



Lincolnshire
Education
Group

Welcome to the Autumn Governor Partnership Briefings

Agenda

- Welcome
- Safeguarding and LADO Update
- Local Authority Updates
 - Partnership of Schools
 - Ofsted Update
 - Data Update 2024/25
 - Assessment and Moderation
 - Health Protection Update
 - Leadership Forum Update
- Governance Update





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Safeguarding in Schools Update

Josh Woodcock



Partnership of
Schools Group

Key Documents

- [Keeping children safe in education - GOV.UK](#) Updated on 1st September 2025
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)- Updated on 12th June 2025
- Guidance for safer working practice for those working with children and young people in education settings- [Professional and Personnel Relationships \(saferrecruitmentconsortium.org\)](#)- Last updated February 2022
- [Maintained schools governance guide - Guidance - GOV.UK \(www.gov.uk\)](#) or [Academy trust governance guide - Guidance - GOV.UK \(www.gov.uk\)](#)- Updated 25th June 2025

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.
- 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)

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)-

10th November 2025 18.30-20.00

Tuesday 3rd February 2026 10.00-11.00am

Wednesday 1st April 2026 14.00-15.30

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

Governor Safeguarding Training

- A full Safeguarding Training module completed by an external training provider such as NGA (we encourage you to use this if your school have had this training subsidised).
- All Governors to be invited to school staff safeguarding training/updates and attend whenever possible.

Governor Safeguarding Training

Referenced from the Safeguarding Self-Assessment Audit 2025/26, this is the guidance identifying expectations for training:

- We would always encourage all Governors and Trustees to annually stay up to date with changes to Safeguarding in Education settings, and completion of annual training will always assist this including all school staff safeguarding training at a setting being a further expectation to receive up to date information and assist them in their strategic role to understand the training all staff are receiving. However, we have outlined the below guidance for the minimum requirements for settings to consider how you implement training this academic year, due to limited changes made to legislation and guidance such as KCSIE 2025.
- **New Governors & Trustees in post this academic year:**
 - -Encouraged to complete the LCC Safeguarding Essentials for Governors & Trustees training via Enable
 - -A full Safeguarding Training module completed by an external training provider such as NGA (we encourage you to use this if your school have had this training subsidised).
- **New Safeguarding Governors in post this academic year:**
 - -Expectation to complete the LCC Safeguarding Essentials for Governors & Trustees training via Enable
 - -A full Safeguarding Training module completed by an external training provider such as NGA (we encourage you to use this if your school have had this training subsidised).

Governor Safeguarding Training

All existing Governors & Trustees:

- Encouraged to consider completion of the LCC Safeguarding Essentials for Governors and Trustees training if not completed in the past two years. If not yet completed, then consideration to attend this academic year.
- -A full safeguarding training module by an external training provider such as NGA completed within the past two years. If completed within this timeframe, a refresher training course by an external training provider would suffice for this academic year. However, we would always encourage schools to utilise the training providers that are being subsidised for your school if applicable.

Existing Safeguarding Governors:

- Completion of the LCC Safeguarding Essentials for Governors and Trustees training this academic year if not completed during the past two years.
- A safeguarding training module by an external training provider such as NGA completed within the past two years (Sept 2023-Sept 2025). If completed within this timeframe, a refresher course would suffice for this academic year.

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 **19th December 2025**. 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 **1st June 2026**.

Progress: 100%

Save Response

Final Submission

Top

Actions

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

Action	Lead	Timescale	
			+

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)

Logout

Your Audits

Your Team

Assign Team

Update to Self-assessment Safeguarding Audit for Academic Year 2025-26

We are requesting that this year, information is fully inputted as new where possible and ensure it remains relevant, up to date and clearly evidences and outlines what the school is implementing for each question and section outlined in the audit for this current academic year. Please avoid where possible, complete duplication in sections from the previous year.

- Amendments have been made to questions to give an accurate reference of the updated KCSIE 2025 and also additional information in the summary sections of what evidence or information is being requested to be filled in for each question.
- 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 from the last audit 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 partially or completely changed it may be that you need to remove previous information and include current practice. Please always review any information pulled through and decide whether this remains relevant or accurate, including changing the RAG rating if applicable.
- The audit could be cross-referenced or reviewed by our team to assist with assurance checks when following different processes within our duties, so please ensure the audit is a clear and up to date reflection of your setting.

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

LADO

Local Authority Designated Officer

Telephone: 01522 554674

LADO Email: LSCP_LADO@lincolnshire.gov.uk

The Role of LADO

The role of the LADO is set out in Section 11 of the Children Act 2004 and Working Together to Safeguard Children (2018). In addition, Keeping Children Safe in Education (2020) has provided further information and guidance with regards to the role, process and duties placed on schools.

LADO Threshold

The LADO must be contacted without delay and within one working day in respect of all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates they pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Threshold for LADO involvement relates to **harm** or **potential harm** being caused to a child.

Staff member must be deemed in a position of Trust.

LADO ordinarily seek to respond to all referrals within 24 hours, however this may not always be possible. The referrer should always ensure safeguarding measures are in place at the point of referral.

LADO oversee cases on 3 levels

- **Level 1 – Advice (No Threshold Met)** Low-level concerns that do not meet the LADO threshold.
- **Action:** LADO provides advice only.
- **Chair Involvement: Not required.**

- **Level 2 – Consultation (Threshold Unclear or Not Met)** Concerns raised, involving Head Teacher, where threshold is unclear.
- **Action:** LADO may require some initial fact-finding to determine if threshold is met.
- **Chair Involvement: May be contacted** to share information or assist with clarification.

- **Level 3 – Investigation (Threshold Met)** Clear allegations of harm or risk.
- **Action:** Formal investigation initiated, including internal employer processes.
- **Chair Involvement: Required**, as part of coordinated response.

LCC Head Teacher Allegation Protocol

1. Initial Notification

When an allegation is received concerning an LCC Head Teacher, the LADO will immediately contact Geraldine Willders (Head of Service for School Strategy) to inform her of the concern.

2. Strategic Meeting

In line with the LCC Education Strategy, a meeting will be convened with key stakeholders to:

1. Discuss the nature of the allegation.
2. Agree on appropriate next steps.

3. Governance Communication

1. The Chair of Governors will not be notified until the initial conversation with Geraldine has taken place.
2. Rationale: For LCC maintained schools, LCC is the employer, not the Chair of Governors.
3. The timing and method of informing the Chair will be decided during the strategic meeting

Non-LADO Case Example

- A parent contacted the school to raise a concern on behalf of their child, who wished to make a complaint regarding the Head Teacher's conduct. The child reported that the Head Teacher had shouted at her in the corridor, instructing her to stop running.
- Upon review, this incident does not meet the threshold for LADO involvement, as:
- There was no harm caused to the child.
- The staff member did not use abusive, threatening, or derogatory language.
- The action taken appears to be a proportionate response to a safety concern (i.e., running in the corridor).
- This matter has been recorded as "Advice Given Only". The parent will be advised to follow the school's formal complaints procedure and direct their concerns to the Chair of Governors, allowing the employer to address the issue internally.

LADO Case Examples

- A member of staff witnessed the Head Teacher using excessive force in bringing a child in from outside. The member of staff noticed that the child had a red mark to their arm after this incident.
- Child or Parent makes an allegation of harm against the Head Teacher (with or without injury)
- A Parent has contacted the Police to raise allegation of harm against the Head Teacher
- A child makes an allegation that they were hurt by the Head Teacher, although there are witnesses that state this didn't happen the child maintains that it did.

Allegation in Personal Life

LADO determines whether the Chair is to be approached

LADO will give consideration to the transferable risk

Employer/Chair will consider reputational damage balanced with support in line with HR advice, organisational policies and procedures.



Allegation in Personal Life - Case Example

Police contact LADO with intelligence regarding concerns over a Head Teacher sending inappropriate messages/images to a 16-year-old. These included nude photos and requests to meet for cash (£200).

Police take No Further Action as the young person and parents did not wish to make a complaint or criminal threshold not met following initial enquiries.

LADO consider the intelligence and determine transferable risk and share the information with the Head of Service for School Strategy and the Chair.

Process and Investigation Strands

When threshold is agreed against a Head Teacher, there can only be three strands of investigation

- Police
- Social Care
- Employer (This would normally be the Chair to conduct)

Police should conclude first, followed by social care, then and only then can the employer commence their own investigations. The only exception is if the employer has enough grounds to terminate or progress to formal disciplinary against the staff's breaches of conduct.

What happens next when threshold is met....?

- Following the initial strategy meeting with the Head of Service for School Strategy (HOS), further meetings may be arranged to review progress. These meetings will help inform and support the next steps in the process. As Chair, you may be invited to attend these meetings if deemed appropriate.
- If you are not feeling confident, please don't worry, LADO is here to support, guide, and advise throughout the investigation process. Our role is to coordinate the investigations and ensure that all involved parties are fulfilling their responsibilities.
- Once initial safeguarding measures are in place, LADO will confirm when internal employee investigations can begin. If no external agencies are involved, this confirmation will be given immediately to avoid unnecessary delays.
- LADO will keep you updated on external investigations.

After the investigation..

As the Chair of an investigation being conducted as an independent body, you are responsible for gathering all relevant evidence, including witness statements, CCTV footage, documentation, and the views of all parties involved, ensuring the child's voice is included. You must also consider any outcomes from Police or Social Care involvement. These findings should be compiled into a formal Employer Investigation Report, using the LADO template if your organisation does not have its own.

If the allegation is substantiated, or if the individual is dismissed, resigns, or otherwise ceases to provide their services, the LADO will discuss with the employer whether a referral to the Disclosure and Barring Service (DBS) and/or a Professional Regulatory Body is required. As Chair, you will not be responsible for these referrals or any formal disciplinary meetings; these will be arranged by the Schools Head of Safeguarding (HOS).

A copy of the completed investigation report must be provided to the LADO, who will then conclude the process with a formal outcome and communicate directly with the Schools HOS.



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Partnership of Schools Group

A Structure for Collaboration and Communication



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

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.



Partnership of
Schools Group



*Voluntary HT
Representatives
from each district*



All Schools

Lincolnshire Plan

LINCOLNSHIRE EDUCATION STRATEGIC ONE PLAN 2025/26



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.





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Ofsted Update

EXTERNAL SCRUTINY - OFSTED

- Inspections will commence on Monday 10th November 2025 with each inspection lead by an HMI for greater consistency.
- There will be NO single word judgements from November 2025, instead schools will receive report cards with detailed evaluations across 6-8 areas:
 - Leadership and governance
 - Curriculum and teaching
 - Attendance and behaviour
 - Achievement
 - Personal development and wellbeing
 - Inclusion

If applicable, your setting will also receive a judgement for:

- Early years setting within schools
 - Post 16 provision
- Safeguarding will receive a “met” or “not met” grade
- All inspections will be full and graded on a four year cycle.
- See the new Inspection Toolkit here: [School inspection: toolkit, operating guide and information](#) which contain relevant information (Pages 72 – 80 for Leadership and Governance)
- The consultation proposes that each area will be rated using a 5-point grading scale:

Urgent Improvement **Needs Attention** **Expected Standard** **Strong standard** **Exceptional**

Inspectors will **ALWAYS** seek to meet those responsible for governance during an inspection

View the recent October NGA webinar with OFSTED: [**NGA event: Ofsted's New Approach to Inspection's with Sir Martyn Oliver**](#)

View recent speech from Chief Inspector: [Martyn Oliver's speech to the Confederation of School Trusts](#)

OFSTED

Under the leadership and governance evaluation areas, inspectors will consider the extent to which governors/trustees:

- are knowledgeable about their statutory duties and carry them out effectively
- support and challenge the school's leaders effectively
- understand their role in considering and addressing leaders' workload and wellbeing
- assure themselves that leaders have an accurate understanding of the school's context and are prioritising the right actions for improvement
- ensure that systems for monitoring and quality assurance are fair, valid and constructive, and inform continuous improvement
- hold leaders to account for the impact of the school's professional learning programme for staff
- hold leaders to account for the school's support and provision for disadvantaged pupils who may face barriers to their learning and/or wellbeing
- [School inspection operating guide for inspectors: for use from November 2025 - GOV.UK](#)
- [Inspection information for state-funded schools: for use from November 2025 - GOV.UK](#)

Key principles to help all children get the best start to their education

3

Key principles to help all children get the best start to their education

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1 Small steps, with enough teaching and practice

An effective curriculum:

- Clearly identifies important knowledge to be learned by all children by key points. This helps teachers know what to emphasise in their teaching and assessment.
- Provides sufficient teaching and practice for all children to become fluent, recognising that some children will need more teaching and practice than others.
- Sets children up for success, avoiding complex tasks too soon.

2 Language is key

- **Again! Again!** - the value of sharing stories, rhymes and songs
- **It's good to talk** – providing lots of opportunities, for all children, to develop their spoken language
- Not everything needs to be recorded in books.

Key principles to help all children get the best start to their education

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3 Focus on those who need it the most

Consider:

- The children who need the most support might opt-out or be missed
- **As fast as possible, but as slow as necessary**

Nothing 'New' but.....

IDSR and PIR plus your SEF and SDP are the starting point.

- Video Call
- AI microphones for meetings
- Additional Inspector to allow more time for the Lead to respond and direct team
- Done with you
- What they see IS what you do
- Case Samples NOT Case Studies (don't prepare any!)

- Vulnerable is flexible and can be temporary
- ALL staff - Know ALL your children -
- Be pro-active and if you can't react quickly – *AfL* in all things and in the moment
- Secure Fit NOT Best Fit – start at Expected Standard- Need to meet ALL (very little wriggle room)
- Consistency
- Any Needs Attention – school enters monitoring cycle – review your SEF and Plans!!!
- **Achieve Belong Thrive....**Great Outcomes for all – especially vulnerable pupils

Expected standard

Leaders protect time for professional learning.

Professional learning and expertise

In gathering evidence about professional learning and expertise, inspectors consider the extent to which:

- leaders ensure that professional learning opportunities draw on the best available evidence, including high-quality research and expert provision from beyond and within the school, including nationally recognised career and professional frameworks and programmes, to build capacity and support succession planning

SCHOOLS EXCHANGING AND SHARING PRACTICE

Early Years



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



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



Tydd St Mary Church of England Primary School
Churchway, Tydd St Mary, near Wisbech, PE13 5QY *For Small Schools*
Thursday 25th September 2025
Thursday 15th January 2026
Thursday 30th April 2026



Branston Church of England Infant Academy
Beech Road, Branston, Lincoln LN4 1PR
Wednesday 8th October 2025
Wednesday 4th March 2026
Wednesday 13th May 2026



Barrowby Church of England School
Church Street, Barrowby, Grantham NG32 1BX
Wednesday 15th October 2025



Digby the Tedder Primary School
Trenchard Road, Ashby de la Launde, Lincoln LN4 3JY
Wednesday 12th November 2025



St Thomas' CE Primary Academy
Wyberton Low Road, Boston PE21 7RZ
Tuesday 18th November 2025



Church Lane Primary School
Church Lane, Sleaford NG34 7DF
Thursday 20th November 2025



Recognised for
**Professional
Generosity**
2025/26



Grimoldby Primary School
Tinkle Street, Grimoldby, Louth LN11 8SW
Thursday 20th November 2025



Alford Primary School
Hanby Lane, Alford LN13 9BJ
Wednesday 14th January 2026



Ling Moor Priory Academy
Richmond Drive, North Hykeham, Lincoln LN6 8QZ
Wednesday 14th January 2026



St Nicholas CE Primary Academy
Wood Farm Road, Boston, PE21 0EF
Wednesday 4th February 2026



St Peter at Gowts C of E Primary School
Pennell Street, Lincoln LN5 7TA
Thursday 19th March 2026
Thursday 18th June 2026

Early Years

Reading Post Phonics

Writing

Small Schools

SEND in the Mainstream

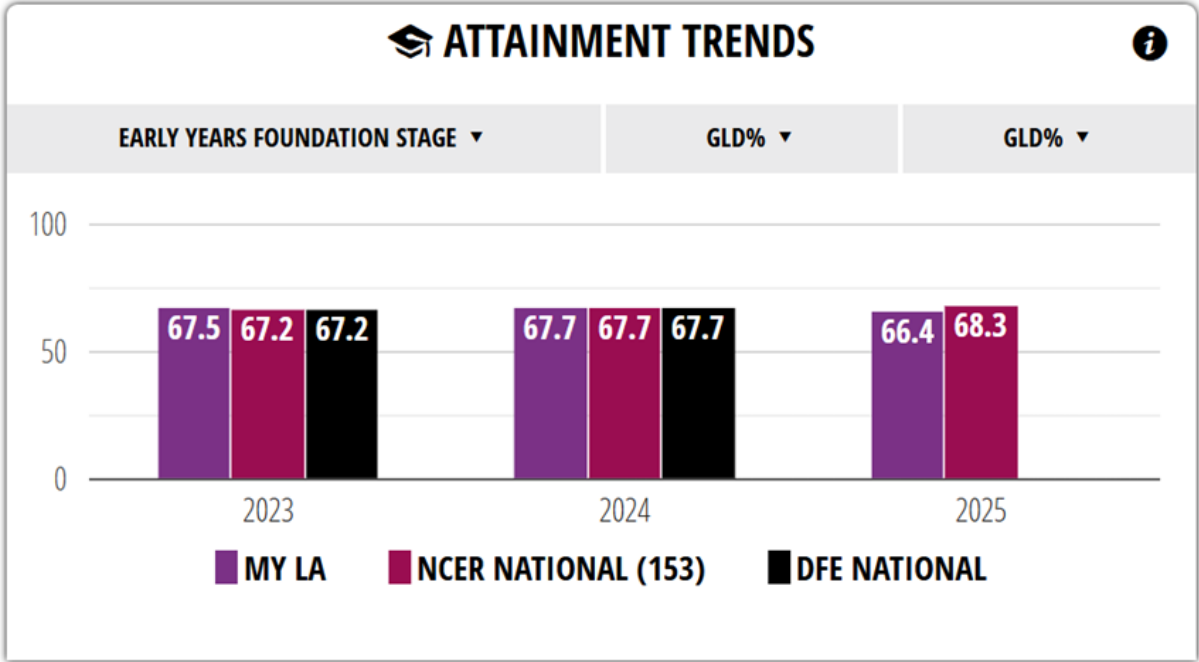
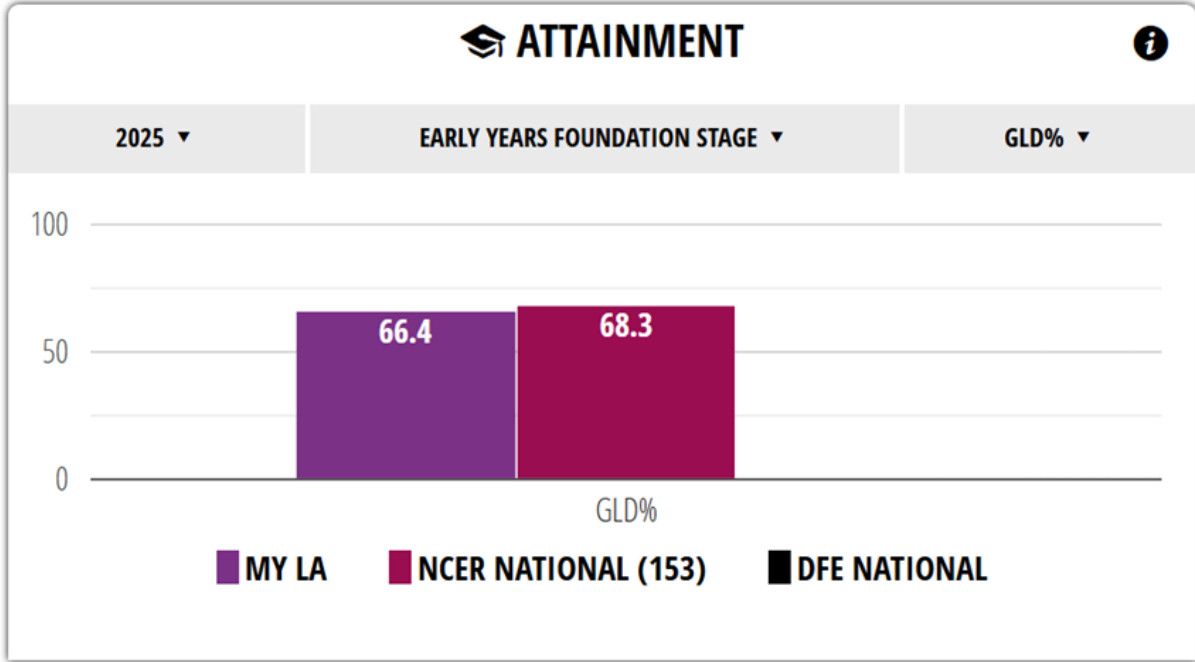
Behaviour / Attendance



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Data Update 2024-25

EYFSP data Headlines 2025 (unvalidated)



District Headlines 2025 (unvalidated)

District Level GLD	2025	2024	Gap
Boston	66%	65.7%	+0.3%
East Lindsey	64.2%	68%	-3.8%
Lincoln	59.1%	62.1%	-3%
North Kesteven	70.2%	72.9%	-2.7%
South Holland	66.5%	66.1%	+0.4%
South Kesteven	70.7%	70.2%	+0.5%
West Lindsey	66.1%	66.7%	-0.6%



Assessment and Moderation 2025-2026

Lincolnshire County Council Governor Partnership Meeting

Paul Singleton

Lincolnshire Strategic Assessment Lead & LA Moderation Manager

STA Approved KS1 & KS2 Moderator

Paul.Singleton@keystonemat.org

01778 424152 (Option 3)

KS2 Statistics

Expected standard reading,
writing and maths (combined)

62%

of pupils, up from 61% in 2024

Higher standard reading,
writing and maths (combined)

8%

of pupils, unchanged since 2023 and
2024

Disadvantage gap index

3.14

up from 3.13 in 2024

Expected standard reading

75%

of pupils, up from 74% in 2024

Expected standard writing

72%

of pupils, unchanged from 2024

Expected standard maths

74%

of pupils, up from 73% in 2024

Subject	% at higher standard (Nationally)
Reading	33%
Writing	13%
Maths	26%
Combined (R/W/M)	8%

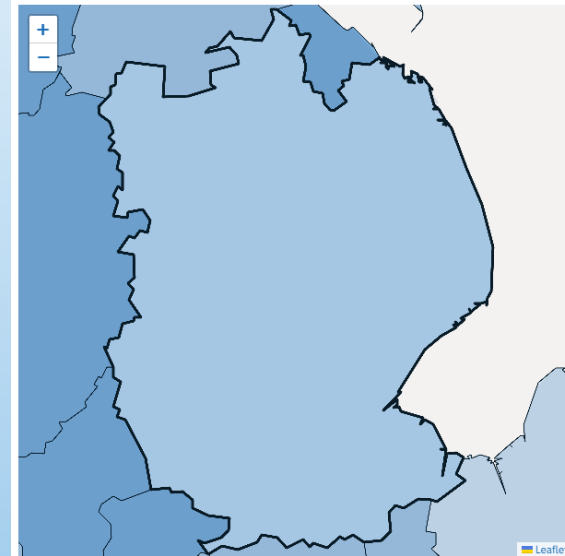
Percentage of pupils at the end of key stage 2 meeting the expected and higher standard by subject and local authority, 2025 (England, state-funded schools)

1. Select data to view

Percentage of pupils meeting the expected standard (Reading, writing and maths)

2. Select a Local Authority

Lincolnshire



Key to Percentage of pupils meeting the expected standard (Reading, writing and maths, 2024/25)

- 50% to 55%
- 56% to 61%
- 62% to 67%
- 68% to 73%
- 74% to 76%

Lincolnshire

Percentage of pupils meeting the expected standard (Reading, writing and maths, 2024/25)

58%

Governance Considerations:

How does your school perform when compared to the national and local averages?

How do vulnerable pupils perform?

Governor Responsibilities

- Key Stage 2 SATs will take place 11th – 14th May 2026
- Y1 Phonics Screening Check takes place between 8th – 12th June 2026
- Y4 Multiplication Tables Check – Schools should administer within the 2-week period from Monday 1st June 2026 (week 3 is for any absent pupils or delays to the administration due to technical difficulties)
- 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 \(www.gov.uk\)](#) (optional)
 - [Key stage 2 tests: test administration guidance \(TAG\) - GOV.UK \(www.gov.uk\)](#)
 - [Key stage 1: phonics screening check administration guidance - GOV.UK \(www.gov.uk\)](#)
 - Test administration guidance will all be published throughout March 2026.**
- Schools receive KS2 papers from 27th April – 1st May 2026

Governance Considerations:

- *What systems are in place to ensure the security of the test materials?*

Governor Responsibilities

- Governors should know about arrangements for the test and/or check administration.
- STA produces key document each year, which are listed below:
 - 2025-26 KS1 Assessment and Reporting Arrangements (ARA) for Y1 Phonics Screening Check
 - 2025-26 KS2 Assessment and Reporting Arrangements (ARA) for Y6 SATs
 - 2025-26 Optional Key Stage 1 Test Administration Guidance (released March 2026)
 - 2025-26 Key Stage 2 Test Administration Guidance (released March 2026)
 - 2025-26 Y4 MTC Test Administration Guidance (released April 2026)
 - 2025-26 Phonics Screening Check Guidance (released March 2026)
- You may be asked to be an independent observer for the SATs/Phonics and if not...
- It is good practice to monitor SATs/ phonics as part of general teaching and learning.

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

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 have other access arrangements in the tests, schools should follow the 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 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.

Lincolnshire Hub Partner

PRIMARY ASSESSMENT SPECIALISTS

Contact Us

Paul Singleton@keystonemat.org

01778 424152 option 3

07767608737

KEYSTONE ACADEMY TRUST

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 will be 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.*

Key Documents

- There is documentation accessible on our Secure Resource Portal – including governor statutory monitoring documents.
- More details can be found on our website: www.keystoneassessment.org.

Governance Considerations:

- *Does your school subscribe to this service so that you can access the materials to support your monitoring? To subscribe, your school must complete the MS Form: <https://forms.office.com/e/6ZxrFa7LNZ>*
- *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



Lincolnshire
Education
Group

Health Protection Team – School aged immunisations

National School Aged Vaccination Programmes

Information for Primary Education Settings

David Clark
Public Health Programme Manager
Lincolnshire County Council

Karen Goy
Lead Nurse for Quality – Vaccinations
Lincolnshire Integrated Care Board



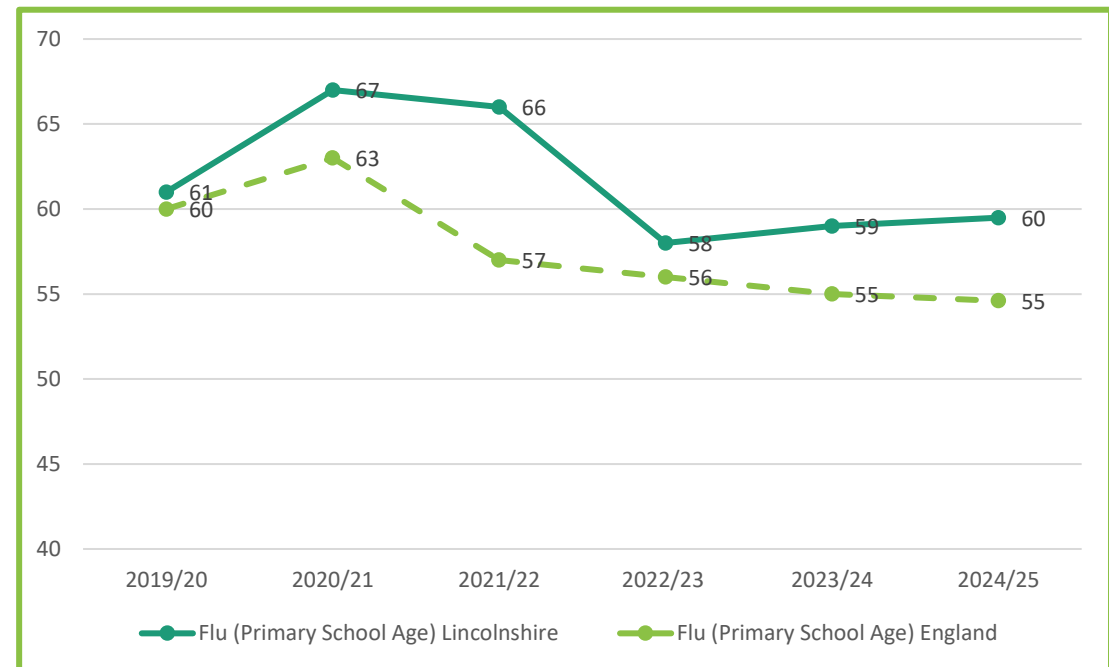
What is happening nationally and locally?

UK vaccination coverage rates have been **steadily declining** over the past 5 to 10 years. No childhood vaccines currently meet the 95% target set by the World Health Organisation (WHO) for population immunity.

The graph shows uptake of the influenza programme. These percentages mask significant disparity in uptake in certain areas.

Flu vaccination uptake by Lincolnshire schools ranges from 24% to 90%!

Areas of lowest uptake include Boston, East Coast, Central Lincoln and Gainsborough.



Benefits for educational settings

- Reduces the likelihood of **outbreaks** in schools (Flu, Measles, Meningococcal)
- Helps protect children against illness which in turn reduces pupil and staff **absenteeism** rates, particularly Flu season
- Promotes a **healthy environment** in schools and the wider community, including amongst the children's immediate and extended family
- Provides an opportunity to integrate learning about the benefits of vaccination into the school curriculum including history and science
- The engagement in NHS public health programmes, including vaccination, is recognised by OFSTED as being important



What can schools do to support?

1. Nominate a contact to liaise with SAIS both prior to and during the session.
2. Agree dates for the vaccination session and mop up (if required).
3. Agree a process for providing parents/guardians with the consent letter.
4. Encourage staff to remind parents/guardians to look out for the consent letter and return as soon as possible.
5. Send regular reminders through your usual channels such as email or text distribution lists. School can have access to the consent platform to see who is outstanding [Home Page](#).
6. Communicate the programme on your website, parent newsletters, visual display screens, posters in Reception/Classrooms.
7. Let children know what will happen and answer any questions parents and children have on the logistics and date of vaccinations. Direct any clinical queries or concerns to SAIS.
8. Provide a suitable location for the vaccination to take place (such as a school hall).
9. Ensure the immunisation team can access the agreed space before the vaccinations are due to start, so they can set-up.

Schools have a key role to play in promoting uptake of the immunisation programme because of the relationship you have with parents and children.





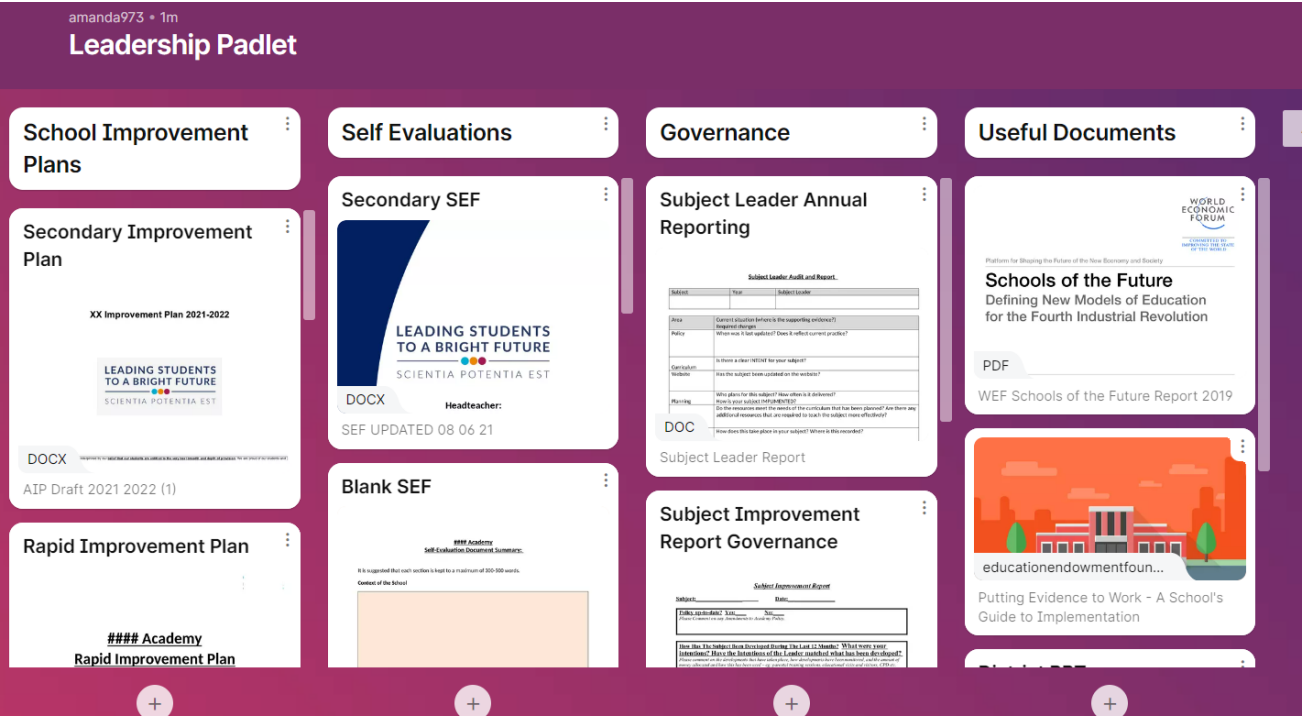
Lincolnshire
Education
Group

Leadership Forum

Explore	Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 25
Explore current needs and the content	Buy in and Vision	Behaviour and the continuum	Teaching and Learning	SEND/ Belonging	SEND Part 2

Autumn 2025	Spring 2025	Summer 2026	Autumn 2026
Aspiration/ Expectation			
Improvement Plan	New Ofsted Framework Monitoring and Assessment	Middle Leadership	Complaints/ Strategies/ Buy In Parents and Community

Partnership of
Schools Group



Aims of the Leadership Forum

Title: 'Aspiration and Expectation - *School Improvement and Expectation Setting*'

Aims:

- To recap and connect with prior leadership forum content
- **To identify and share tools and practices in relation to your school improvement plan and its implementation.**
- **To understand the difference between aspiration and expectation and how to enhance this.**
- **To review what is next for your own setting in relation to the content.**

What is the Meaning?

Individual/Learner

As a
Staff/Teachers

As a Whole
School

Parents

Concept	Aspiration	Expectation
Meaning	What you <i>hope</i> to achieve	What you <i>believe</i> you'll achieve
Based on	Dreams, ambition, vision	Past performance, confidence, support
Tone	Motivating, inspiring- 'what could be'	Expectations can be high, low, realistic, or limiting.
Example	' We aim for every child to achieve 5 level 9's at GCSE '	"I expect that there will be 80% of pupils achieving a level 5 at GCSE"
Focus	Long-term future	Short- or medium-term results

When our aspirations and expectations are too far apart, we may have trouble staying motivated.

The research has been far more positive on the impact and predictive power of **high expectations** if combined with **high aspirations**.



Clarity of Vision

- Set the tone—model aspiration in your vision and language.
- Build a culture of belief in staff and students.
- Challenge limiting beliefs—especially around disadvantaged groups.

The Strategic Plan

The goal is not just **compliance** with a school improvement plan, but **commitment** to a shared vision of success and ambition for all.



➡ **The Window** – Through exploration, *what do I see happening in our classrooms and community triangulated with data and outcomes that needs to be addressed to affect improvement?*



➡ **The Mirror** – What leadership practices are helping or hindering improvement and the setting of the ambition/ expectation?

Self Evaluation Approach

Language

as a result of	for this reason	due to the fact	since	therefore	due to the fact
because of	therefore	as a consequence of	so	thereby	resulting in
consequently	subsequently	seeing that	which means	similarly	this led to

Formats

Self Evaluation Review					
	Urgent Improvement	Needs Attention	Expected Standard	Strong Standard	Exceptional
Inclusion					
Curriculum & Teaching					
Achievement					
Attendance & Behaviour					
Personal Development & Well-being					
Early Years/Sixth Form					
Leadership & Governance					

	Strengths	Development Points	Agreed Actions Between Now and Next Evaluation
Inclusion	•	•	•
Curriculum & Teaching	•	•	•
Achievement	•	•	•
Attendance & Behaviour	•	•	•
Personal	•	•	•

Problem (why?)	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
What problems are we solving? What needs to change? • Must come First in the process • Stakeholder perspectives • Evidence of Why • Unite the reason for change with people	What are the core components of the approach? What will people do to address the identified needs?	What blend of strategies are required to implement the approach? How will we draw on the behaviours and contextual factors to do these strategies well?	How will we know the approach is being implemented well? What milestones can we measure along the way? Short term Medium term Long term	What do we want our plan to achieve? How will pupils, teachers and the school benefit? • Work with people to identify the end point/outcome • What will success look like for all?

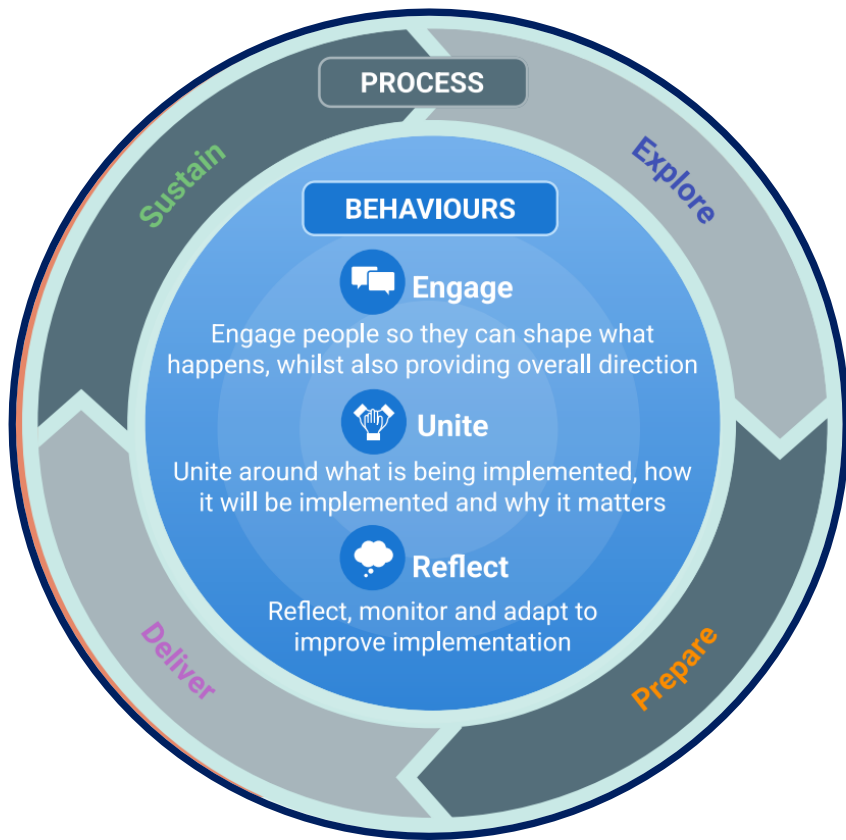
Improvement Planning Terminology

- **Vision**: How the school will be at a point in the future as a result of the team's work. Should be tangible, clear, compelling, understood and owned by team
- **Priorities**: Broad statements of intent. Based on a combination of: 1) Self-evaluation, 2) Vision
- **Objectives**: Precise statements of intent which define the significant contributors towards addressing the current priorities
- **Strategies**: *Long/medium term* – eg the priorities and objectives over a 3-5 yr period to show how the vision will be delivered (i.e. the strategic overview). *Short term* – i.e. the big things that are going to be implemented to address objectives / priorities in the immediate future but that are too big to be single actions in their own right
- **Actions**: The single acts that will be done. Specifics - who, what, when, how?
- **KPIs**: The most important things that will be looked for to determine whether the improvement agenda is 'on track' to ultimately be achieved. KPIs are written as success criteria relative to the priority (can also be to the objectives), not usually to each action



All of the above should link

Your School/ Academy Improvement Plan



- What is the format of your plan? 1 year/3 year/ 5 year?
- What are the strategic aims this year? What will success look like?
- What is your 1% gain this year?
- How was this formed/ what aspect of **explore** was this based upon?
- How are staff clear around how they contribute to this? How is this communicated and shared with staff?
- How is this reviewed/ monitored to check if it is on track?
- How ambitious is the plan in relation to the area and the targets/KPIs identified?
- Is there any aspect of sustain- is this reflected in the plan?



Lincolnshire
Education
Group

Governance Update

Jo Trotter

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 (Includes both Appendices) – Please make sure that you have completed the grey boxes in Appendix 1
- 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**

Maintained School Statutory Headteacher Requirement

- All maintained schools **must** have a Headteacher.
- Requirement set out in the **Education Act 2002**.
- If the post is vacant or the Headteacher is absent, someone must be appointed to carry out the functions temporarily.
- **If the Headteacher is absent or resigns — whether planned or unexpected — the Chair of Governors should immediately contact the Education Locality Lead for advice.**
- The Local Authority has the right to attend all recruitments and there **will** be a LA Director's Representative for Headteacher Recruitments (Substantive and Interim posts).
- Governing Body ratification of appointment is required after the interview process has been conducted.

Maintained School Governing Body Responsibilities in the Employment of a Headteacher

Governors Must:

- Take advice from the LA Educational Locality Lead
- **Lead the recruitment process:** Establish a trained selection panel, define the role, and ensure a fair, inclusive, and transparent process.
- **Ensure legal compliance:** Follow the School Staffing Regulations and safer recruitment practices.
- **Consider alternative leadership models:**
 - **Interim appointments:** Required when a headteacher leaves before a replacement is appointed. Must be temporary and clearly defined.
 - **Co-headship arrangements:** Can be considered to support flexible working or succession planning. Must be clearly structured and agreed by the board.
 - **Executive leadership or shared headship:** Suitable for federated schools or trusts. Boards must assess strategic fit and financial viability.
 - Use **Memorandum of Understanding (MOU)** for shared arrangements.

Please see the NEW non-statutory [Staffing and employment: guidance for schools](#)

Maintained School Governance Responsibilities for Individual Leadership Pay Range (ILPR) Review

- The Individual Leadership Pay Range is the salary range (historically 7 points) which is assigned to the Headteacher role.
- This is usually set on appointment and should be reviewed when:
 - There are significant changes to responsibilities
 - Changes to the size of the school
 - To attract/retain the Headteacher
- Governing bodies must calculate the unit total for the school annually and review the staffing structure, including leadership roles and allowances as per the LCC Pay Policy (section 8).
- This calculation will enable Governing Bodies to assign the school to a Headteacher Group and will prompt a review of ILPR (LCC Pay Policy – Section 9i).
- If there is no change to the Headteacher Group Governing Bodies can simply confirm that the current ILPR is appropriate at their FGB meeting.
- Governing bodies should NOT review the ILPR simply because the Headteacher has reached the top of their current pay range.
- Governing bodies should NOT exceed the maximum of the assigned Headteacher group unless exceptional circumstances apply.
- Governors should take advice from their LCC HR advisor on this matter before making any determinations.
- Chairs of Governors have received correspondence from LCC HR on this matter and are now expected to provide information annually on HT pay.
- Discussions regarding ILPR should be taken in confidential session at Full Governing Body meetings and exclude HT and governors who are staff where a review is required.

Maintained School Governing Body Responsibilities in the Employment of a Deputy Headteacher

- The governing board is responsible for appointing a deputy headteacher in maintained schools. There is no legal requirement to have a deputy head, but if the post exists, the board must follow statutory procedures.
- The governing board must notify the local authority (LA) in writing of any deputy headteacher vacancy.
- The post should be advertised publicly unless the board has good reason not to (and this should be minuted).
- The governing board must appoint a selection panel to conduct the recruitment process. The panel should include governors with relevant skills and at least one member who has completed safer recruitment training.
- The panel shortlists, interviews, and recommends a candidate for appointment.
- All recruitment must comply with the Equality Act 2010 and safer recruitment practices (including references and pre-appointment checks).
- The full governing board must ratify the selection panel's recommendation before the appointment is confirmed.
- Consult with School HR advisor for further information.

Governance in the Spring Term

- **Attendance**

- Boards should be continuing to meet their statutory responsibilities: [Summary table of responsibilities for school attendance \(applies from 19 August 2024\)](#) and also be aware of their responsibilities in the new statutory guidance - [Children missing education](#)

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? Is there clear messaging at your school to stakeholders about attendance requirements? Have you seen the DfE View Your Education Data tools? Are you reviewing attendance trends over time?

- **Finance** – continue to review budget, including staffing structure and ILPR review and agreement. Ensure risk registers, asset registers and any contracts/SLA's are reviewed/agreed.
- **Safeguarding** – continue to ensure that safeguarding duties are being met.
- **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 governors following the ratified governor monitoring/visits policy? Are they completing the appropriate forms for board review? Are governors aware of the SEF?

- **School Plans for 2026 Exams** - **Chief Regulator of OFQUAL September Letter to governors and trustees**
 - **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
- **Wellbeing** – A key area under the new OFSTED framework, please ensure that all staff including the HT/EHT are considered. The HSE's [Working Minds campaign](#) has information on risk assessing work—related stress. See also [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](#)

A new toolkit for governors is currently being developed to help boards to implement and report on whole school and college wellbeing strategies next year.

DfE Governance Resources Update

The DfE have now developed a new [Effective governance resources](#) page which provide support for governing boards and governance professionals/clerks in developing sustainable governance.

DfE School Governance Guides – Updated June 2025 - All Schools

- School funding information – addition of the teachers' pension employer contribution grant, core schools budget grant, and the national insurance contributions grant; removal of the mainstream schools additional grant and the recovery premium after they finished at the end of the 2023/2024 academic year.
- A requirement for the chair to sign off the school's digital reporting form return detailing how the school has used its PE and sport premium allocation, as explained in NGA's PE and sport premium monitoring tool.
- Update to the legal basis for keeping admission and attendance registers under The School Attendance (Pupil Registration) (England) Regulations 2024 for providing information requested by the Secretary of State on attendance under with the Education (Information About Individual Pupils) (England) Regulations 2024.
- Suggested guidance to support the promotion of good behaviour of pupils, including the use of mobile phones and searching, screening and confiscation in schools.
- A greater emphasis on the requirement for the school premises and facilities to be kept up to a standard where, as much as is reasonably possible, the health, safety and welfare of pupils is guaranteed.
- A new section on nutrition under pupil mental health and wellbeing to cover the board's role in school food. In line with the DfE's school food guidance for governors, schools are expected to have a policy on school food.

DfE School Governance Guides – Updated June 2025 - Additional for Maintained Schools

- A greater emphasis on the requirement for governing bodies to demonstrate the active promotion of fundamental British values.
- The need for all board members to have a basic understanding of the school's legal requirements on procurement as well as on accountability and spending, along with links to relevant guidance and resources.

DfE Governance Guides – Updated June 2025 – Additional for Academy Trusts

- The need to remain compliant with statutory and contractual requirements relating to procurement, along with links to relevant guidance and services including NGA's recently updated guidance on procurement (produced in collaboration with the DfE).
- The recommendation for trusts to undertake external reviews of governance (ERGs) every three years. NGA's consultancy provides ERGs. [External reviews of governance: guide for schools and academy trusts](#)

AI in Schools – DfE Guidance

Within the guidance the DfE has provided a [Leadership Presentation](#), aimed to support and facilitate discussions between governors/trustees and senior leaders. Within the presentation a number of questions are suggested, which governors and trustees may find helpful when considering the use of AI within the setting.

- What steps is the school taking to ensure that AI tools used comply with data protection laws, including UK GDPR, the Data Protection Act and respecting Intellectual property while maintaining transparency? [Data protection in schools](#)
- What processes does the school have in place to handle AI-related safeguarding incidents? Are staff confident in their ability to respond effectively? Do they know they must follow Keeping Children Safe in Education and the school safeguarding procedures?
- How is the school engaging parents and carers in discussions about AI risks and online safety to ensure a whole-school approach?
- Has the school conducted a risk assessment on the AI products being used?
- How will staff use AI and other digital tools in teaching and learning?
- Does the school have a plan for infrastructure and cyber security that is reviewed annually?
- Is the school meeting the filtering and monitoring standards, and compliant with Keeping Children Safe in Education?

AI in Schools – DfE Guidance

- How will the school develop and deliver CPD programmes looking at the safe and effective use?
- How is the school assessing the safety of AI products? [Generative AI: product safety expectations - GOV.UK](#)
- Is there a clear structure of roles, responsibilities, and governance of EdTech and AI?
- What is the schools current progress against the digital and technology standards DfE [Plan Technology for your School](#)
- Do policies and strategies align with the DfE guidance?
- Does online safety teaching follow best practice? [Teaching online safety in schools](#)
- Are the existing online safety and safeguarding policies up to date?
- What training and support will staff receive?
- What is the context of your setting in terms of digital equity and literacy? Does everyone have access to the same hardware or tool? Can all users access them in the same way with the same degree of competence?
- View the full range of DfE resources and accompanying videos here:
[Using AI in education settings: support materials - GOV.UK](#)
- Looking for a template policy?
[Integrating AI in Schools: New Policy Template Available | SWGfL](#)

DfE Cyber Security Standards

Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK

Governors should:

- Be assured that an annual cyber risk assessment and termly review is undertaken
- Be assured that there is a cyber awareness plan for staff and students
- Be assured of use of anti-malware and firewalls
- Be assured of control user accounts and access
- Be assured of regular updates and licensing of digital technology
- Be assured of backup and restoration plans
- Be assured of staff training
- Be assured that cyber incidents have been reported
- Ensure that the SLT Digital Lead has been assigned
- Ensure that the school keeps registers relating to hardware and systems up to date
- Include digital technology within disaster recovery and business continuity plans
- Have a digital technology strategy that is reviewed every year
- Ensure one Governor has Cyber Security Training

(If the school is insured under the DfE Risk Protection Arrangement, and governors use a school email address, all governors must complete the training to comply with requirements)

Cyber Security Resources

National Cyber Security Centre Resources:

[NCSC – questions for governors and trustees](#)

[NCSC – toolkit for boards](#)

[Cyber security standards for schools and colleges](#)

[Early Warning service from the NCSC](#)

[Cyber Essentials](#) Certification

[NCSC – cyber security training for school staff](#)

London Grid for Learning:

<https://lgfl.net/>

Secure Schools Free Resources:

[Resources](#) (includes a handbook and checklist)

E-Learning:

NGA – Cyber Security and Governance Learning Link Module

GovernorHub – [Cyber security for governors/trustees](#)

Governance Cyber Security Awareness Sessions for UK School Governors:

- Tuesday 18th November 2025, 4pm-6pm:
Click [here](#) to book
- Wednesday 21st January 2026, 6pm-8pm:
Click [here](#) to book

LCC Updates

- LCC Schools Grievance Resolution Policy available for adoption.
- Reminder that governors should seek assurance that the school is complying with new legislation under the Equality Act 2010. All schools must have a risk assessment in place to prevent sexual harassment at work. A Template Risk Assessment and Action Plan is available for HT's to use.
- 2025-26 LCC Child Protection and Safeguarding Policy should have been ratified for use.
- 2025-26 LCC Pay Policy should have been ratified for use.
- Community and Voluntary Controlled Schools will ratify the H&S Assessment in the Spring Term.
- **NEW** Schools Finance [schools-accountability-framework](#) which aims to provide clearer guidance on the responsibilities schools are expected to undertake.
- **Audit & Risk Management Update:**
- We wish to clarify advice given by LCC School's internal audit team in the schools' finance bulletin. Decisions taken by governing bodies must be taken in line with the School Governance Roles, Procedures and Allowances (England) Regulations 2013, and we would advise that that email/'Governorhub' decisions would not be compliant.
- If an emergency situation requires governor approval, it would be for the Chair of Governors to consider the situation, decide whether to call a short extra-ordinary FGB meeting, or whether the decision could be considered as a matter of urgency. We would strongly recommend that if the above situation arises, Chairs contact Governor Services for advice to ensure that the governing body remains compliant.

REMINDER:

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

[School complaints procedures: guidance for maintained schools - GOV.UK \(www.gov.uk\)](#)

PLEASE ENSURE THAT THESE ARE AVAILABLE ON THE SCHOOL WEBSITE

Complaints advice is available from Governor Services and Legal Services

LCC Updates - Common Audit Findings (June 2025)

Audit area: School Governance

- No skills assessment or board effectiveness review undertaken in the review period. These should take place annually and FGB minutes evidence discussion on the outcomes. The outcome should also feed into Governor training plans.
- SFVS submission not evidenced as being agreed by the FGB and/or late submission evidenced
- Finance Policy and Scheme of Delegation not up to date and reflective of actual practices and policy not reviewed annually
- Register of pecuniary interests and declarations either not up to date or missing information – this should also be displayed on the school's website
- No evidence that the board have endorsed a framework for risk management – this is commonly evidenced through a review of a risk register and evidence of discussion through a review of meeting minutes
- Governor training missing, or training records for governors being incomplete

Audit area: Accountability

- Minutes do not evidence that the board hold executive leaders to account for improving pupil and staff performance and financial performance – no evidence of questioning and challenge
- Lack of evidence of stakeholder (parental/community) engagement
- Governor monitoring visits either not taking place with enough frequency or monitoring reports not being produced to evidence this
- Budget monitoring reports not being produced with the detail and frequency required

Audit area: Compliance

- Missing statutory policies
- Policy revision dates/regularity not in line with statutory guidance
- Named LAC teacher and linked governor details not evident
- Annual report from LAC teacher missing and/or not reported to governing body
- Asset Register either not in place, contains incomplete details or annual checks not evidenced as taking place

Governor Services Training Offer 2025-26

- The [Governance Training Offer 2025-26](#) is now available via the Governor Services web page.
- Following a review of usage, the Local Authority has purchased the NGA Learning Link platform for MAINTAINED SCHOOLS only for this academic year.
- Please note that this academic year we are using the Ticket Tailor platform rather than Microsoft forms to book training.

Governance Training Offer

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

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

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

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

Governance Training Offer

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





Governor Partnership Briefing [DRAFT]

Multiple dates and times

📍 Online, Microsoft Teams

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

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

[Book tickets](#)

NEED HELP?
[Manage tickets](#)

Thank you for attending.

Your feedback is important to us complete the [Feedback Form](#) or scan the QR code below

