



Lincolnshire
Education
Group

Welcome to the Spring Governor Partnership Briefing

March 2025



Agenda

Welcome

Local Authority Updates

- Partnership of Schools Group
- L.E.A.D. Professional Development
- Maintained Schools MTFP Software
- SEND Update
- Ofsted Updates
- Assessment and Moderation 2025
- Internal Audit
- Forum for Lincolnshire Leaders

Governance Updates



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Local Authority Updates

Geraldine Willders

A Structure for Collaboration and Communication



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



Partnership of
Schools Group



*Voluntary HT
Representatives
from each district*



All Schools

L.E.A.D. Professional Development

Leadership Briefing



‘Working in Partnership, Achieving the Highest Outcomes for All’



English Hub Funding – Lincolnshire Schools



For: Infant, Primary and Special Schools (*with Year 1 cohort*)

Funding for:

- SSP Teaching **Resources**
- SSP **Decodable** Books (***not** Little Wandle fluency books or RWI Get Writing or Fresh Start*)
- SSP **Training** (inc. online subscriptions)

**SSP programme must be DfE validated*

Amount: Matched funding (up to **£3000** as minimum), potentially up to **£6000** or **£9000** (meet 2 of criteria below)

**There is a maximum amount per school. If your school has already accessed funding, do still contact to find out if you can access more.*

DfE Criteria to meet

- Lincolnshire (EIA)
- Lower than 80% Phonics Screening Check results
- Higher than 27.3% Pupil Premium
- Ofsted RI or Inadequate
- Referred by Local Partner (*e.g. Locality Lead, CEO, Diocese Advisor*)

Governance consideration: Has your school accessed this funding if appropriate?



English Hubs: The Next Chapter



Press release

Reading and writing boost to drive high and rising standards

Thousands of pupils set to benefit from a £2 million investment in reading and writing, breaking down the barriers to opportunity.

From: [Department for Education](#) and [The Rt Hon Bridget Phillipson MP](#)

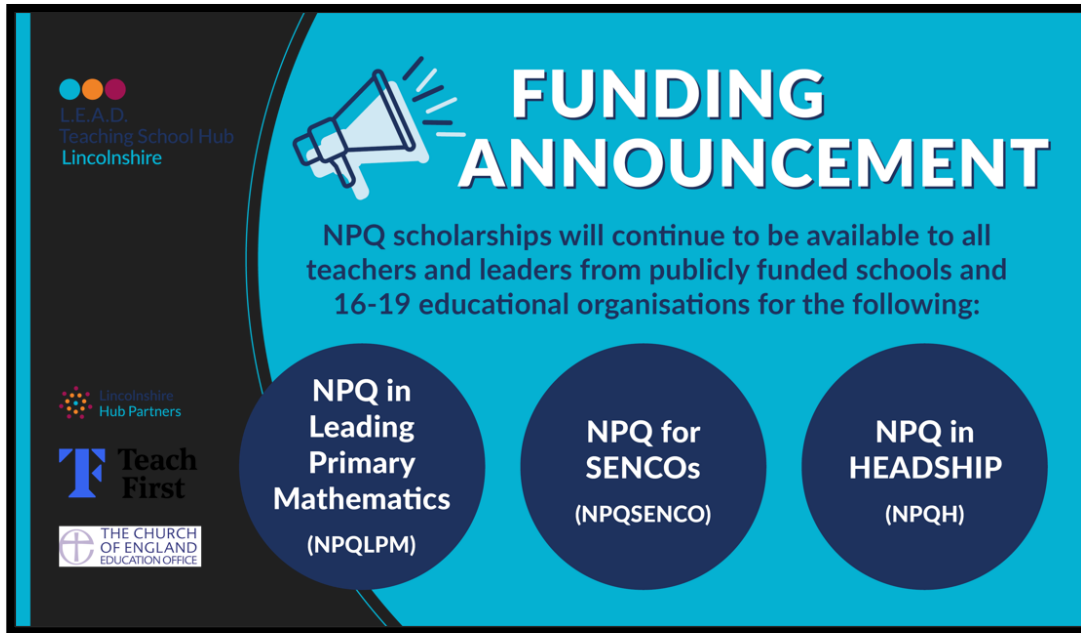
Published 5 February 2025

Reading
Fluency

Secondary
'Struggling
Readers'

Writing

NPQs: April 2025 Update



FUNDING ANNOUNCEMENT

NPQ scholarships will continue to be available to all teachers and leaders from publicly funded schools and 16-19 educational organisations for the following:

- NPQ in Leading Primary Mathematics (NPQLPM)
- NPQ for SENCOs (NPQSENCO)
- NPQ in HEADSHIP (NPQH)

Logos: L.E.A.D. Teaching School Hub Lincolnshire, Lincolnshire Hub Partners, Teach First, THE CHURCH OF ENGLAND EDUCATION OFFICE



FUNDING ANNOUNCEMENT

Funding covering all NPQs will be available to teachers and leaders from:

- The 50% of schools with the highest proportion of students who attract pupil premium funding
- 16-19 educational settings identified as high highly disadvantage
- For the NPQ in Early Years Leadership (NPQEYL), highly disadvantaged early years settings will also be eligible

Logos: L.E.A.D. Teaching School Hub Lincolnshire, Lincolnshire Hub Partner, Teach First

Owing to the register of interest and current funding levels, we have taken the decision to run cohorts for the following NPQs during Spring 25:



We aim to offer the full suite of NPQs in the next academic year

Governance consideration: Has your school accessed these leadership development CPD programmes.

How do leaders ensure staff are receiving the right CPD at the right time?



ECF: ECTE

The DfE have
announced
upcoming
changes to the
ECF Programme.

From September 2025, the **Early Career Teacher Entitlement (ECTE)** will be introduced. Changes include:

- Mentor training **reducing to 1 year**
- Mentoring will focus on **Instructional Coaching**
- More **diagnostic pathways** of learning
- Increase in subject specific materials **including SEND materials**



- ECTE YR1 – full coverage through **personalised pathways**
- ECTE YR2 – structured and individualised learning – **owned by the ECT and Mentor e.g. Subject Leadership**

The role of the mentor is key to the success of the ECTE; we are working in partnership with EDT to maximise opportunities for support and reflection for ECTs, in a way that is manageable and sustainable for schools



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Medium Term Finance Plan Software Update

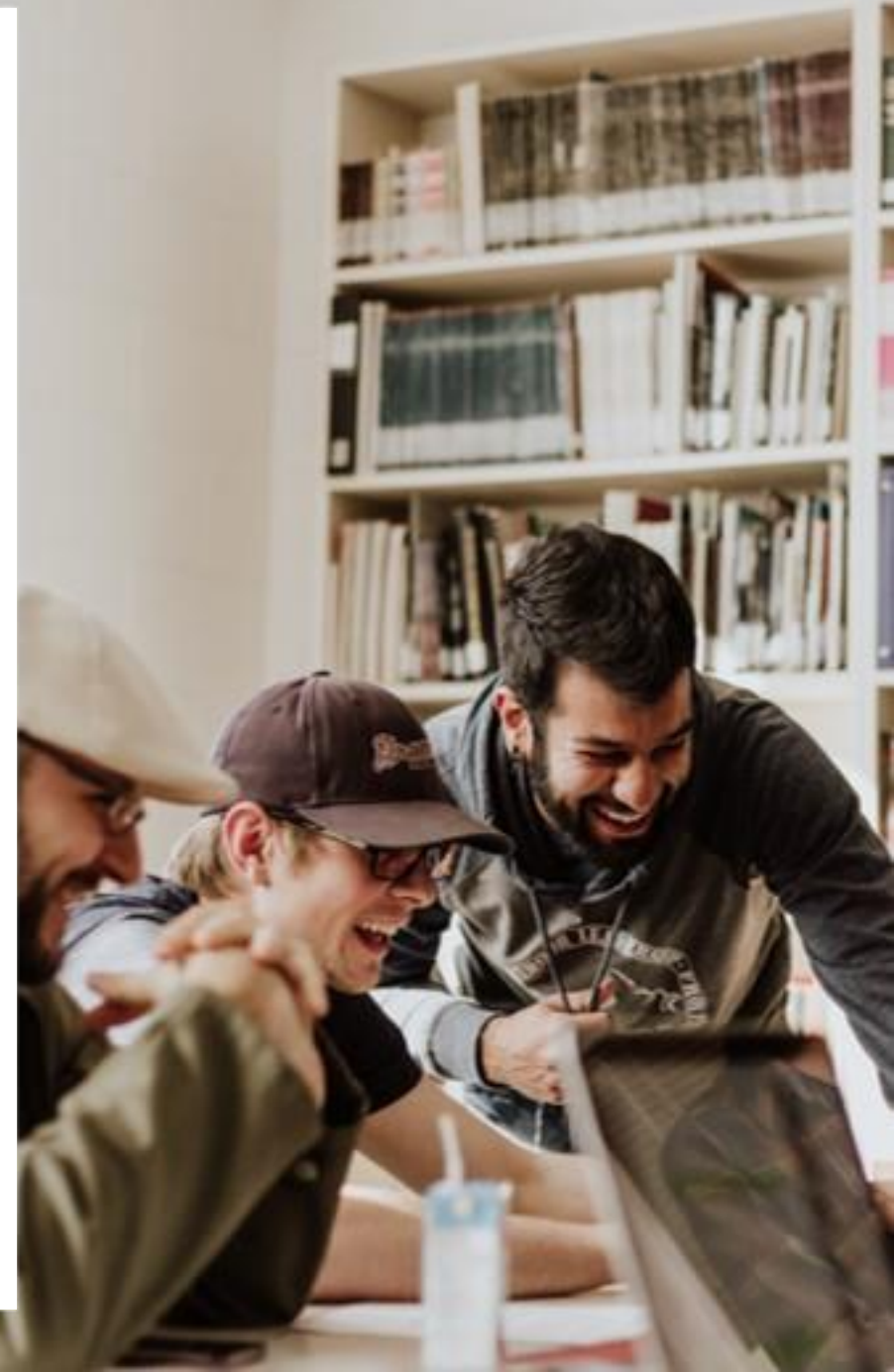
(Maintained Schools Only)

Medium Term Finance Plan Software - Why the move?

- Current Excel document is labour intensive
- Right time to move to this platform – enhance financial planning, time efficiencies and automation within schools

Benefits of Medium-Term Finance Plan Software 2025/26

- Automated Data Roll-Forward
- Simplified Pay Adjustments
- Payroll Reconciliation
- On-line Platform



Medium Term Finance Plan Software 2025/26

- Access managed by Schools Finance Team
- Schools will receive on-line training
- Contact Schools Finance Team helpdesk with any queries
- Schools will be able to save multiple versions of the software to assist with scenario planning
- Cost of the software will be managed within the existing cost base through operational efficiencies

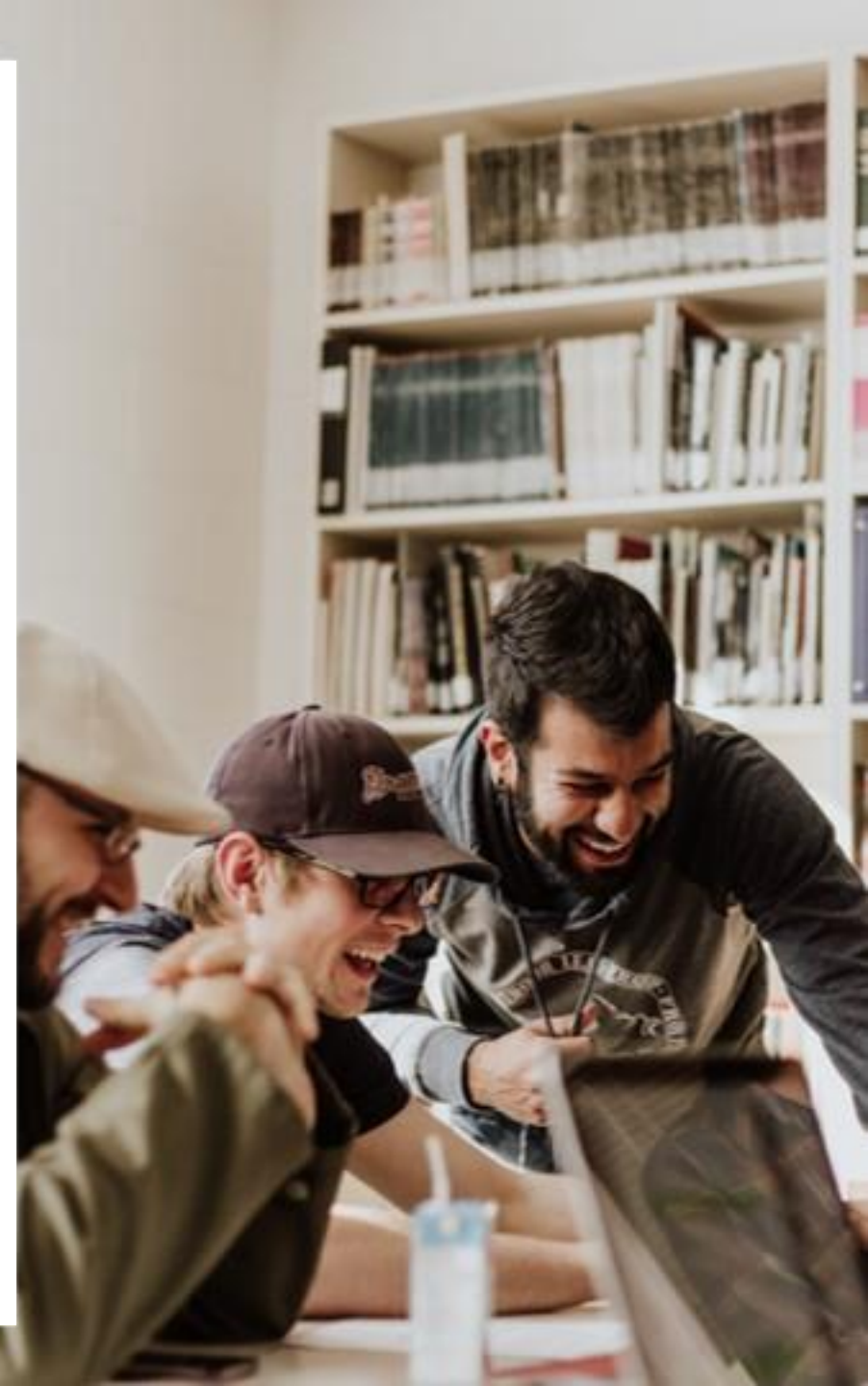


Considerations for 2025/26

- Guidance document for interim period
- Excel version of the MTFP will not be accepted for 2025/26 budget setting process
- Submission date of MTFP subject to change for 2025/26

Governance consideration:

Planned budget ratification FGB meeting may need to be re-scheduled.



SEND Update



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

Local Context Update

EHC Assessment Requests Received

2023 = **1718**
2024 = **1956 (13.9% growth)**

20-week performance

2024 = **89.66%**
2025 = **93%**
(current national performance 50.3%)

EHCP rate of total school population

Local = **5.2%**
(National 4.7%)

EHCPs maintained

2023 = **6958**
2024 = **8426 (27.7% growth)**
2025 (Feb) = **8479**

Annual Reviews Performance 2024

- Annual reviews completed = **7309**
- MAC decisions in 4 weeks = **44.8%**
- No. of 'amend' decisions = **6025 (82%)**
- Notice of Amendments (NOA) issued in 4 weeks of MAC = **66%**
- Final amended EHCP issued within 8 weeks of NOA = **86.7%**
- Amended plans issued within 12 weeks of the annual review meeting = **41.2%**

Top 3 Primary Needs

- ASD = **2734 (32%)**
- SEMH = **1774 (21%)**
- SLCN = **1530 (18%)**

No. of New EHCPs issued

2023 = **1161**
2024 = **1471 (22% growth)**

Vulnerable Groups

- CiC = 454 (5.4%)
- CIN = 178 (2.1%)
- CP = 55 (0.6%)

Development Updates

Quality Assurance
Framework – Multi-
agency EHCP Audits

EHCP template
revisions and
amendments

Learner of Focus

Future Monitoring



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Ofsted Updates

OfSTED Pilot and Consultation continues...

The consultation will run for 12 weeks, from 3 February to 28 April.

[Improving the way Ofsted inspects education: consultation document - GOV.UK](#)

[Updated OFSTED page for March 2025 information on:](#)

[Big Listen action monitoring reports](#)

Report Cards: 9 main themes

- Leadership and governance
- Curriculum
- Developing teaching
- Achievement
- Behaviour and attitudes
- Attendance
- Personal development and well-being
- Inclusion
- Safeguarding
- Early years in schools (where applicable)
- Sixth form in schools (where applicable)

Each theme gets a 'grade'
5 possible grades:

- Cause for Concern
- Attention Needed
- Secure
- Strong
- Exemplary

80% of schools expected to be in
the middle three grades

The report card shows each
theme below the grade.

Our evaluation of this provider

Cause for concern	Attention needed	Secure	Strong	Exemplary
	Achievement	Leadership and governance	Attendance	
		Curriculum	Behaviour and attitudes	
		Developing teaching	Inclusion	
		Personal development and well-being		
		Sixth form		

Safeguarding evaluation

Safeguarding	Met	Show
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Leadership and governance

Causing concern	Attention needed	Secure	Strong	Exemplary
Leadership and governance are likely to be 'causing concern' if one or more of the following applies: Leaders do not identify and/or prioritise the right issues or take suitable or timely action to deal with them. Leaders do not have a track record of improvement or, since being appointed, have not done everything they could reasonably do to secure improvements. Governors/trustees do not carry out their statutory core functions. Their contribution to the school's strategic aims is weak. Any breaches of legal responsibilities are serious and have a detrimental impact on pupils.	Strategic leadership and capacity to improve (track record of improvement or of sustaining high standards)			Where a school is secure in all evaluation areas, and strong across all the themes in leadership and governance, inspectors may consider a feature of leaders' work to be exemplary. All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is: <ul style="list-style-type: none">▪ embedded and sustained over time▪ making a tangible difference to pupils' learning, development and well-being▪ being used and/or adapted internally to support and improve other areas of the school's work▪ being (or will be) shared externally to
	Leaders' analysis of the school's strengths or weaknesses lacks precision and/or does not consistently identify the root causes of weakness. Actions to bring about improvement, while focused on the right areas, are imprecise. This makes it difficult for leaders to know how successful their work has been and what further action is needed.	Leaders and those responsible for governance have an accurate understanding of the school's context, strengths and weaknesses. This informs the actions they take. Leaders' actions are well judged and consistently effective. They improve or sustain standards. Leaders' decisions are always in pupils' best interests. Leaders make sure that the school's aims, priorities, vision and values are firmly established. The positive impact of leaders' actions has been sustained over time. Leaders create a culture of continuous improvement. They actively pursue their own professional development, acting as role models for staff.	Leaders' astute understanding of the school's context, strengths and weaknesses informs and underpins their evolving response to priorities. They adjust and adapt actions as part of a responsive and continuous improvement culture. Highly effective leadership leads to consistently high standards, particularly for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). These standards are sustained over time. Improvements in any areas of weakness are rapid and sustained.	
	Responsible bodies, including employers, trustees and governance (strategic oversight)			
	The responsible body is inconsistent in its support for leaders' well-being.	The responsible body knows its statutory duties and carries them out effectively.	Governors'/trustees' contribution to the school's work is consistently strong.	

TAKEN FROM CONSULTATION DRAFT [see School inspection toolkit](#)

<p>The responsible body does not undertake its statutory duties diligently.</p> <p>Leaders’ decisions are not taken in the best interests of pupils. This might include gaming or off-rolling and/or using ineffective, inappropriate and/or unsafe alternative provision.</p> <p>The responsible body is unclear about its statutory duties in relation to leaders’ well-being and does not support them appropriately.</p> <p>Staff workload is unsustainable.</p> <p>Bullying and harassment go unnoticed or unchallenged.</p>	<p>Governors/trustees carry out their statutory duties effectively. However, their support for, and challenge to, leaders do not have enough impact.</p>	<p>It supports leaders when they face challenges and monitors their well-being.</p> <p>Governors/trustees carry out their statutory core functions effectively to support the school to achieve its strategic aims and establish an inclusive culture and practices.</p> <p>Governors/trustees support and challenge leaders appropriately. They hold leaders to account effectively, including for the school’s support and provision for disadvantaged pupils and pupils with SEND.</p>	<p>They are highly effective at holding leaders to account.</p> <p>The responsible body is highly effective at supporting leaders’ well-being.</p>	<p>support system improvement.</p> <p>Once the provisional grades are confirmed and the school’s report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p>
	Parents, carers and the community			
	<p>Leaders’ engagement with parents and carers and the local community is ad hoc, limited and/or not targeted appropriately. It makes little difference to pupils’ achievement and well-being.</p>	<p>Leaders engage with and work effectively with parents and carers and the local community to support pupils’ achievement and well-being.</p>	<p>Leaders build and sustain strong, long-term partnerships with parents and carers and the local community. This has a strong, positive impact on pupils’ achievement and well-being.</p>	
	Staff well-being and workload			
	<p>Leaders’ decisions are sometimes burdensome to staff.</p> <p>Although leaders take action to address any bullying and harassment of staff, any learning from such incidents is slow or limited.</p>	<p>Leaders prioritise staff well-being. They make sure that staff’s work is sustainable and proportionate.</p> <p>Leaders protect staff from bullying and harassment.</p>	<p>Leaders make sure that all staff feel highly valued, are supported to do their jobs effectively, and are well protected from bullying and harassment. Consequently, staff morale and retention are high.</p>	

Alignment with Regional Improvement for Standards and Excellence teams (RISE) programme



Expectation is that RISE programme will align with Ofsted outcomes



Universal support from RISE and/or partners will be expected for Green graded schools i.e. where themes are secure or better



Targeted Support from RISE Teams should be to schools with themes graded as Amber / Attention Needed



RED / Cause for Concern schools will not receive RISE support but will have intervention via partners working with the Regions Group.

You can also review the [NGA blog on RISE here which signposts to all current consultations:](#)

[RISE teams and a new era for school intervention | National Governance Association](#)



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Assessment and Moderation 2025 *(Primary)*

Assessment and Moderation 2024-25

Governor Responsibilities

- Y1 Phonics Screening Check takes place between 9th – 13th June 2025
- Key Stage 2 SATs will take place **12th – 15th May 2025**. The KS2 test timetable is as follows:
 - **Monday 12 May:** English grammar, punctuation and spelling (GPS) papers 1 (questions) and 2 (spelling)
 - **Tuesday 13 May:** English reading paper
 - **Wednesday 14 May:** Mathematics papers 1 (arithmetic) and 2 (reasoning)
 - **Thursday 15 May:** Mathematics paper 3 (reasoning)
- Y4 Multiplication Tables Check – Schools should administer within the 2-week period from Monday 2nd June 2025 (week 3 is for any absent pupils or delays to the administration due to technical difficulties)
- *It is good practice to appoint a governor to monitor SATs/Phonics*

Governance Considerations:

- *Is the school aware of the KS2 timetable and the order in which the tests should be administered?*
- *Has a governor been assigned to monitor? SATs/Phonics?*

Assessment and Moderation 2024-25

Governor Responsibilities

- Governors should know about arrangements for the test and/or check administration. Schools receive KS2 papers from 28th April – 2nd May.
- All SATs/Phonics papers need to be stored securely to ensure integrity of the tests:

[Key stage 1 tests: test administration guidance \(TAG\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/key-stage-1-tests-test-administration-guidance) (optional)

[Key stage 2 tests: test administration guidance \(TAG\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/key-stage-2-tests-test-administration-guidance)

[Key stage 1: phonics screening check administration guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/key-stage-1-phonics-screening-check-administration-guidance)

Governance Considerations: *What systems are in place to ensure the security of the test materials?*

- STA produces these key documents each year:
 - 2024-25 KS1 Assessment and Reporting Arrangements (ARA) for Y1 Phonics Screening Check
 - 2024-25 KS2 Assessment and Reporting Arrangements (ARA) for Y6 SATs
 - 2024-25 Y4 MTC Test Administration Guidance (released April 2025)

Assessment and Moderation 2024-25

Access Arrangements

- Access Arrangements are adjustments that can be put in place to support pupils. Headteachers and teachers must decide whether any of their pupils will need access arrangements before they administer the tests.
- Access Arrangements must never advantage or disadvantage the pupil. Any support should be based primarily on normal classroom practice. Support must not change the test questions and the pupil's answers must be their own.
- It may be helpful to use practice materials with pupils before administering the tests. This will enable schools to identify whether pupils need additional support or adaptations, either to the test materials or to their administration.
- Schools must ensure they have documentation available to demonstrate that a pupil is eligible for access arrangements. Evidence will vary according to the type of support and may include: notes recorded in teaching plans, individual pupil support plans or a pupil's classwork.
- Schools could be subject to a maladministration investigation if they fail to use access arrangements

Assessment and Moderation 2024-25

Additional Time

Schools must apply to STA in advance for permission to use the following access arrangements:

- additional time
- early opening
- compensatory marks for spelling


All Lincolnshire schools have been sent guidance for additional time to ensure this is being adhered to in line with the guidance from the Standards and Testing Agency (STA).

Governance Considerations:

- *Are STA permissions for additional time adhered to?*

Please check the permission letters from STA for those pupils who the school have applied for additional time.

**ADDITIONAL TIME -
SCHOOL GUIDANCE 2025**



Key point 1

Which children automatically qualify?
Pupils **automatically qualify** for:

- up to 25% additional time in all of the tests, **if they have an EHC plan in place**
- up to 100% additional time in all of the tests, **if they use the modified large print (MLP) or braille versions of the tests**

Schools **do not** need to complete an application for these pupils. Pupils who are automatically allowed additional time may also use other access arrangements if this reflects normal classroom practice. If a pupil is supported with other access arrangements in the tests, schools should follow the usual application or notification process for their use.

Key point 2

In which circumstances should schools make an application?
Additional time to complete the tests may be appropriate for other pupils who:

- require additional time under test conditions to properly demonstrate their knowledge and understanding; this may include pupils who are unable to work at the same speed as their peers due to a specific need
- **are waiting for confirmation of an EHC plan**

These pupils **do not automatically qualify** for additional time, so schools should make an application for additional time in these circumstances.

Key point 3

What is the timescale for applications?
The form to make

Key point 4

How do you apply for additional time?
A teacher with an understanding of the pupil's needs should make the application. Reports from educational psychologists or other education professionals are not required.
Schools will need to respond to each of the 7 questions about the pupil on the Primary Assessment Gateway (PAG). These questions draw on the teacher's assessment of the pupil's abilities or needs and do not relate to a specific diagnosis or condition. Schools should think carefully about the questions and how they relate to the pupil and must have evidence to justify their responses to the application questions in case they receive a monitoring visit or maladministration investigation.

Key point 5


What happens after completing the application?
Based on the responses to the questions in the application, STA may decide the pupil qualifies for up to 25% additional time.
However, a pupil may also be allowed the use of an aid as outlined in the application outcome - for example, a pupil who has difficulty reading and difficulty writing could use a scribe for writing and still qualify for up to 25% additional time if they are reading independently. If the pupil was supported by a scribe, a 'Notification of aid' form would need to be completed for its use in the tests.
Schools will receive the outcome of their application directly after submitting the form. The outcome will confirm whether the pupil is eligible for additional time or whether the school could consider alternative access arrangements.


Key point 6


What happens if I make a mistake?
Once submitted, applications for additional time cannot be amended or deleted. If you make a mistake, you will have to reapply.
To ensure any potential mistakes are identified before the application deadline, STA suggests that schools check each application form and application outcome letter following submission.

Allowing a pupil additional time in the tests without authorisation from STA may lead to a maladministration investigation.

Contact Us

 Paul.Singleton@keystonemat.org

 01779 424152 option 3
07587668737



Assessment and Moderation 2024-25

Key Documents

- There is documentation accessible on the Keystone Secure Resource Portal – including governor statutory monitoring documents.

Governance Considerations:

- *Does your school subscribe to this service so that you can access the materials to support your monitoring?*
- *If the school does not subscribe, the governor monitoring documents are available to purchase separately for a small charge. To purchase, please complete the MS Form: <https://forms.office.com/e/Wyh1eYzXSi>.*
- For any questions or issues, email: Paul.Singleton@keystonemat.org



Update on the Internal Audit Services programme for Schools in Lincolnshire



Internal Audit Charges – changes for the 25-26 financial year

Budget preparation notes shared by School's Finance on 28th February 2025 (via Perspective Lite) confirmed that charging for internal auditing of schools would be de-delegated from the 2025-26 financial year.

The re-establishment of routine audits across all maintained schools and changes to the charging structure were discussed and approved at School's Forum in November 2024. The LA will now retain an amount of funding from maintained schools' budgets. For the 2025/26 financial year, the per pupil rates for 2025/26 were set at:

Primary £2.38

Secondary £5.80

In recognition of the level of primary maintained schools' de-delegation reserves available, the LA is utilising reserves in 2025/26, therefore temporarily reducing the cost to the *primary maintained schools* only for 2025/26.

It should be noted that Prime Account schools will be required to meet the cost supplement from their delegated budgets for the additional audit work due to them operating their own bank account. Schools with no or limited assurance in their three yearly school audit will be required to meet the additional cost of follow up audits/reassurance work.

Reminder – post audit processes

Upon completion of the audit a draft audit report will be created, discussed and issued to the Headteacher and Chair of Governors. This will outline any findings along with appropriately agreed recommendations. The final audit report should be shared at a Governors' meeting. The audit team will follow up to ascertain whether suitable action has been undertaken and is embedded to mitigate the risks identified during audit review. The timing of these further checks will be informed by the risks identified and the assurance rating awarded.

If your school's internal audit receives a positive assurance rating your school will fall into a standard three-year audit cycle. If your school is awarded a limited or no assurance rating, there will be a follow up visit in the subsequent year to assess the remaining level of risk after management actions have been completed and tested. This will be at additional cost to the school.

Any questions regarding LCC's Internal Audit Services for schools should be directed to their email inbox:

Schools&Academies@lincolnshire.gov.uk

A Forum for the Leaders of Lincolnshire



Lincolnshire
Education
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Partnership of
Schools Group

Head teachers' Standards

Working in partnership

Head teachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community

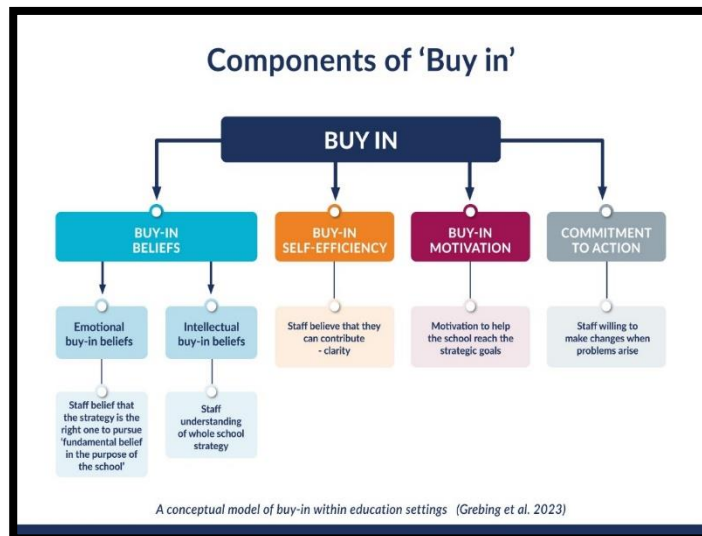
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support

- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

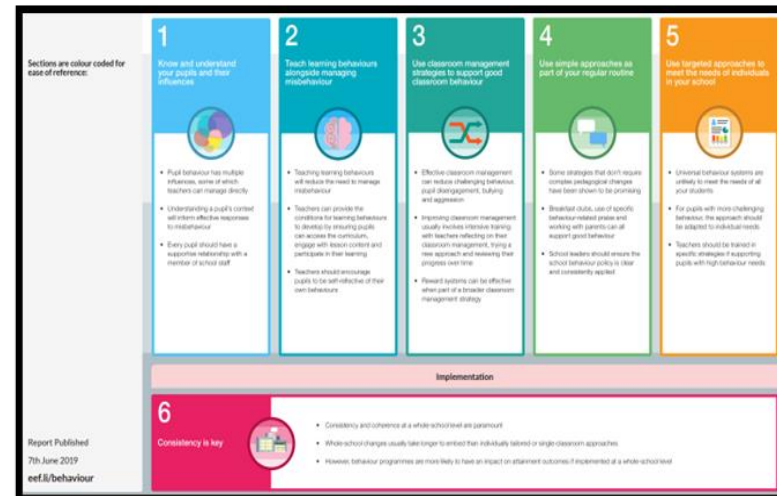
Previous area covered...



Vision/ Buy In



Behaviour



Teaching

Elements of Great Teaching:

01 Understanding the content

- 1.1 Deep and fluent content knowledge
- 1.2 Curriculum knowledge: sequencing
- 1.3 Knowledge of tasks, assessments, multiple explanations
- 1.4 Knowledge of student thinking: misconceptions

02 Creating a supportive environment

- 2.1 Relationships with pupils, cultural sensitivity
- 2.2 Student-student relationships & climate
- 2.3 Promoting learner motivation
- 2.4 High expectations, challenge and trust

03 Maximising opportunity to learn

- 3.1 Managing time and resources to maximise productivity
- 3.2 Clear and consistent rules, expectations, consequences
- 3.3 Preventing & responding to disruption, showing awareness

04 Activating hard thinking

- 4.1 Structuring: matching tasks, scaffolding, signalling objectives
- 4.2 Explaining: presenting & connecting ideas, modelling examples
- 4.3 Questioning: promoting hard thinking, assessing
- 4.4 Interacting: giving, receiving and responding to feedback
- 4.5 Embedding: practising, reinforcing & spacing learning
- 4.6 Activating: building independence, supporting metacognition



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 Self-Evaluation Document Summary.

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 IMPLE-MENTED?	
	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, up-to-date? Yes/No	Yes/No
Please comment on the development, how have you plan, how do you have been working, and the progress of every subject or how this has been used - eg. awarded leading schools education title and others. CPD etc.	

Useful Documents

WORLD
ECONOMIC
FORUM

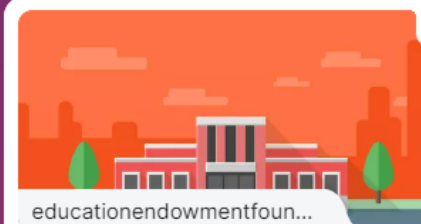
COMMITTED TO
IMPROVING THE STATE
OF THE WORLD

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

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.



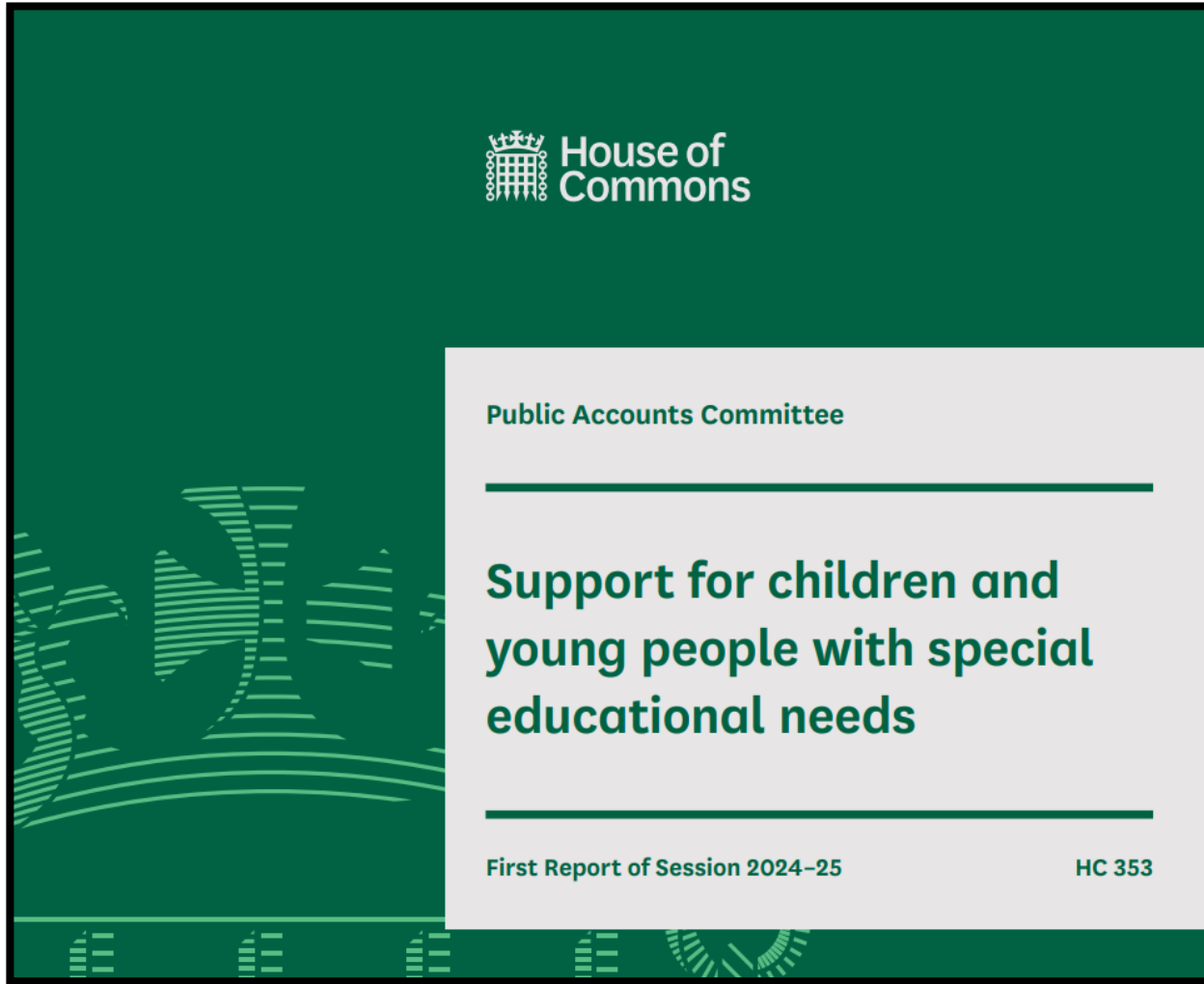
Aims of the Spring Leadership Forum

Title: 'Meeting the Needs of All Learners, Opening the Dialogue Around SEND'

Aims:

- **To briefly recap and connect with prior leadership forum content**
- **Using research, unpick and begin the dialogue around:**
 - **Current Picture/ Zones of control currently**
 - **The proposed Ofsted Report Cards and Toolkits/ Culture and Belonging (*including language*)**
 - **Schemes of Delegation/Monitoring in SEND**
 - **The quality of SEND provision and policy in your setting/Layers of Provision**

Current Picture



140% increase in the number of children with education, health and care (EHC) plans.

Tribunals found partly or wholly **in favour of parents and carers in 98% of cases** - a staggering statistic which undermines families' confidence in the system.



*every child deserves a great
education, regardless of
where they live or their
background*

Head teacher Standards



1. Ensure the school holds **ambitious expectations for all pupils** with additional and special educational needs and disabilities establish and sustain culture and practices that enable pupils to **access the curriculum and learn** effectively.
2. Ensure the school **works effectively in partnership with parents, carers and professionals**, to identify the additional needs and special educational needs and disabilities of pupils, providing **support and adaptation** where appropriate.
3. Ensure the **school fulfils its statutory duties** with regard to the SEND code of practice

Culture of SEND: A Sense of Belonging



School belonging

A literature review by Goldsmiths, University of
London on behalf of the National Children's Bureau

March 2024



Governor Consideration:

In setting the vision and values
for your school, to what extent is
the sense of belonging
considered?

In reviewing policies, is inclusion
and belonging an area of focus?



MRC Cognition
and Brain
Sciences Unit

UNIVERSITY OF
CAMBRIDGE

Belonging in School

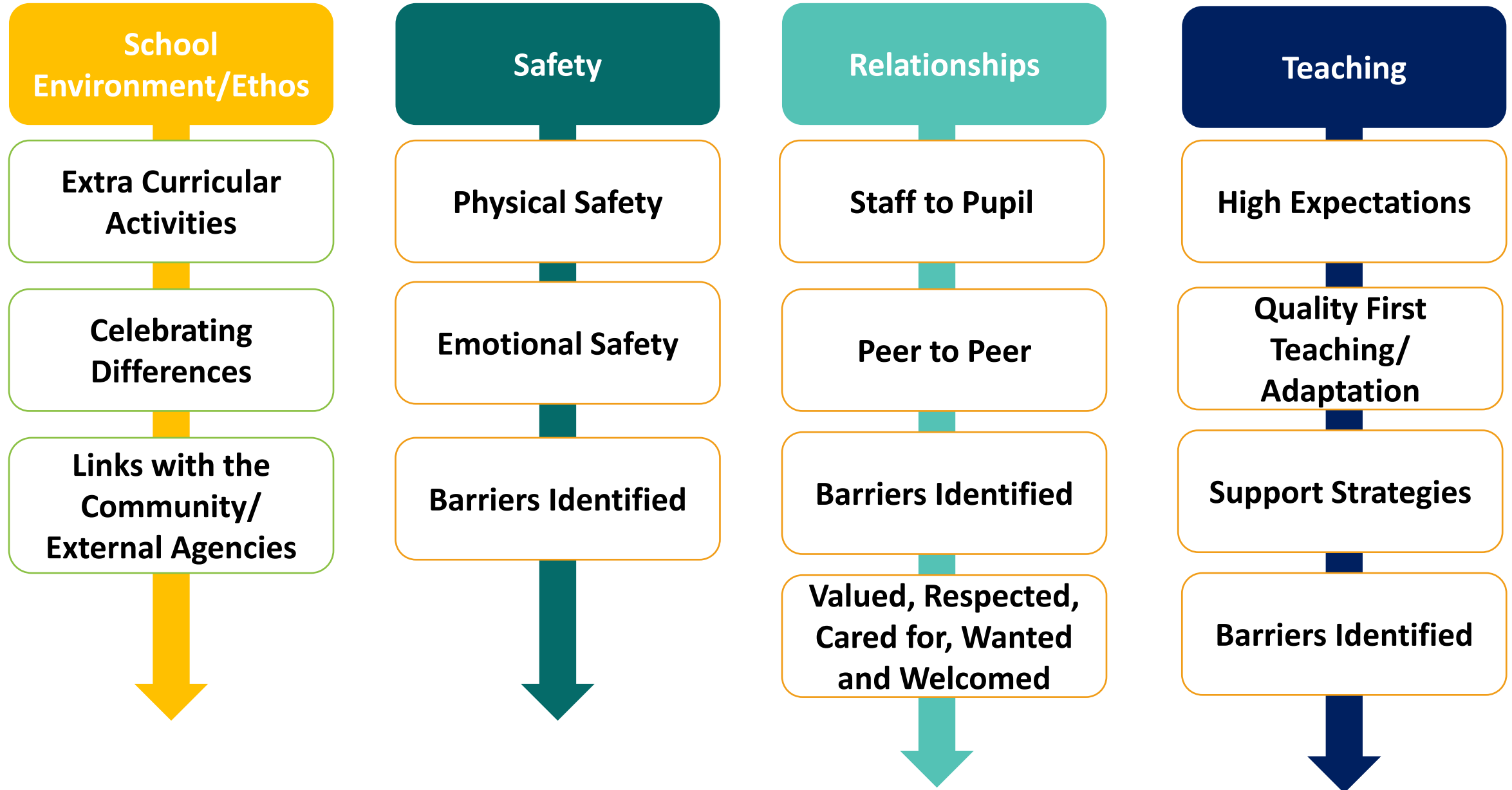


Part 1: An Introduction to School-level Approaches
for Developing Inclusive Policy

Inclusion

Causing concern	Attention needed	Secure	Strong	Exemplary
<p>Inclusion is likely to be 'causing concern' if any one or more of the following applies:</p> <p>Across the school's work, leaders fail to meet pupils' needs.</p> <p>Inclusive practices do not ensure an acceptable standard of education and/or care for disadvantaged pupils and/or those with SEND.</p> <p>Support for disadvantaged pupils and/or those with SEND is ineffective.</p> <p>Leaders do not identify pupils who are disadvantaged or have SEND, or pupils who may face barriers to their learning and/or well-being.</p> <p>Leaders' pupil premium strategy is ineffective. Disadvantaged children underachieve.</p>	Inclusive practices (across all other toolkits)			<p>Where a school is secure in all evaluation areas, and strong across all the themes in inclusion, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none">▪ embedded and sustained over time▪ making a tangible difference to pupils' learning, development and well-being▪ being used and/or adapted internally to support and improve other areas of the school's work▪ being (or will be) shared externally to
	Aspects of the school's inclusive practices need attention.	Across the school's work, inclusive practices are secure, so that all pupils feel welcome, valued and a sense of belonging to their school and community.	Across the school's work, inclusive practices are strong.	
	Identifying and meeting needs, and removing barriers			
	Leaders' support for pupils who face barriers to their learning and/or well-being is not sufficiently precise, sustained or effective.	Leaders quickly and accurately identify pupils who face barriers to their learning or well-being that might make them vulnerable. Leaders make sure that these pupils receive effective support, drawing on external specialists, as necessary. Leaders make sure that any use of alternative provision is suitable, safe and in the best interests of pupils.	Leaders have established a culture in which all staff are highly vigilant in identifying pupils who may face barriers to their learning and/or well-being. Leaders have a keen understanding of the barriers that individual pupils face and tackle these swiftly and expertly. They systematically review adaptations, adjusting them as needed, so that they make a sustained difference to pupils' learning and/or well-being.	
	Supporting disadvantaged pupils			
Leaders lack a precise understanding of their disadvantaged pupils' needs and/or do not use suitable	Leaders have a secure understanding of their disadvantaged pupils' needs and use appropriate evidence to inform their	Leaders use a rich set of well-analysed quantitative and qualitative data to		

'Belonging'



'Belonging... Questions to Consider'

For Leaders and Governors

- What does belonging mean to you?
- What does belonging mean to your setting?
- Would all staff have a united response around what it means and looks like as a setting?
Has this been unpicked collectively?
- Do you have a statement and set of principles for belonging in line with your vision?

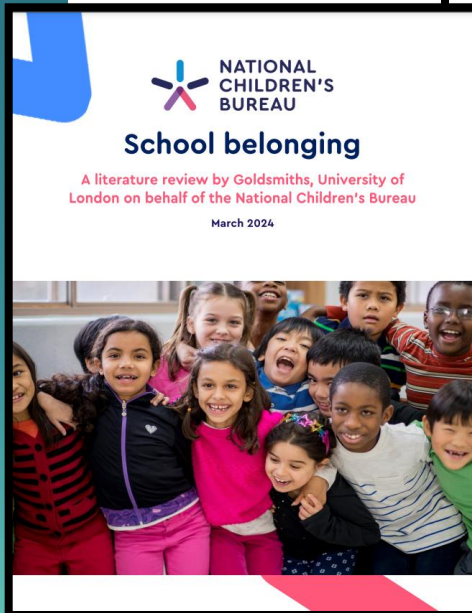


Table 2. Items of the PSSM-P

Do you feel like you are a real part of your school?
Are most teachers at your school interested in you?
Do you belong at your school?
Is there a teacher or other adult at school that you can talk to if you have a problem?
Are people at school friendly with you?
Are you included in a lot of school activities?
Are you treated with as much respect as other students?
Can you be yourself at school?

The Psychological Sense of School Membership



Use of Language

The Language of SEND?

- Ordinarily available provision (From the SEND Code of Practice)
- Reasonable Adjustments (From the Equality Act)
- High Quality Teaching (EEF/ SEND Code of Practice)
- Provision Menus (Detailing everything, over the four areas of SEND, within the school from universal, targeted and specialist provision – including the approaches used)
- Classroom strategy plans
- Personalised plan
- Inclusive/inclusion/Belonging (environment, curriculum, culture)
- Accessibility (environment, curriculum, access to school life/community)
- Adaptive Teaching, Adaptive practice

Is there a consistency and shared understanding of the language used?

How is this used and understood by parents/carers?

Explore the Language: What do you hear?



'He just doesn't try!'



negates the responsibility of the teacher
(who would be upset if anyone were to
say that they were not trying
themselves...)



'I have two dyslexics and
three with autism in my class'

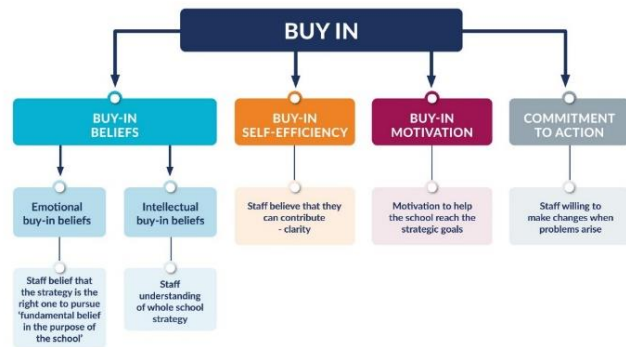


It depersonalises these learners and
suggests the teacher has limited
expectations of them.



Language: Well Being Buy In – Culture of SEND

Components of 'Buy in'



A conceptual model of buy-in within education settings (Grebing et al. 2023)

- *Have you explored the **language** of belonging and inclusivity in your setting? How?*
- *Parents/ Staff- ALL / Leaders? What do you hear? How would you do this? Who would do this? Over how long?*
- *What is the next step around this?*
- *Where is the safe space for staff? Who hears it?*



SEND: The Journey to Identification

L.E.A.D.
Professional Development

Leaders

- Create/ communicate schemes of delegation and align the SEND journey to policy
- SEND data overview created to strategically plan for SEND provision and identify trends
- Monitor the number of pupils being identified
- Closely monitor and evaluate QFT, including adaptations and the quality of intervention
- Monitor progress rates of all pupils including SEND
- Specific 'at risk' pupils identified and monitored in pupil progress meetings
- Ensure CPD pathways for all staff based upon current and upcoming needs.



Leaders

- Monitor/quality assure the provision for pupils with SEND
- What is the impact of SEND provision over time?
- How are the staff/ resources/funding structured to maximise the impact?
- Supporting and leading staff to manage needs
- CPD for all specialist staff
- Ensure processes for communication/ transition are robust

The SEND Journey

LEARN
SEND HUB

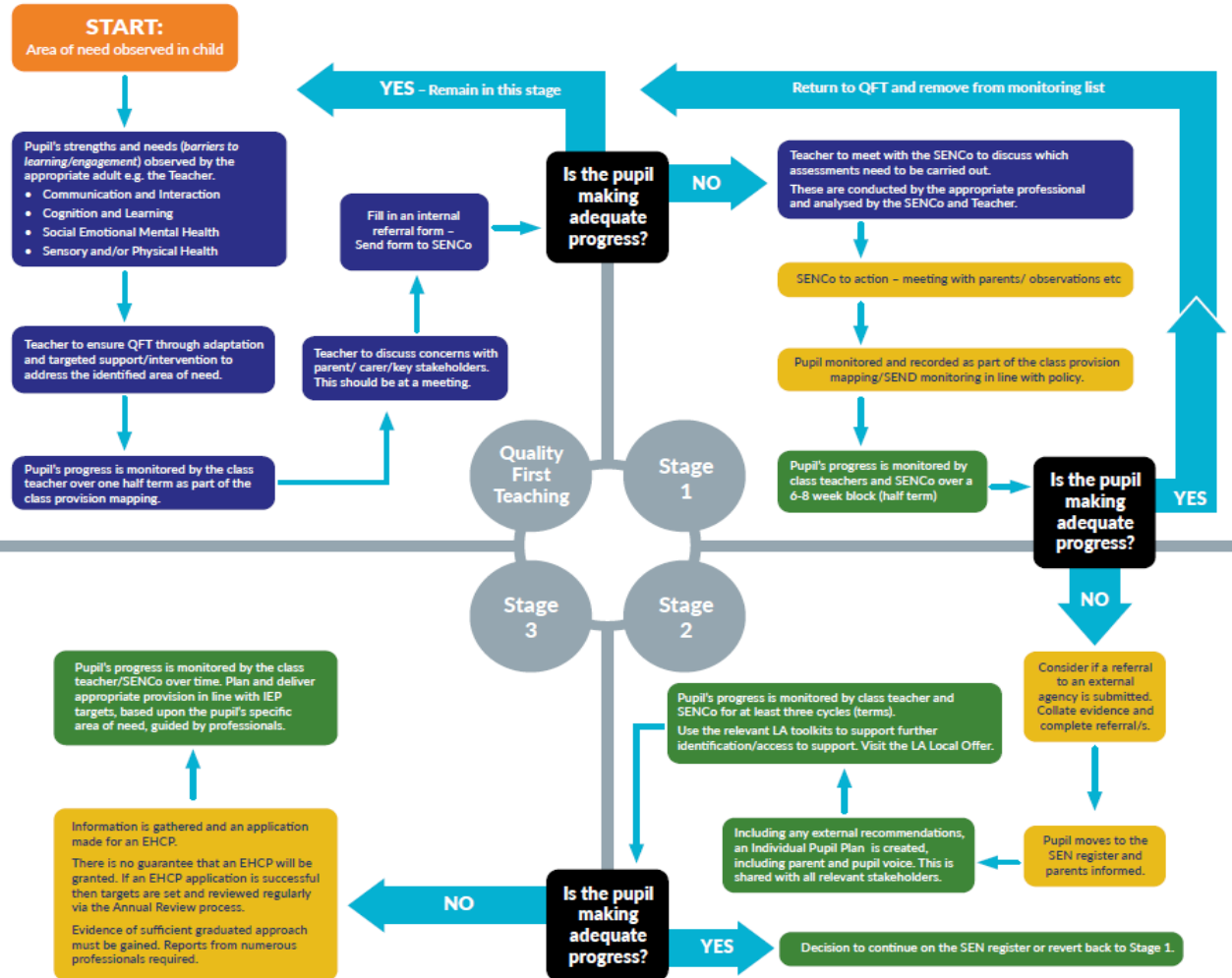


Leaders:

- Meeting with the SENCo to identify need/ strategically and financially plan for pupils with SEN
- Monitor/quality assure pupil, parent voice, and curriculum content in relation to SEND, including the quality of targets for pupils with additional needs.
- Continue to monitor/ quality assure all aspects of QFT and interventions both discrete and in class.
- Ensure processes for communication/ transition are robust

Key:

- Teacher
- SENCo
- Teacher & SENCo
- Leaders



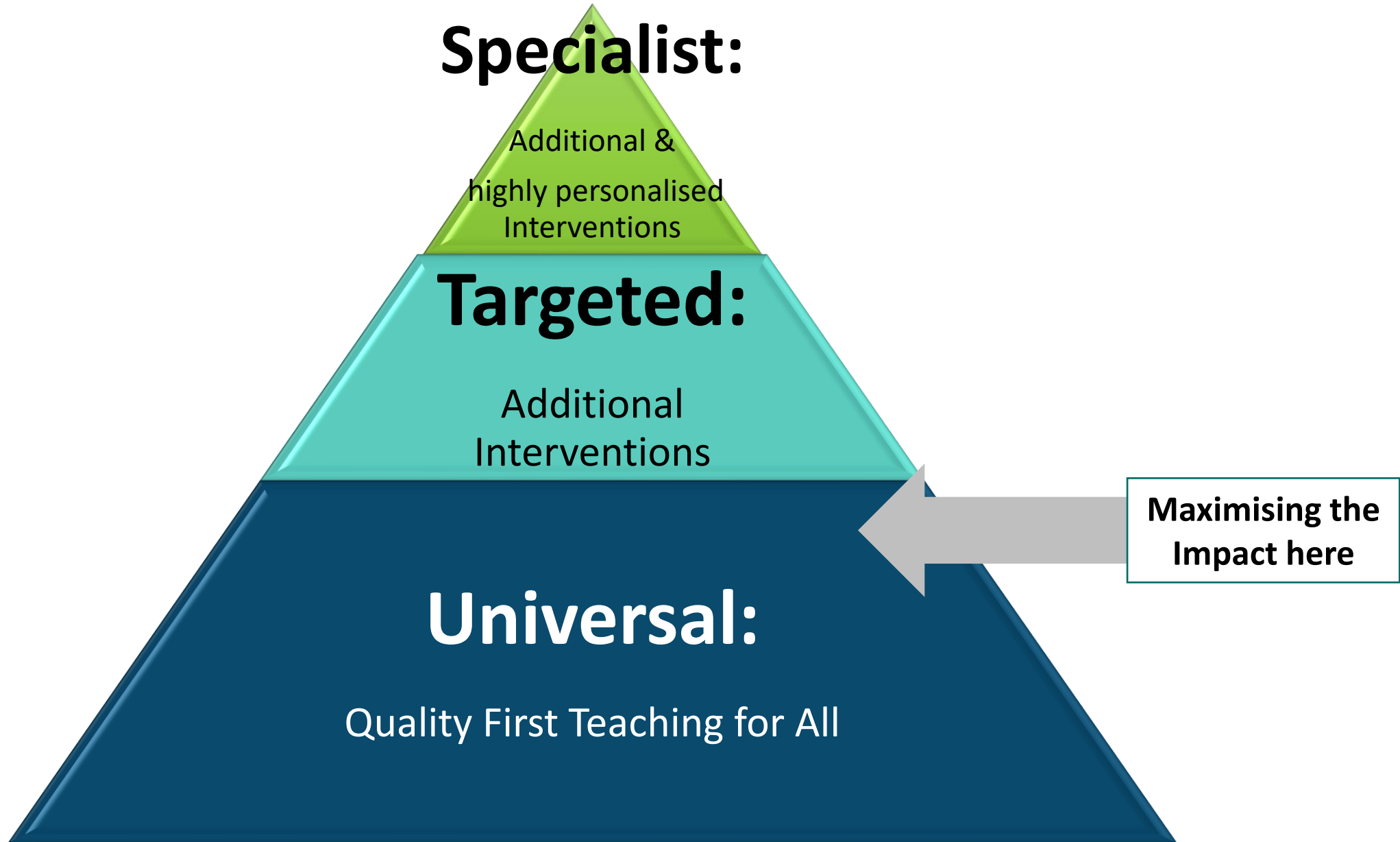
What does the journey look like in your setting?

Have you got a clear route map?

How is this distributed across roles?

Where and how do governors fit?

Layers of Provision





Layers of Provision:



- **Are these layers unpicked as a setting? When/How?**
- **How are adults used/structured at each layer?**
- **How is each layer monitored?**
- **What is the CPD at each layer?**
- **Is this in your Policy/Explicit to All?**
- **How is this communicated or parents involved?**

Targeted:

Additional
Interventions

**Time out of the
Classroom**

**Use of a TA to impact upon
pupils with the greatest
need**

Technology

Research and analysis

Supporting SEND: a summary for children and young people

Updated 13 May 2021

Over reliance on an adult

**Missing other Learning
Opportunities/chunks of learning**

- 1. Strategies to add? Successes?*
- 2. Is there the same ambition for all?*
- 3. How is this managed?*

EYFS Spring Transition Good Practice:

Are governors assured that transition gives all pupils (and families) the very best opportunity to belong and thrive?

Schools should:

- gather **information** about the 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

Amisha Stanney – amisha.stanney@lincolnshire.gov.uk

Transition Queries email Inbox EY_Transitions@lincolnshire.gov.uk



Dingley's Promise Training is bringing about a fundamental change in early years practice across England.

Could your early years stage educators benefit from our training to be able to better support children with a range of additional needs?

Each course has been designed to enable flexible remote learning and includes webinars and resources for practical application of the learning within daily practice.

Courses are £50 to purchase, but may be funded in your local area

Courses include:

- Introduction to Early Years Inclusion
- Early Years SEND Transitions
- The Voice of the Child
- Managing Difficult Conversations
- Behaviours That Challenge

Visit our website to see if there are funded courses in your local area by scanning the QR code or visit <https://dingley.org.uk/training/>



Lincolnshire is one of the Local Authorities lucky enough to have been chosen to work on Dingley's Promise Comic Relief Inclusion project. The project aim is to increase the number of young children with SEND accessing early years and childcare places.

Lincolnshire providers (schools, settings, and childminders) have free access to their training offer, which is all online free and is entirely flexible for all staff to complete at their own pace



Lincolnshire
Education
Group

Governance Update

Jo Trotter

Governance in the Summer Term

- **Attendance**

Attendance remains a key priority for the DfE. The Education Secretary stated the following (including national statistics) at the ASCL conference:

- **The evidence is clear: absence scars life chances**
- **Every day out of the classroom will cost a child hundreds of pounds in future wages over their lifetime**
- **One in five children persistently absent from school**
- **1.6 million missing a day every other week**

The impact of absence on future career earnings is outlined here: [The impact of school absence on lifetime earnings](#)

Governance Considerations:

- Has your board appointed an attendance governor in line with the LA Attendance Policy?
- How is attendance monitored in your school to identify trends and concerns? Is this measurement also year on year?
- How do trends and patterns differ between year group/pupil cohort?
- How are we supporting pupils with absence issues?
- Is your board aware of what CPD staff are undertaking on attendance?
- Is the school doing all it reasonably can to achieve the highest possible attendance?

- **Safeguarding**

Maintained Schools and Academies that purchase the LCC Safeguarding Audit should have reviewed and signed off the governor section ready for submission to the LA by end of May 2025.

Governance Considerations:

- Have you seen the NGA PREVENT blog which includes useful information on responsibilities and what boards can ask: [NGA Navigating the Prevent duty](#)

We are expecting a significant review of safeguarding guidance for September 2025 given recent comments made by the OFSTED Chief Inspector.

Governance in the Summer Term

- **Budget discussions**

Review of end of year budget and ratification of new financial year budget by end of June 2025 to take account of the new cloud-based spreadsheet introduced by the schools finance team for **maintained** schools.

Governance Considerations:

- **Will the May FGB budget ratification meeting need to be postponed until the SBM has received appropriate training?**
- **Is the school using the RAF Families Federation webpage to ensure that they are using the Service Pupil Premium effectively?**

(See link to webpage here: <https://www.raf-ff.org.uk/education/schools/service-pupil-premium/>)

- **SEND** – continue to ensure that the school is meeting all the needs of children within its core and non-core curriculum
See this useful EEF SEND in Mainstream Schools Recommendations summary document which contains the recommendations: [EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf](#)

Governance Considerations:

- **Is your board aware that relevant CPD is being undertaken by staff and that gaps in staff skills are being addressed appropriately?**
- **Are you using the updated SEND: Governance for school governing boards guidance which includes a checklist?**

(See link to guidance here for more information: [Special educational needs \(SEN\) and disabilities: guidance for school governing boards - GOV.UK](#))

- **Has the school published the SEN information report online? Is it updated annually?**

(See link to guidance here for more information: [What maintained schools must or should publish online - GOV.UK](#))

Governance in the Summer Term

- **Health and Safety**

- Please be aware of the new regulations as from 31st March 2025 regarding separation of recyclable materials and food waste from general waste - <https://www.gov.uk/guidance/simpler-recycling-workplace-recycling-in-england>

Headteacher and Governing Body Legal Compliance Responsibilities

- ALL schools/academies must ensure a safe environment for staff, pupils, and visitors, adhering to the Health & Safety at Work etc Act 1974 and associated regulations.
- Governing bodies and headteachers must ensure school buildings are maintained to meet legal requirements and are safe.
- A statutory compliance in schools reminder bulletin is being released this week to schools via perspective lite, and we will attach with the presentation for your information.
- Also, a reminder for any schools that are in SEMS and have outstanding open Early Warnings that have been issued for either Business Cases not accepted or works where you are using your own contractors, to notify LCC so these can be updated or closed down. Contact details are listed in the attached.
- The LCC SEMS offer for schools has been released and we will attach a copy with the presentation for your information.
- Please also note that the HSE are set to recommence their visits to schools to check your Asbestos Management Plans and how you are managing these risks.

We released links to updated guidance on Governance Update 24 – 14th March, along with the HSE common findings following inspections in schools on the management of risks from asbestos in 2023-24.

- **School Development/Improvement Plan Monitoring**

Governing Bodies should be monitoring the SDP/SIP regularly, triangulating evidence, reviewing impact and reporting their findings particularly coming to the end of the academic year.

- **School Plans for 2025 Exams**

KS 2 tests – assign a governor to monitor testing arrangements

KS 4 & 5 – Governors should be aware of arrangements for external summer exams.

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 advisory	3	4	12	Introduce	Headteacher
Risk reduced to acceptable level (effective controls implemented, with effective monitoring in place)						
Low	...	1	1	1

- 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)

- 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.

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](#)

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](#)

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?

INDEPENDENT SCHOOL ADMISSION PANEL MEMBER OPPORTUNITIES

About the role

We are recruiting volunteers to sit on the board of independent School Appeal Panel Members who hear and decide school admission appeals countywide. When a child is refused a place at their preferred school or academy, parents/carers are entitled to appeal that decision. Panels hear the submissions of both the school and the parents, carefully balance the arguments and decide whether the appeal should be upheld or dismissed. A legal Clerk will be present throughout the appeal for guidance and advice.

The ideal candidate will:

- Be passionate about children's education
- Be able to examine and interpret information
- Possess good interpersonal and listening skills
- Be able to demonstrate impartiality and sound decision making
- Be reliable, resilient, and dedicated
- Be looking for a volunteer position that will give something back to the community and support local children and schools

Level of commitment

Whilst 'mid-year' appeals are held throughout the year, the peak months are our 'block' period which runs April through to September. Mid-year appeals can range from one to four a day, whilst during the block period we may hear up to 7 appeals a day for 4 days a week. You will inform us of your availability, and we will book you accordingly.

Location: Our appeals are heard online using Microsoft Teams. Full training will be provided on the use of Teams.

Training: Full training will be provided along with several observations prior to your first sitting.

If you would like to request an application form or would like an informal chat regarding this opportunity, please contact Ellen Healy (Business Performance Officer) at LegalAppeals@lincolnshire.gov.uk.

SCHOOL GOVERNANCE OPPORTUNITIES

'CALLING ASPIRING LEADERS' – MAINTAINED SCHOOL GOVERNANCE OPPORTUNITIES

Have you considered school governance as an opportunity to increase your understanding of leadership?

Being a school governor provides valuable experience of strategic leadership, including finance and HR.

You will be able to share your expertise, knowledge and skills, becoming a highly effective governor and support the governing body in one of their core functions of holding executive leaders to account for the educational performance of the school and its pupils.

If you are interested, please contact Governorsupport@lincolnshire.gov.uk for more information or click on this link: [Become a school governor – Lincolnshire County Council](#)

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](#)



Governance Support, Training & Development Offer 2024-2025





Summer Briefing Dates

Summer Governor Partnership Briefing

Wednesday 18th June 2025

2:00pm – 3:00pm

or

7:00pm – 8:00pm

[Click Here to Book](#)