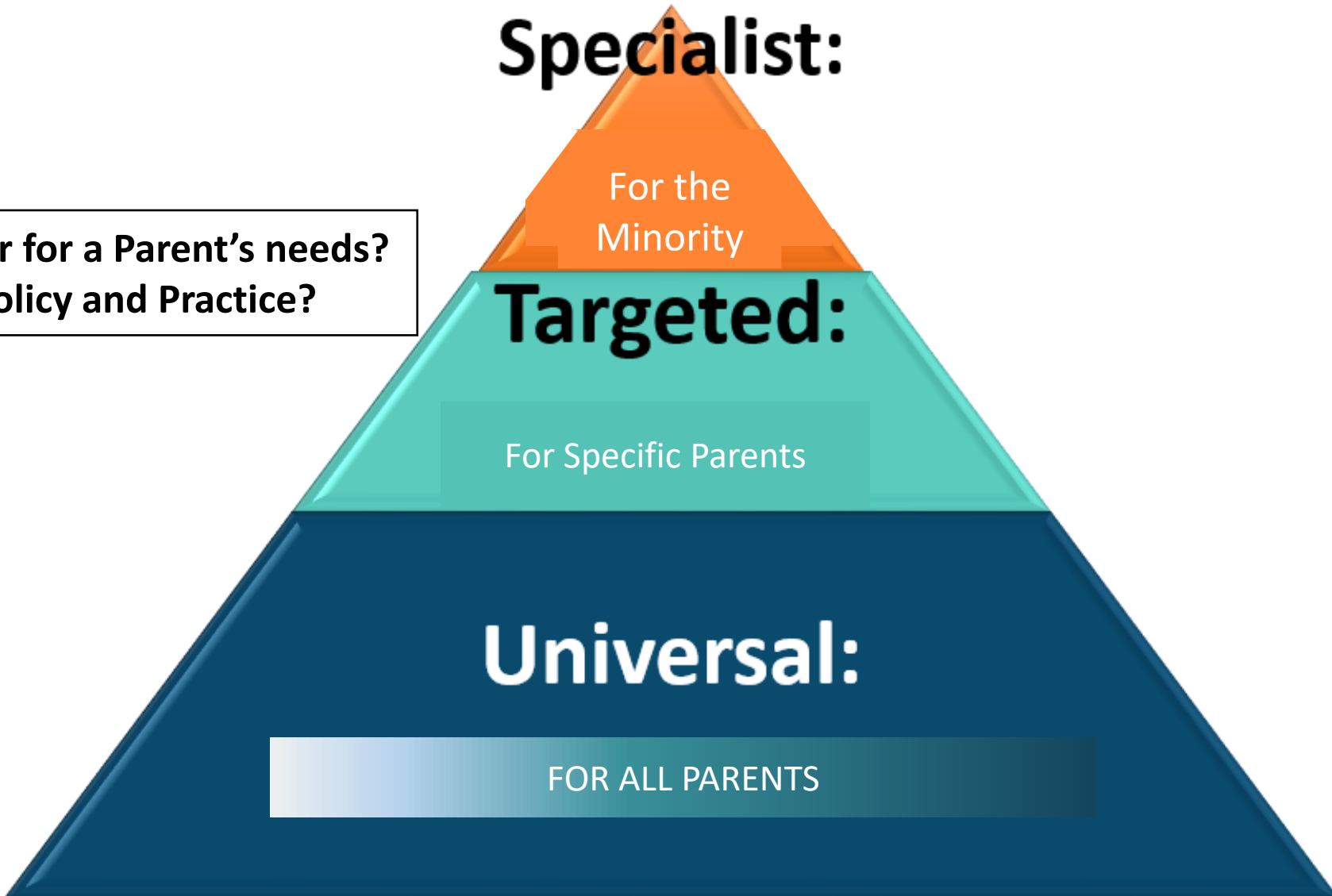
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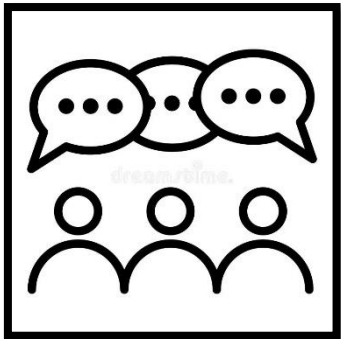
For Specific Parents

Universal:

FOR ALL PARENTS

What is at each layer for a Parent's needs?
Is this clear in Policy and Practice?





Relationships/Assumptions



“

To effectively communicate,
we must realize that we are
all different in the way we
perceive the world and use
this understanding as a guide
to our communication with
others.

TONY ROBBINS

► See the difficulties they experience through their eyes, not the eyes of a budget, someone else's (paid for) convenience or one's own personal judgements.

Compassion

1

► Information must be easily available to those it's intended for and be unambiguous.
► When we're busy, it's easy to forget how our contact will be received...How would you feel if this was said/sent to you?

Communication

2

► Remember: A parent isn't asking for a favour, they are asking for what their child needs to meet their aspirations and ambitions – they want the same things for their child as every other parents does – even you.

Care

3

► Ask parents to help you communicate with them better - ask what works for them, don't guess. This is co-production
► Get to know your parents. Maybe create private aide memoires sheets for each family for when one calls

Creativity

4

7Cs of Working with Parents

► Remember: Parents are not the enemy (Remembering you're all on the side of the child can take the ego out of the equation)
► They DO expect you to understand that the law trumps LA policies. Every time.

Culture Change

5

► Commit to remembering the importance of the child or young person, and their parents, in participating as much as possible in decisions, and providing them with the information and support necessary to enable them do this.

Commitment

6

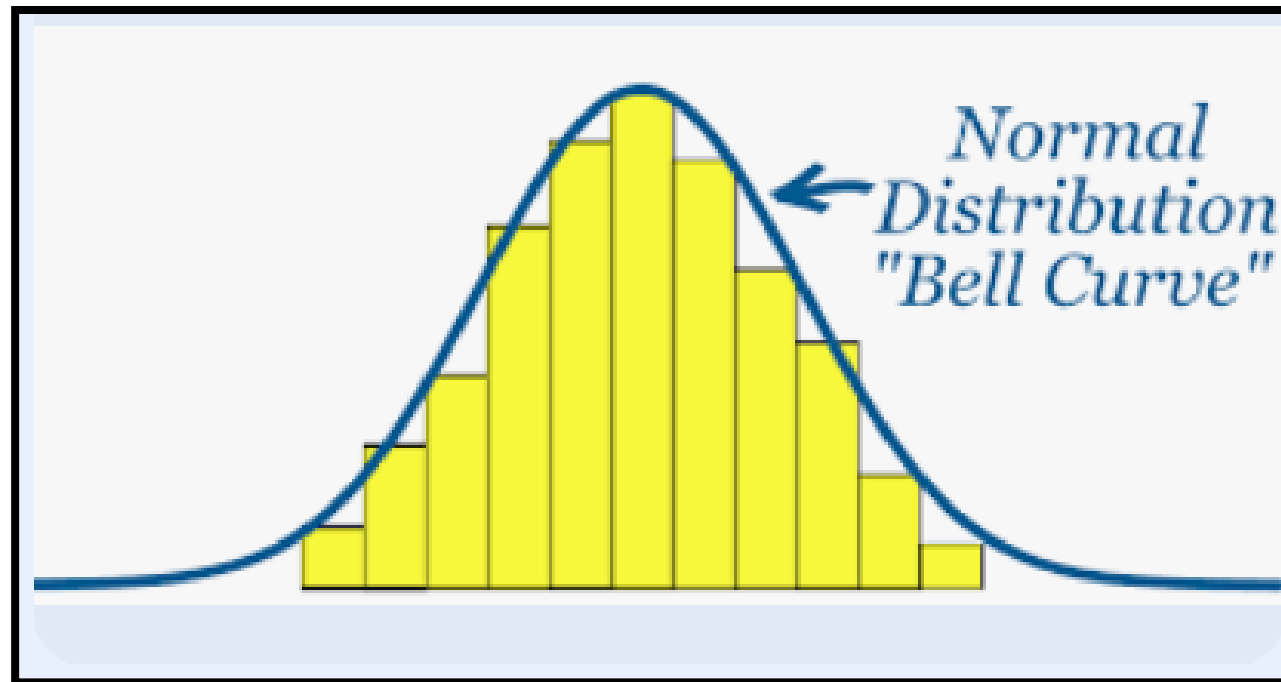
► SEND CoP: "...parents know their children best. It is important all professionals listen & understand when parents express concerns about their child's development. They should also listen to & address concerns raised by children themselves."

Control

7

Models for the Future? Facts

‘Leaders of inclusive practice need to be able to think critically, reflect on a range of evidence, and develop strategic approaches to ensure that needs are identified early and accurately.’





Models for the Future? Facts

Knowns

- Increasing Need
- Range of Needs
- Funding
- Staff Training/ Needs



How are you Adapting/Planning:

- Staffing Structures/Models
- Approaches to Teaching and Learning
- Curriculum- Skills for Life/ Needs
- Finance- Modelling Scenarios
- Training/CPD: Free Training
- Resources/ Environment: Modelling

SEND GOVERNANCE RESOURCES

When strategic decisions are made about anything at all, reflect on how that decision might affect pupils with SEND. Think inclusion rather than exclusion!

DfE Resource:

- [Special educational needs \(SEN\) and disabilities: guidance for school governing boards - GOV.UK](#)

Document links to following resources:

- [SEND Governance Review Guide | Whole School SEND](#)
- [Early Years SEND Review Guide | Whole School SEND](#)
- [Equality Act 2010 and disabled pupils FINAL.pdf](#)

NGA Resources:

- [Webinar - Making SEND everyone's responsibility – Working together to effectively govern SEND | National Governance Association](#)

NGA Learning Link Modules: The Governance of SEND

NGA SEND Network – 6/11/2025 – 16:30-18:00

NGA members can access the following additional resources:

SEND Checklist

SEND governance: monitoring and evaluation

SEND link Governor/Trustee role description:

Think SEND!

Governors for Schools:

[Special Educational Needs and Disabilities - Governors for Schools](#) training module

LCC SEND Virtual Training Sessions for Governors and Trustees session – available from September 2025-26

Other Governance resources are available through providers such as School Bus, GovernorHub, Better Governor, The National College

SEND GOVERNANCE QUESTIONS

- Is the SENCO workload manageable?
- Is there any further/additional training you need to help you fulfil your role?
- Are there any resources you don't have which you need to carry out your role effectively?
- How are other staff members who work with SEND pupils supported?
- How do other staff members access appropriate training?
- How many pupils are on the SEND register?
- How does the school comply with the statutory provision requirements for pupils with EHC plans?
- How do we make sure provision funding is being used effectively?
- Have attendance rates changed compared over time? What strategies are in place to improve attendance if rates are declining?
- What's the progress and attainment of pupils with SEND compared to that of other pupils?
- How are parents/carers of pupil with SEND involved in processes?
- Does the school have an accessibility plan?



Lincolnshire
Education
Group

Governance Update

Jo Trotter

GOVERNANCE IN THE AUTUMN TERM

PLEASE ALSO REFER TO THE ANNUAL PLANNER FOR SCHOOL SPECIFIC ITEMS WHICH WILL INCLUDE REVIEW OF DATA

- **Membership**

- **Skills Audit**

Please ensure that you have completed your skills audit and returned to training and development Governor/Clerk. The NGA have a paper-based version and an electronic version, along with various versions available from other providers.

- **Declarations of Interest**

Please ensure that you comply with the statutory requirement to declare interests and register any pecuniary interests. Please liaise with your Clerk if you have any queries. THERE IS A STATUTORY REQUIREMENT FOR THESE TO BE PUBLISHED ON THE SCHOOL WEBSITE.

- **Governor Training**

Please ensure that you discuss training in line with the completed skills audits and have a training plan in place for the academic year.

- **Attendance**

Continue to monitor patterns and school attendance strategy.

Please ensure that as a governing body you are aware of the pupils in alternative provision and that you are assured that appropriate checks are undertaken.

- **Approve School Development/Improvement Plan, which will include tracking progress and impact and appoint governors to monitor these priorities**

Has the governing board triangulated the impact on governor visits?

- **Mental Health & Wellbeing**

Is the Chair/Wellbeing Governor checking on the HT and staff?

How is this being reported to the governing board?

GOVERNANCE IN THE AUTUMN TERM

- **Staff and Headteacher Performance Management (Maintained Schools)**

Has your governing body appointed a pay committee as per the LA pay policy?

Has your board discussed and agreed on the appointment of an external advisor?

Has your governing body discussed and agreed on the Individual Leadership Pay Range (Previously ISR)?

Please take advice from the Schools HR officer as appropriate on the setting of the ILPR.

CoG's of Maintained Schools to return relevant form to Schools HR Team after performance management has been completed.

- **Safeguarding**

[Keeping Children Safe in Education](#) - this guidance will be updated over the summer period and will take effect on 1st September 2025.

Governance Note: LCC Safeguarding Team will attend the Autumn Governor Partnership Briefing to update you on the changes to the 2025 version.

- **Sustainability Leadership and Climate Action Plans in Education**

Previously signposted guidance in May 2023 – [Sustainability leadership and climate action plans in education - GOV.UK \(www.gov.uk\)](#)

A reminder that the DfE strategy states that all education settings will have nominated a sustainability leader and put in place a climate action plan by September 2025.

Governance Note:

Is sustainability embedded within our school or trust practices already?

If not consider what is already being done and if your vision and values reflect sustainability?

- **Risk Register**

As previously outlined – please ensure that as a governing body, you have a mechanism for measuring, and mitigating risk.

- **Asset Register**

Ensure that the school holds an asset register – this may be held under the estates management umbrella of information.

Sustainability and Climate Action Plans

The DfE has updated their guidance to include a new section on developing the school or Trust climate action plan. The guidance suggests that a holistic climate action plan should cover the following 4 areas:

- a) decarbonisation, for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient
- b) adaptation and resilience, such as taking actions to reduce the risk of flooding and overheating
- c) improving the environment and biodiversity
- d) climate education and green careers, such as ensuring the education provided gives knowledge-rich and comprehensive teaching about climate change, and that teaching staff and lecturers feel supported to offer this.

There is also a suggestion that plans could be published on the school website.

Signposting in Governance Updates 21 (28/02/25) and 24 (14/3/25) for governing boards to DfE sustainability and climate action plan information – links below:

[Good estate management for schools - Sustainability of your estate - Guidance - GOV.UK](#)

[Sustainability leadership and climate action plans in education](#)

[Sustainable schools & trusts - start today with a Climate Action Plan - Blue Marble](#) – new resource for creating a climate action plan

NGA Learning Link Module – Environmental sustainability: the governance role

There are many organisations providing courses, products, and services to support an education setting's approach to climate change. Support available includes:

Energy Sparks - [Energy Efficiency in School 2024 SR Redesign](#) released this document on Energy Efficiency 2023/24

[Sustainability Support for Education](#) – a digital hub of resources, services and tools for your sustainability journey

[Greener Schools Index](#) – Free self-assessment tool designed to support all schools.

Last chance to claim a DfE sustainability grant – check here for FAQ's on the grant - [Royal Horticultural Society website](#)

[UKSSN Operations Group](#) – A network of School based operations professionals and volunteers in the UK Schools Sustainability Network working together to improve sustainability in schools whose members include:

School Business Leaders, Estates Managers, Operations Managers and Governors

[Sustainability Governor Network](#) – [Governors for Schools in partnership with Deloitte are supporting a free network to equip schools and boards with tools needed to champion sustainability.](#)

Governance Considerations:

Has your SLT appointed a sustainability lead? Are they creating/delivering on a Climate Action Plan?

Is sustainability embedded in your current vision and values? If not, consider an update taking stakeholder views into consideration?

Do you know how much energy your site uses after the school day? Could this be reviewed?

Governance Risk Registers

- Risk registers are mandatory in academies - <https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides/academy-trust-risk-management>
- Maintained schools should produce a risk register and review it adequately to manage risk. A risk register includes the main risks to the school's strategic aims and should include information about risks are controlled. The risk register is not to be confused with a risk assessment which are for specific tasks, events or activities.
- The Headteacher will make a list of the school's objectives and record threats, likelihood of threat, predicted impact on objectives and controls to mitigate threats.
- The governing body is responsible for reviewing this register and is a useful reference when making strategic decisions and will inform school improvement planning.

The NGA have a simple pro-forma template for members which may prove useful for schools and governing bodies to implement.

Risk (description + category)	Existing controls	Likelihood	Impact	Severity (likelihood x impact)	Additional control measures required	Risk owner
Current level of risk is above acceptable level (action required)						
Serious	Safeguarding	2	4	8	Introduce	Headteacher
Risk reduced to acceptable level (effective controls implemented, with effective monitoring in place)						
Low	Security	1	1	1	Review	Governing Body

- Identify the risk
- Consider the likelihood – Scale 1-5
- Consider the impact - Scale 1-5
- Rag rate the register by colour (Red, Amber, Green)
- Red – review termly
- Set Amber and Green review timings appropriately

Estate Management Strategy & Asset Plan

The DfE have a very helpful webpage:

- [Good estate management for schools - Tools and checklists - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/good-estate-management-for-schools)

A good starting points:

- [Good estate management for schools - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/good-estate-management-for-schools)
- [Good estate management for schools - Performance management and sustainability - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/good-estate-management-for-schools-performance-management-and-sustainability)
- [How to begin estate performance management and benchmarking.docx \(live.com\)](https://live.com/docx/how-to-begin-estate-performance-management-and-benchmarking)
- [Top 10 estate checks for boards \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/top-10-estate-checks-for-boards)

NEW:

- [School estate management standards](#)
- [Estate management: competency framework and relevant training](#)

- Use this helpful Self-Assessment Tool:
[GEMS self assessment tool.xlsx \(live.com\)](https://live.com/xlsx/gems-self-assessment-tool)

- View the useful **governor/trustee** resources on the NAEE website:
[NAEE's curriculum guides for schools - UK NAEE](https://www.naee.org.uk/curriculum-guides-for-schools)

The Estate Vision sets out the ambition for the estate for a 5 – 10-year period and describes how the estate will support the educational vision and strategy of the organisation. It will be prepared in consultation with relevant stakeholders (particularly any landowning partners) and signed off by the board.

The Estate Management Strategy should explain how to carry out the estate vision. Be a 3-5-year strategy, which identifies funding, outcomes and improvements to deliver the education strategy. It is reviewed alongside the estate vision and signed off by the board.

The Asset Management Plan is the working document (up to 2 years) which includes data and information about the estate, the work required to maintain the estate, the actions needed to achieve the strategy, and be aligned to the vision and strategy, and signed off by the board.

The Strategic Review aids understanding of how well the estate is performing, if it is meeting your needs and options for the future.

AUTUMN TERM GOVERNANCE RESPONSIBILITIES

HEADTEACHER PERFORMANCE MANAGEMENT

Maintained Schools

- Panel is normally 3 Governors **AND a board appointed** External Advisor
- No staff Governors, and where possible not to include members of the Pay Committee
- Best practice would be that the Chair and Vice Chair are not both appointed to this panel.
- The Headteacher Standards can be used to inform the performance management targets for headteachers - [Headteachers' standards 2020](#)
- Recommendations are delivered to Pay Committee to meet 31st December deadline for HT pay decision.
- Boards should ensure that they are compliant to the School Teachers Pay and Conditions Document, particularly in respect of the determination of leadership ranges, and sustainability of decisions.
- We recommend that boards contact their HR advisor for further advice.

AUTUMN TERM GOVERNANCE RESPONSIBILITIES

PAY COMMITTEE

Maintained Schools

- You **MUST** have a PAY COMMITTEE if you have adopted the LCC SCHOOL PAY Policy
- There is a proposed Terms of Reference for the PAY Committee in the policy
- The Pay Committee is constituted of 3 governors, but the CoG and Staff Governor should not be part of the committee.
- The HT will present information to the committee on teacher pay and performance
- A member of the HT Performance Panel will present information to the committee on the HT pay and performance
- This is a delegated committee and the FGB do not ratify decisions but are informed in fact only after the committee have met at the next FGB meeting
- Further advice can be sought from HR advisor as required
- **Academies are free to set their own Pay and Conditions and Governance Professionals should refer to the academy policy for clarification.**
- **KEY DATES:**
- Teacher Salary decisions must be dealt with by **31st October**
- Headteacher Salary decisions must be dealt with by **31st December**

LCC Updates

June LCC HR Update:

- Schools Grievance Resolution Policy now available for adoption.
- Reminder to seek assurance that the school is complying with new legislation under the Equality Act 2010. All schools must have a risk assessment in place to prevent sexual harassment at work. A Template Risk Assessment and Action Plan is available for HT's to use.

Audit & Risk Management Update:

- We wish to clarify advice given by LCC School's internal audit team in the schools' finance bulletin. Decisions taken by governing bodies must be taken in line with the School Governance Roles, Procedures and Allowances (England) Regulations 2013, and we would advise that that email/'Governorhub' decisions would not be compliant.
- If an emergency situation requires governor approval, it would be for the Chair of Governors to consider the situation, decide whether to call a short extra-ordinary FGB meeting, or whether the decision could be considered as a matter of urgency. We would strongly recommend that if the above situation arises, Chairs contact Governor Services for advice to ensure that the governing body remains compliant.

REMINDER:

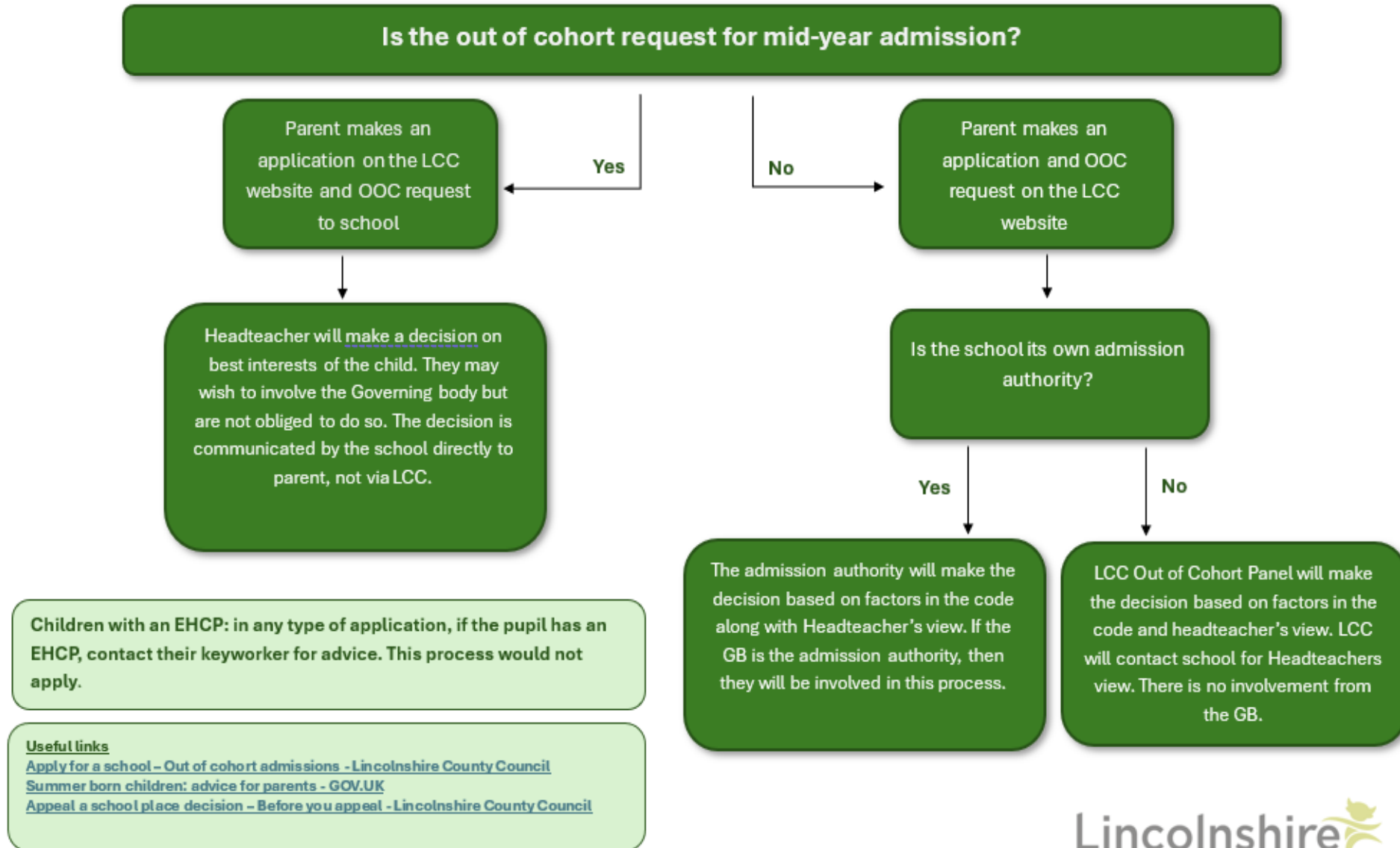
Maintained Schools should have adopted the DfE Complaints Procedure **and** Policy for Managing Serial and Unreasonable Complaints. These can be found here:

[School complaints procedures: guidance for maintained schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604212/school-complaints-procedures-guidance-for-maintained-schools.pdf)

PLEASE ENSURE THAT THESE ARE AVAILABLE ON THE SCHOOL WEBSITE

Complaints advice is available from Governor Services and Legal Services

Out of Cohort requests





NGA LEARNING LINK UPDATE

- Following a review of usage, the Local Authority is purchasing the NGA Learning Link online training programme for **MAINTAINED SCHOOLS ONLY FOR 2025-2026**.
- There are over 60 modules which can be completed at your convenience
- Registration details can be found in the Governance Support, Training and Development booklet
- Single and Multi-Academy Trusts with current access should note that the platform will not be available without direct Academy purchase from NGA as from 1st July 2025.

Governor Services Communications

As stated in the Summer Newsletter, Governor Services undertook a review of the available communication strategies to the governance sector and have now moved to a new Governance Update platform.

The Governance Update now contains Governance and Clerk/Governance Professional information to decrease communications to ease workload.

The Autumn Term will see the launch of a new format of Governance Newsletter, which will also be released via MailChimp which we hope will continue to be useful to all in the governance sector.



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If you would like to contact Governor Services, please email:

GovernorSupport@lincolnshire.gov.uk

NEW

Procurement Advice for Governing Boards

The DfE have issued new [Procurement advice for governing boards](#) to help school governors get the best value from non-staff spend and understand the legal requirements for procurement.

Letter to Governors and Trustees in Schools and Academy Trusts

[Letter to governors and trustees in schools and academy trusts](#) from Catherine McKinnell, the Minister for School Standards, recognising school and trust governance volunteers in England.

Governor Services Web Page

- The Governor Services web page will be fully available from mid-July and will contain links to our Training Offer and resources including Governor Partnership briefings.

Governor Services

[Home](#) | [Governor Services](#)



We support governing bodies in Lincolnshire schools, and provide advice, guidance and support to all stakeholders. This helps ensure they remain compliant in their statutory duties, particularly in maintained schools.

This support includes:

- appointment and election of governors
- correspondence related to the governance of schools
- enquiries and requests for advice from school governors and clerks
- review of instruments of governance for school governing bodies
- signposting to relevant governance training and resources for continued development of governance
- responsibility for maintaining records of Maintained Schools' Governing Bodies

To contact us for advice and guidance please email Governorsupport@lincolnshire.gov.uk.

If you require telephone support, please email us to request a priority call back.

Governance Resources

[Governance Training Offer](#)

[Governor Resources](#)

[Clerk Resources](#)

Governor Services Training Offer 2025-26

- The Governance Training Offer 2025-26 will be available via the Governor Services web page, with more details on the courses available in July.
- Please note that this academic year we are using the Ticket Tailor platform rather than Microsoft forms to book training.

Governance Training Offer

[Home](#) | [Governor Services](#) | [Governance Training Offer](#)


The Local Authority is committed to giving governors and trustees the opportunity to access quality training opportunities via virtual online training sessions which are free, unless otherwise stated. The Local Authority continues to purchase the NGA Learning Link platform for maintained school settings in Lincolnshire, to give governors the opportunity to access training materials online.


If you require a specific type of support that is not listed in this offer, please email Governorsupport@lincolnshire.gov.uk.

We look forward to welcoming you to the sessions and hope that you find them useful on your governance journey.

Governance Training Offer

Governor Partnership Briefings	→
Governor/Trustee Training Offer	→
Clerk/Governor Professional Training Offer	→
NGA Learning Link	→





Governor Partnership Briefing [DRAFT]

Multiple dates and times

📍 Online, Microsoft Teams

To support all Governing Boards, Lincolnshire County Council delivers FREE Governor Partnership Briefings in the autumn, spring and summer terms. These provide key strategic summaries so Governors/Trustees and Clerks/Governance Professionals are kept up-to-date.

All briefings are virtual - held in the afternoon at 2:00pm and repeated again in the evening at 7:00pm. There is no need to attend both sessions.

Book tickets

NEED HELP?
Manage tickets



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Thank you for your attendance

