



Lincolnshire
Education
Group

Welcome to the Autumn Governor Partnership Briefings

Agenda

- Welcome
- Safeguarding and Attendance Update
- Local Authority Updates
 - Families First Pathfinder
 - Assessment and Moderation
 - Performance Data 2023/24
 - Ofsted Updates
 - SEND
 - Inclusion
 - Internal Audit Update
 - Responsibilities
 - Green Master Plan
- Governance Update





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Safeguarding Update



Partnership of
Schools Group

Key Documents

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)- Updated on 3rd September 2024
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-safeguard-children)- Updated on 23rd February 2024
- Guidance for safer working practice for those working with children and young people in education settings- [Professional and Personnel Relationships \(saferrecruitmentconsortium.org\)](https://saferrecruitmentconsortium.org/)- Last updated February 2022
- [Maintained schools governance guide - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/maintained-schools-governance-guide) or [Academy trust governance guide - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/academy-trust-governance-guide)- Updated 7th March 2024

Governor Safeguarding Training

- Best practice is for all Governors to read all parts of the latest version of the statutory document, [Keeping Children Safe in Education](#) (KCSIE), minimum requirement all Governors to read sections 2 and 3.
- All Governors **must** complete National Governance Association (NGA) Safeguarding module.
- Safeguarding Governor to read all parts of KCSIE. Complete National Governance Association (NGA) Safeguarding module, LCC Safeguarding Essentials Training for Governors and Trustees and Prevent training ([Regional Prevent education coordinators - GOV.UK \(www.gov.uk\)](#)- scroll down to Prevent in education: training for governors and trustees in schools)
- All Governors to be invited to school staff safeguarding training/updates and attend whenever possible.

Governor Safeguarding Training

- All Governors can access LSCP Safeguarding training and LCC Safeguarding Essentials Training for Governors and Trustees. You will need an Enable account to access any of this training- [How to use Enable \(cloud.microsoft\)](#)
- Upcoming courses for LCC Safeguarding Essentials Training for Governors and Trustees (via Microsoft Teams)-

Tuesday 5th November 2024- 9:30am-11:00am

Monday 31st March 2025- 6:30pm-8:00pm

Your school must have purchased the Safeguarding in Schools package for you to attend- [Safeguarding in schools and education settings - EduLincs – Lincolnshire County Council](#)

Safeguarding in Schools self-assessment

Safeguarding Audit

Why do we provide an audit?

Section 175 of the 2002 Education Act Education Act 2002 (legislation.gov.uk) requires local education authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the 2002 Education Act and the Independent School Regulations 2003 convey the same responsibilities on all other non-maintained settings.

Maintained Schools – this audit is used as evidence of safeguarding compliance as requested annually by the Lincolnshire Safeguarding Children Partnership from all schools.

Academies and Independent Schools – this audit may be used as evidence of safeguarding compliance as requested annually by the LSCP. If the school decides not to use the audit for this purpose, the school must complete the LSCP safeguarding assurance through the link on the LSCP website. The Safeguarding Audit is available as part of the purchase of the Safeguarding in Schools offer- [Safeguarding in schools and education settings - EduLincs – Lincolnshire County Council](#)

Each question has a green box *Click the box to mark...* This is the box that will alter the progress bar. We are expecting maintained schools to be at 50% progress by the **20th December 2024**. You can tick this box and still work on the question. You must have all of these boxes ticked to be able to give the final submission. For maintained schools, at the end of the 4th term we expect sections 1-7 to be completed but not submitted. You can present your audit to the Governing Body in term 5 and final submission must be by the **30th May 2025**.

Actions

Please detail any actions you intend to take to meet the criteria.

Action	Lead	Timescale	
<div></div>	<div></div>	<div></div>	<div>+</div>

Click the box to mark this question as completed. An audit can only be submitted once all questions have been marked as completed.

✓

Governing bodies and proprietors should understand the local criteria and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the safeguarding partners (e.g. MARAC, MACE, Rapid Review)

Progress: 100%

Save Response

Final Submission

Top

Logout

Your Audits

Your Team

Assign Team

Update to Self-assessment Safeguarding Audit for Academic Year 2024-25

- The responses to each question that you completed during the Academic year 2023-24 should be pulled through onto this Audit (please let us know if you experience any issues with this as it is our first time using this system). If you didn't complete a Safeguarding audit with us last year but are this year, then it will be blank.
- The responses in Section 8 (Governors) will not be pulled through as the Governors will need to ratify the updated Safeguarding Audit for this academic year. You will also notice the addition of Question 8.5 which requires the date of the Full Governing Body meeting where the Safeguarding Audit was ratified. While the Safeguarding Governor should be involved throughout the Safeguarding Audit process, once completed, the final version of the Safeguarding Audit should be presented at a Full Governing Body meeting.
- Question responses being pulled through allows you to build on information and action plans you created last year, giving you the opportunity to show development with Safeguarding within your setting. Make sure additional information is dated (where it gives you the ability to do this). If practice within your setting has totally changed it may be that you need to remove previous information and include current practice.

The final section is Governor Assurance. The Governors will need to RAG rate the safeguarding in the school based on the evidence they have seen/ been told. If you are a maintained school, this rating will go to the LSCP as part of the Safeguarding Assurance process. If you are an academy/independent and choose to use the rating as part of the assurance, then this will be forwarded to the LSCP.

[Logout](#) [Your Audits](#) [Your Team](#) [Assign Team](#) [Change Password](#)

[Home](#) > [Your Audits](#) > (COPY) Lincolnshire Safeguarding in Schools Audit

(COPY) Lincolnshire Safeguarding in Schools Audit

● Your Institute, People and Responsibilities

● Policies and Procedures

● Child Protection, Child in Need and Early Help

● Safeguarding Training and Information

● Safer Recruitment and Suitable People

● Children, Young People, Parents and Carers

● Organisational Culture

● Governor Assurance

Print this section

Print this audit

Review this audit

Download PDF

Governor Assurance

● Governors/Proprietors are assured that the school is compliant with required safeguarding standards in education. They have been presented with evidence to support the grading within each audit question and are able to make an informed judgement on the safeguarding in this setting

● The school uses this audit as evidence of compliance in safeguarding as required by the Lincolnshire Safeguarding Children's Partnership. If you answer 'no' to this question, you must provide assurance via the link below. If you answer 'yes', your response to Q1 will be given to the LSCP as part of the compliance process

● Governors are aware of the local multi-agency safeguarding arrangements (Lincolnshire Safeguarding Children's Partnership LSCP) and their obligations under the Human Rights Act 1998 and the Equality Act 2010 including the Public Sector Equality Duty

● Governing bodies and proprietors should understand the local criteria and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the safeguarding partners (e.g. MARAC, MACE, Rapid Review)

Progress: 100%

Save Response

Final Submission

Top

School Attendance Support Team

'We support schools to improve school attendance'

2024-2025



Working together to improve school attendance

Statutory guidance for maintained
schools, academies, independent
schools and local authorities

Published: 29 February 2024

Applies from: 19 August 2024

**This guidance is statutory,
and schools, trusts,
governing bodies, and local
authorities must have regard
to it as part of their efforts to
maintain high levels of
school attendance**

[Working together to improve school attendance \(applies
from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/guidance/working-together-to-improve-school-attendance)

School Attendance Strategy

Attend to Achieve

Working together in Lincolnshire to support children back into school
2023 to 2026



Lincolnshire
COUNTY COUNCIL
Working for a better future

1

Lincolnshire's strategy to improve school attendance recognises our current situation, where we want to be, and the necessary resources needed. Our goal is to ensure that all Lincolnshire children can and want to go to school.

It puts a focus back onto school attendance and the importance of this to ensure the safety, wellbeing and achievement of all our children.


Attendance Priorities for Lincolnshire

1. The level of authorised attendance
2. The level of persistent absence
3. Improve attendance rates in special schools
4. Improve attendance for children with Education Health Care Plans
5. Improve attendance rates of children with a Social Worker
6. Improve attendance rates for children with anxiety or school phobia
7. Improve attendance of children known to the youth offending service (Futures4Me)

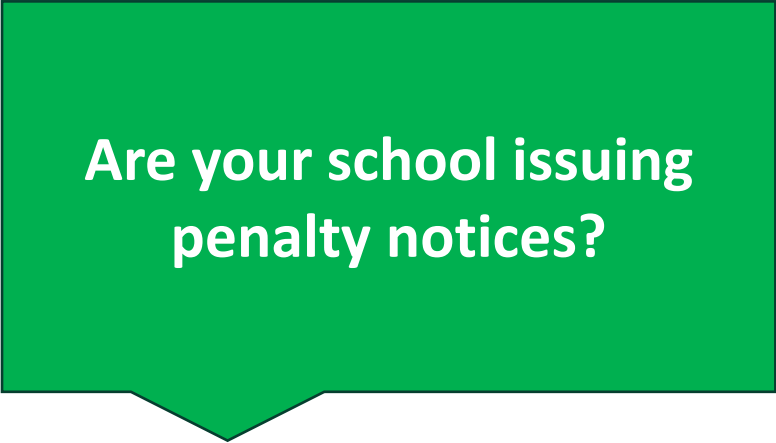
School attendance strategy – Lincolnshire County Council

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COUNTY COUNCIL
Working for a better future

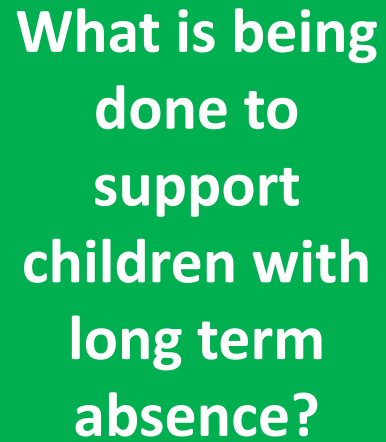
Governor responsibilities



Who is your
Attendance
Champion?



Are your school issuing
penalty notices?



What is being
done to
support
children with
long term
absence?



Do you
understand
the data
presented?



Are you involved
in the celebration
of good
attendance?

Every Day Counts...




1 or 2 days a week doesn't seem that much but...

If your child misses	that equals...	which is...	and over 13 years of school that's...
1 day a fortnight	20 days per year	4 weeks per year	Nearly 1.5 years
1 day a week	40 days per year	8 weeks per year	Over 2.5 years
2 days a week	80 days per year	16 weeks per year	Over 5 Years
3 days a week	120 days per year	24 weeks per year	Nearly 8 years

The effect of absence on progress					
A whole year has 365 days; a school year has 190 days. That leaves 175 days to spend on family time, visits, holidays, shopping and other appointments.					
No Absence	10 days absence	12 days absence	19 days absence	29 days absence	38 days absence
190 days of education	180 days of education	178 days of education	171 days of education	161 days of education	152 days of education
100%	95%	94%	90%	85%	80.00%
Very Good		Worrying		Serious Concern	

How about 10 minutes a day? Surely that won't affect my child



Avoiding school is the result of something else...

Avoiding school is the solution to what problem for the child?

What outcome is the child's non-attendance achieving for them?

What are the child's non-attendance behaviours telling us about how they are feeling?

What are the child's non-attendance behaviours telling us about what they need?

Penalty Notices

1

FIRST OFFENCE

The first time a Penalty Notice is issued for term time leave or irregular attendance the amount will be:

£160 per parent, per child, if paid within 28 days but reduced to £80 per parent, per child, if paid within 21 days.

2

SECOND OFFENCE

(within 3 years)

The second time a Penalty Notice is issued for term time leave or irregular attendance the amount will be:

£160 per parent, per child, to be paid within 28 days. No reduced rate will be offered.

3

THIRD OFFENCE AND ANY OTHER FURTHER OFFENCES

(within 3 years)

The third time an offence is committed for term time leave or irregular attendance, a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2,500 per parent, per child. Cases found guilty in Magistrates' Court can show on a parent's future DBS certificate due to failure to safeguard a child's education.

10 SESSIONS (5 DAYS) OF UNAUTHORISED ABSENCE IN A 10 WEEK PERIOD

Penalty Notice Fines will be considered when there have been 10 sessions (5 days) of unauthorised absence in a 10-week period.



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Local Authority Updates



LINCOLNSHIRE'S LEADERSHIP CONFERENCE

Inspiring Great Teaching

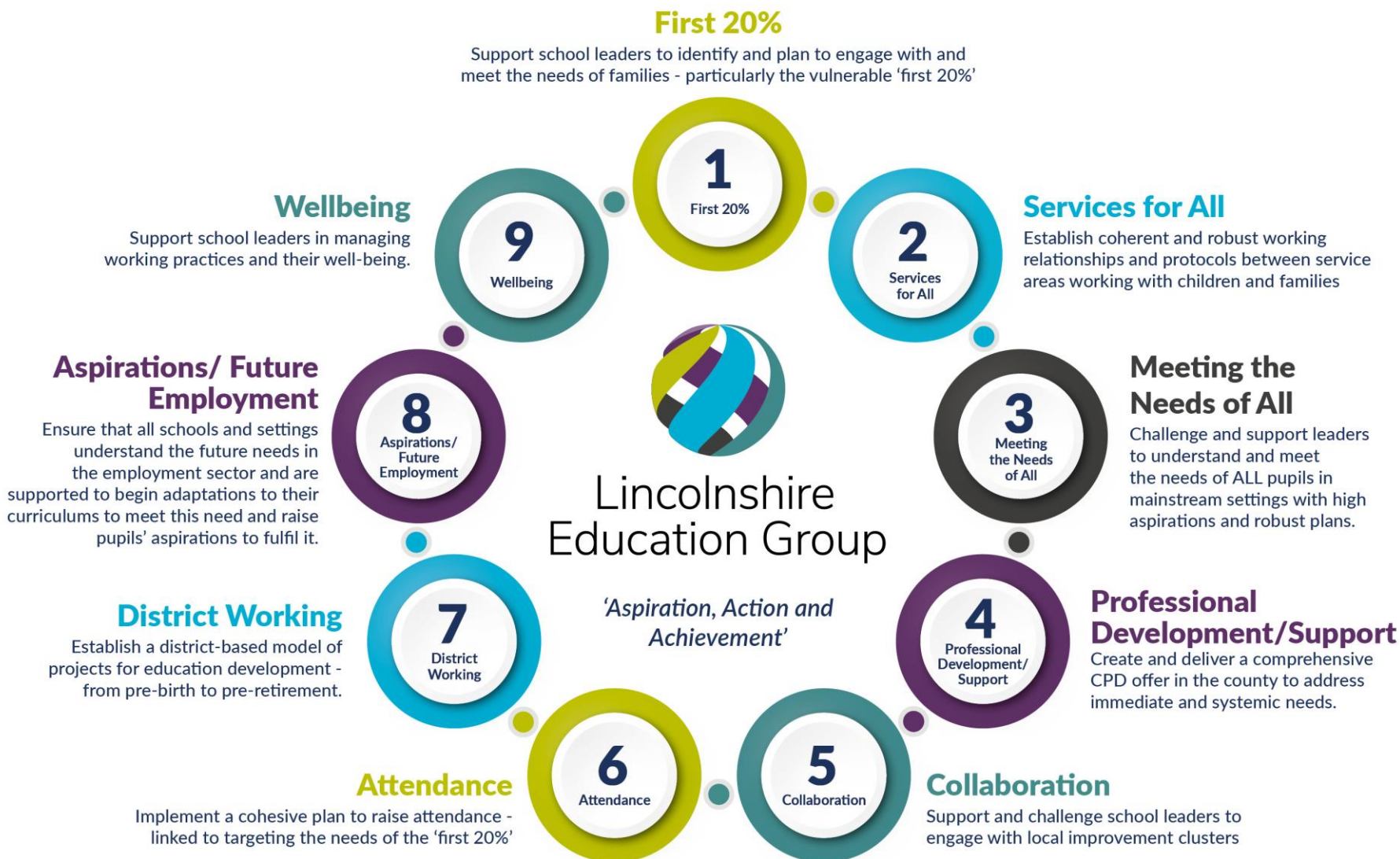
FRIDAY 22ND NOVEMBER 2024

EPIC CENTRE, LINCOLNSHIRE SHOWGROUND, LINCOLN LN2 2NA

FROM 8.30AM - 3.30PM

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 SDP align to these Lincolnshire Education Strategic Priorities



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Families First for Children Pathfinder: Education as a Strategic Safeguarding Partner

October 2024

Education as a strategic safeguarding partner – the ask of the DfE

- Lincolnshire was chosen to be a Families First for Children's Pathfinder by the DfE in Summer of 2023.
- A request of Lincolnshire has been to test the feasibility of Education as a 4th Strategic Safeguarding Partner, alongside Health, the Local Authority and the Police.
- Working Together 2023 has also reinforced the requirement to enhance the voice of education and requests that:
 - Contributions of education and childcare providers are articulated at the highest level of decision making.
 - Lead Safeguarding Partners have an education representative at strategic discussions.
 - The Partnership publishes how education providers are engaged and consulted with at both the operational and strategic level and how this impacts decision making.
- A working party of education representatives have looked at different models to achieve this aim and need your support to help shape the proposed model we are sharing today.



We propose the introduction of:

1. An additional opportunity to bring DSLs together in **face-to-face district clusters**.
2. A small voluntary group of DSL representatives from Early Years, Schools and Colleges across all districts forming an **'Education Safeguarding Partnership Group' (ESPG)**.
3. Representatives from this group joining the LSCP Education Sub-group, and a representative from this group becoming our **overall education representative** at strategic discussions.



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Assessment and Moderation



PRIMARY
ASSESSMENT
SPECIALISTS



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!).
- Our moderation calendar for 2024-25 is available on your tables. Flyers are available on our website.
- New to Year 6 training: October 16th (Bourne) or October 18th (Lincoln).
- New to Year 2 training: November 6th (Lincoln). Y2 Autumn Term Writing Moderation Workshop November 14th (Lincoln).
- Y6 Autumn Term Writing Moderation Workshops: 7th Nov (Bourne) or 8th Nov (Lincoln).
- We can provide bespoke training and support, please contact us to discuss this further.
- To book, visit - <https://events.bookitbee.com/keystone-academy-trust/>

Upcoming dates

Actions to be completed by 15.11.24 (usually!)

- Deadline to complete the following activities on the Primary Assessment Gateway:
 - submit holidays
 - place test orders for modified versions of tests (maintained schools and academies)
 - place test orders (standard and modified) if a PRU, special (eligible pupils) or independent school (participating schools).

Primary Assessments 2024-25

- *Reception Baseline* – completed in the first six weeks after entering Reception.
- *EYFS Profile Assessment* – completed between April and June of the academic year the child turns 5.
- *Optional KS1 tests* – recommended to be administered in May 2025.
- *Phonics Screening Check* – Monday 9th June until Friday 13th June 2025.
- *Multiplication Tables Check* – Monday 2nd June until Friday 13th June 2025.
- *KS2 SATs* – Monday 12th May until Thursday 15th May 2025.

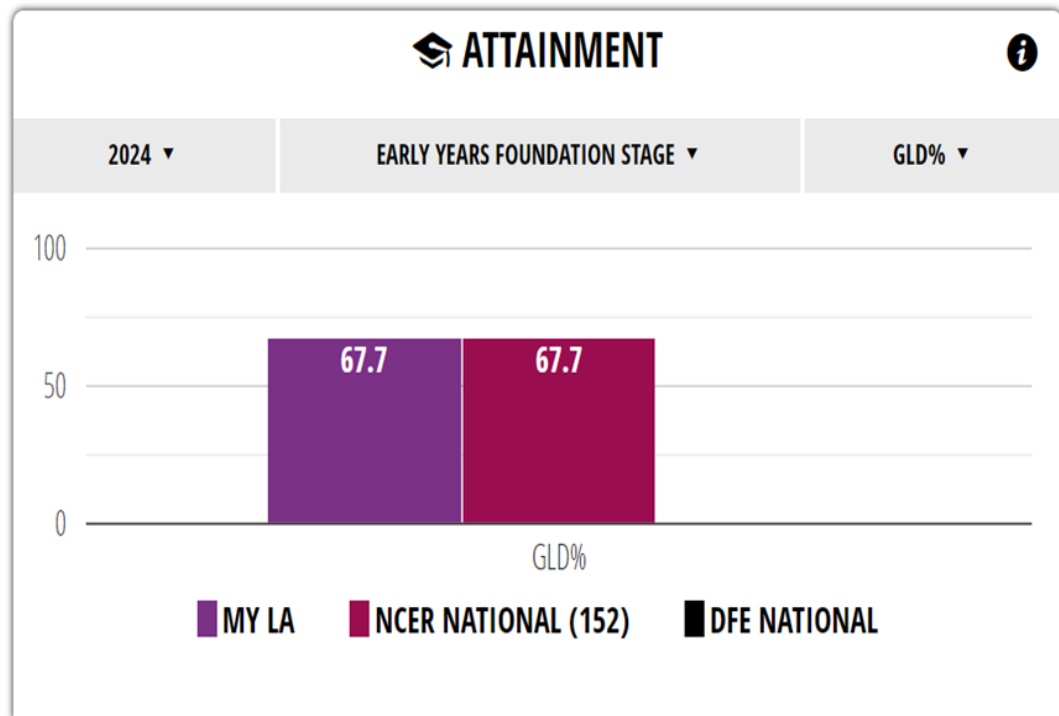


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Performance Data 2023/4

October 2024

Early Years Foundation Stage Profile 2024 (unvalidated)



- The unvalidated EYFSP data for July 2024 is currently showing as Lincolnshire 67.7% of children achieving a Good Level of Development (GLD), in line with the proxy national data showing 67.7% of children nationally achieving a Good Level of Development (GLD).
- Since 2023, Lincolnshire outcomes have increased across all early learning goals except fine motor control and the goals within expressive arts and design.
- When comparing outcomes in Lincolnshire against the proxy national data, we perform above in all early learning goals except writing, where we sit in line and numerical patterns where we sit below.

Expected Standard – year on year gap to national

- In **Reading, Writing** and **Maths** combined 61% of pupils met the expected standard, **up from** 60% in 2023.
- Lincolnshire did not increase as much as the national figure, this has resulted in a 0.4% increase in the gap to national.
- In **Reading**, Lincolnshire result decreased 0.6% and National improved 0.9% compared to 2023, meaning Lincolnshire is showing a 1.5% increase in the gap to national.
- In **Writing, Maths** and most notably in **Grammar Punctuation & Spelling** (GPS), both Lincolnshire and national declined compared to 2023.
- In **Writing** Lincolnshire is showing no change in the gap to national.
- In **Maths** Lincolnshire is showing no change in the gap to national.
- In **GPS** Lincolnshire is showing a 0.1% increase in the gap to national.
- In **Science** Lincs is showing a 0.1% reduction in the gap to national.
- The disadvantage gap index is down from 3.21 in 2023 to 3.12 in 2024.

Higher Standard – year on year gap to national

- In **Reading, Writing** and **Maths** combined, Lincolnshire is showing a 0.3% reduction in the gap to national
- In **Reading**, Lincolnshire is showing 0.3% reduction in the gap to national
- In **Writing**, Lincolnshire is showing 0.1% increase in the gap to national
- In **Maths**, Lincolnshire is showing 0.6% reduction in the gap to national
- In **GPS**, Lincolnshire is showing 0.3% reduction in the gap to national

Ofsted To 2025

2024/5 (Updates to September 25)

Schools Causing Concern (SCC)

Identified as having one or more areas of inadequacy

2 RI schools now NOT classified a School Causing Concern

Main Updates:

SECTION 5- Graded inspection. **No more overall judgement grade**

- Still grading 4 (or 5) individual areas
- Safeguarding – effective or not?

If Safeguarding is judged ineffective then pause publication of report and re-visit school in 3 months to check safeguarding again. Then publish.

Section 5 – graded inspection:



VERY LITTLE CHANGE

Section 8 – ungraded inspection:

MORE CHANGE

Ungraded (S8) Inspections



No more deep dives



Broader conversation on phone call



Progress against AFIs



School SEF and SDP priorities to guide 2 foci of inspection



Broad and ambitious curriculum; particular focus on EYFS



Back to achievement – statutory outcomes

Ungraded (S8) Inspections



Now talking to CURRICULUM LEADERS first



Subject leads quizzed if problems emerge

Ofsted – STILL wants a curriculum which...

...is broad and balanced...**preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain...**

Governance Considerations:

How have leaders designed the curriculum?

What is the rationale behind it?

How do you know how effectively your curriculum is working? Impact on outcomes?

Data – all Inspections (S5 and S8)



IDSR (Inspection Data Summary Report)



External data only



Focus on disadvantaged and underachievement – flipping the data to focus on those who are not achieving rather than the % who are.



Attendance

2023-24 OFSTED Governor Question Categories:

- 1 Visions, values and strategic direction
- 2 Quality of education – including SEND
- 3 Safeguarding and statutory duties (think attendance, inclusion & equality)
- 4 Well-being and workload of staff (including Headteacher)
- 5 Effectiveness of the governing body

GOVERNORS/TRUSTEES:

How do you know?

What assurances and evidence do you have?

Do you have a shared self-evaluative view of the school (eg Governors and SLT)

QUESTIONS FOR GOVERNANCE BOARDS

Attendance:

- Are parents and carers aware of the school attendance policy? Do they understand what is expected?
- Do we regularly evaluate the policy's effectiveness, adapting where necessary and considering stakeholder views when doing so?
- How do our absence figures compare against local and national data? Are there any trends appearing from regular evaluation of absence data?
- Do all staff receive training to support good attendance?

Behaviour:

- How are new staff inducted to ensure they buy into the school's behaviour culture and have a good understanding of it?
- Have the school and governing body used the DfE Behaviour [audit and action planning tools](#) to assess their behaviour culture?
- What evidence is there that the policy is working for our school?
- Are there necessary resources/CPD for designated staff and leaders to support them?

Pupil Wellbeing:

- How does pupil voice feature in our values, ethos and vision? Do pupils have a say in what they want to leave school knowing, thinking and having done?
- Is our pupil voice approach inclusive? What pupils are we not hearing from?
- Do our pupils feel comfortable to share their views?
- What common themes are arising from pupil wellbeing surveys? Have we acted on these?
- Has the governing board heard directly from pupils? How do we ensure that this happens on a regular basis?

Policies:

What do school/trust leaders hope to achieve with this policy?
Could an existing policy be extended or amended to achieve this objective?

Safeguarding:

Has our safeguarding policy been updated?
Have all governors accessed and completed training?
Are the appropriate filtering and monitoring systems in place, active and effective?

Estates:

Is environmental sustainability part of our decision making for estates?
Are the necessary policies and documents in place, and reviewed regularly?
Will our estate meet our current/future educational needs?
Are there funding sources we can apply for?



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SEND



LOCAL CONTEXT

Education Health Care Needs Assessment Requests (EHCNAR)

2022 – 1259 requests

2023 – 1718 requests (36.5% growth)

2024 (Sept) – 1426 request (12% growth Sept 2023)
(national growth rate 20.3%)

Educational Health Care Plans (EHCPs)

2022 – 6534

2023 – 6958

2024 (sept) – 8188

EHCP Growth rate 9.1% (national 12.4%)

20-week performance – 77.3% (National 50.3%)

Annual Reviews

MAC decision achieved in time 59%

4466 reviews completed 74% (3310) required amendments

Top 3 Primary Needs

Autism Spectrum Disorder (ASD) – 30% (National 33%)

Social, Emotional & Mental Health (SEMH) – 20% (National 15.5%)

Speech, Language & Communication Needs (SLCN) – 16.5% (National 19%)

Independent Non-Maintained School (INMS)

398 placed @ average placement cost £63,959 = **£25,455,682**

117 INMS searches ongoing = £7,483,203

Potential High Needs Block spend on INMS for 517 cases **£32,938,885**

EHCP rate of total school population 5.2% (national 4.7%)

14.6% SEND Support (national 13.4%)

39.9% of those with EHCPs in Special schools (national 38.8%)

(Not including those in INMS)





PROPOSED CHANGES

Learner of Concern

Quality Assurance Framework

Proposed review of Banding Descriptors – to include a review and refresh of Language used; define what it means;

Reduced Timetables



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Inclusion



National Data

Permanent Exclusion – School Type							
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Primary	26	16	7	10	12	38	34
Secondary	93	105	55	71	106	184	210
Special	0	2	1	0	1	4	1
Total	119	123	63	81	119	226	245

The rate of permanent exclusions & suspensions in Lincolnshire is much higher than regionally & nationally.

Local Data

Rate of Permanent Exclusions and Suspensions												
	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23	
	PEX	Susp	PEX	Susp	PEX	Susp	PEX	Susp	PEX	Susp	PEX	Susp
Lincolnshire	0.10	4.40	0.11	4.66	0.05	3.47	0.07	3.94	0.08	7.68	0.15	12.27
England	0.10	5.08	0.10	5.36	0.06	3.76	0.05	4.25	0.08	6.91	0.11	9.33
East Mids	0.09	4.55	0.09	4.82	0.06	3.65	0.05	4.40	0.07	7.59	0.12	10.69

In 2022/23 we saw 105.04% increase in PEX. In 2023/24 we saw 7.96% increase in PEX.

Suspensions						
Year	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Number	5,308	4,002	3,198	7,614	12,723	16,267

LA Commitment to reduce the issuing of exclusions

- Review of the Ladder to strengthen support and key focus on early intervention
- Offer of preventing exclusion funding – contact PRT for details
- Offer of hard-to-place funding – contact PRT for details
- Expansion of BOSS support to provide strategic element
- Increased dedicated transition support via PRT
- Continued access to Intervention Places at Alternative Provision
- Primary school's commitment to continue making necessary inclusion changes and developments to continue reducing the issuing of exclusions in Lincolnshire



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LCC Internal Audit for Schools Update

Information on School Internal Audits

- Internal Audits are required to provide assurance to officers of the Council that schools have robust arrangements in place to meet the requirements set by the DfE, the Local Authority, or through wider legislation (e.g. GDPR).
- The Executive Director of Resources at LCC has delegated responsibility for ensuring the proper administration of financial affairs.
- The Section 151 Officer is required to confirm that the Council has a system of audit for schools that gives adequate assurance over their standards of financial management and the regularity and propriety of their spending.
- The provision of internal audit is a statutory requirement to enable the discharging of Section 151 responsibilities and is referenced within the Scheme for Financing Schools and LCC's Schools Finance Handbook.
- The role of school internal auditors is to provide an independent opinion on the adequacy of the governance, risk management and control processes operating in your school.
- The aim of the internal audit is to support the school and to provide assurance to the Senior Leadership Team and Governors that the school are following policy and best practice and complying with statutory regulations.
- Any questions regarding LCC's Internal Audit Services for schools should be directed to **Schools&Academies@lincolnshire.gov.uk**



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Property Responsibilities

Statutory Compliance and Health and Safety Responsibilities

- Responsible Person role
- Fire Safety
- Asbestos Management
- Legionella Monitoring
- PPM (Planned preventative Maintenance)
- Training – Head Teachers and Governors
- Statutory Essential Maintenance Scheme (SEMS)
- Record keeping
- Concerto – Access and Content
- Condition Survey data



Self Delivery of works

- Seek advice from Asset Advisor before commissioning any self delivery works. You must inform Asset Advisor of all self delivery works at LCC maintained schools.

Property Re-procurement

- Current Contract ends March 2025
- 2 new Contracts will be in place from April 2025
- **SEMS prices usually available in October will be delayed**
- Some PPM activity may be completed earlier than recorded in Concerto





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Green Master Plan



DfE: Sustainability & Climate Change Strategy

- Focus on:
 - Reducing greenhouse gas emissions from school buildings and operations
 - Improving biodiversity by using school grounds
 - Environmental training for staff and pupils
 - By 2025 – all education settings will have nominated a sustainability lead and put in place a climate action plan
- [Sustainability leadership and climate action plans in education](#)
- The LCC Sustainability Team has funding to offer environmental support to schools in 2024 to 2026



School Climate Change Plan Development

- Looking to work with a small number of schools to develop example School Climate Change Plans
- Initial group of 4 to 6 schools from around the county
- Guidance will then be shared with other schools across Lincolnshire



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)

- 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 NAEF website:
[NAEF's curriculum guides for schools - UK NAEF](https://www.naef.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.

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)

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Lincolnshire
Education
Group

Governance Update

Jo Trotter

Governance in the Spring Term

- **Attendance**

- Boards should be continuing to :
 - Taking an active role in attendance improvement, supporting the school(s) to prioritise attendance, and working together with leaders to set whole school cultures.
 - Ensure school leaders fulfil expectations and statutory duties.
 - Ensure school staff receive training on attendance.
 - Regularly review attendance data and help school leaders focus support on the pupils who need it
- **Has your board appointed an attendance governor? Is your board monitoring attendance regularly? Is your board aware of what CPD staff are undertaking on attendance?**
- **Budget discussions** will continue due to impact of cost-of-living crisis (poverty proofing), energy costs, and staff pay rises
- **SEND** – continue to ensure that the school is meeting all the needs of children within its core and non-core curriculum
- **SFVS** – **PLEASE WAIT FOR DATE & GUIDANCE ON COMPLETION FROM SCHOOLS FINANCE WHICH WILL BE DUE SHORTLY**
- **School Development/Improvement Plan Monitoring**
 - Governing Bodies should be monitoring the SDP/SIP regularly and reporting their findings
 - **Are the governors following the ratified governor monitoring/visits policy? Are they completing the appropriate forms for board review?**
 - **Are you aware of the SEF?**
- **School Plans for 2025 Exams**
 - **KS 2 tests** – assign a governor to monitor testing arrangements.
 - **KS 4 & 5** – Governors should be aware of arrangements and any review any future OFQUAL updates

Autumn Term – Staff Appraisal and Pay Decisions Reminder - (Maintained Schools)

Headteacher Performance Management

- 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.
- Recommendations are delivered to Pay Committee to meet 31st December deadline for HT pay decision.
- HTPM Governors are strongly recommended to refer to the Headteacher Standards when undertaking this role.

Pay Committee

- You **MUST** have one if you have adopted the LCC SCHOOL PAY Policy
- There is a proposed Terms of Reference for the PAY Committee in the policy
- This is a delegated committee which reports their decisions in fact to the FGB – there is no FGB ratification of decisions.
- **Academies are free to set their own Pay and Conditions, and your governance professional 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**

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	3	4	12	Introduce	Headteacher
	advisory					
Risk reduced to acceptable level (effective controls implemented, with effective monitoring in place)						

- 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

Edulincs

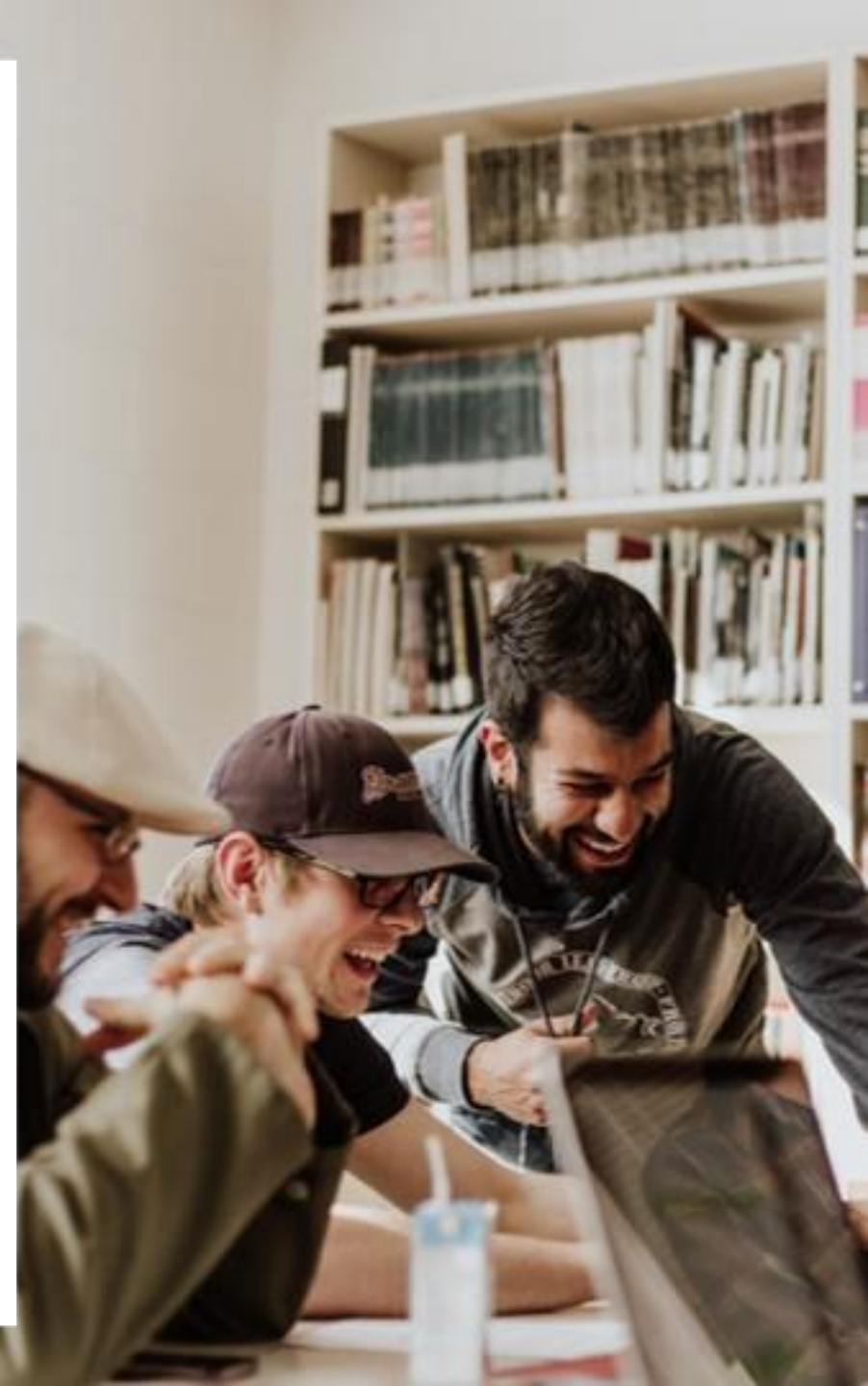
[EduLincs – Lincolnshire County Council](#)

Edulincs is the name for the single point of access through which schools are able to:

- request information
- obtain quotes
- place orders in relation to a wide range of services

These services offer high quality and cost-effective support to schools. This helps them to meet legal requirements and improve outcomes for pupils, through a mixture of chargeable and free of charge offers.

- [Administration and clerking support](#)
- [Curriculum support](#)
- [Family and community support](#)
- [Finance support](#)
- [Health and wellbeing support](#)
- [Leadership support](#)
- [Performance support](#)
- [Premises support](#)
- [SEND support](#)
- [Useful websites and resources](#)



GovernorHub



GovernorHub is an information management and administration software portal for Clerks & Governing Boards with GDPR compliant storage.

GovernorHub can be purchased at a reduced rate through the LA Schools Support Team and is included in the LCC clerking package. See pricing: [GovernorHub and GovernorHub Knowledge - EduLincs – Lincolnshire County Council](#)

Benefits identified by school leaders using GovernorHub:

- Organised, secure and helps with GDPR.
- Easy access to documentation and policies. Paperless meetings!
- Easy to use, everything in one place - along with a useful app.
- Positive impact on leadership and management, saving time and better communication between operational and strategic leaders.
- Easy access to governance information for OFSTED.

For more information and subscription please contact:
BS_schoolsupport@lincolnshire.gov.uk



Governance Support, Training & Development Offer 2024-2025





Spring and Summer Briefing Dates

Spring Governor Partnership Briefing

Wednesday 19th March 2025

2:00pm – 3:00pm

or

7:00pm – 8:00pm

[Click Here to Book](#)

Summer Governor Partnership Briefing

Wednesday 18th June 2025

2:00pm – 3:00pm

or

7:00pm – 8:00pm

[Click Here to Book](#)