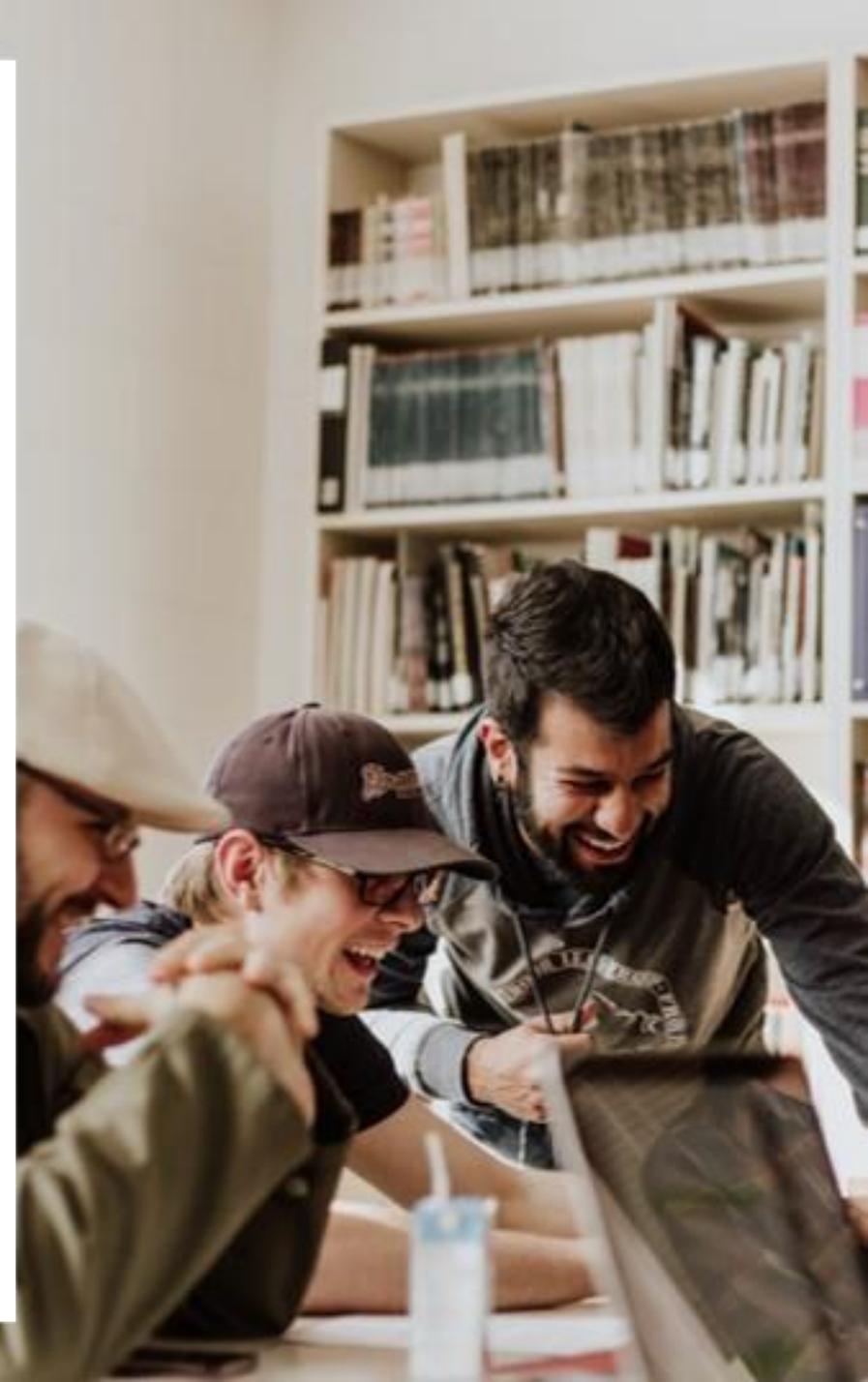


# Agenda

- Welcome
- Attendance
- Local Authority Updates
  - Partnership of Schools
  - DfE Schools White Paper
  - Ofsted Update
  - Moderation and Assessment
  - Leadership Forum Update
- Governance Update



# Attendance Team

'We support schools to improve attendance'

**2025-2026**



## **Working together to improve school attendance**

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

Published: 29 February 2024

Applies from: 19 August 2024

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

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

## School Attendance Strategy

### *Attend to Achieve*

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



Lincolnshire  
COUNTY COUNCIL  
*Working for a better future*

1

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

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

### Attendance Priorities for Lincolnshire

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

[School attendance strategy – Lincolnshire County Council](#)

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*Working for a better future*

# Lincolnshire Attendance data

	Overall Attendance	Overall Absence	Unauthorised Absence	Persistent Absence	Severe Absence
Lincolnshire Overall	93.7%	6.3%	1.6%	17.2%	1.5%
Primary Schools	95.2%	4.8%	1.2%	12.7%	0.5%
Secondary Schools	92.7%	7.3%	2%	20.8%	1.9%
Special Schools	86%	14%	2.8%	34.3%	8.7%

\*Data up to 14.1.2026 from [View school attendance data](#)

# Governor responsibilities

Strategic  
Oversight

Policy and  
Practice

Monitoring  
and  
Evaluation

Support and  
Challenge

Link Governor  
Role

# Every Day Counts

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

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

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

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

**Avoiding  
school is the  
result of  
something  
else...**

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

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

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

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

# Support First Approach

Team Around the Family Consultants

Pupil Reintegration Team

Mental Health Schools Team

EBSA (Emotionally Based School Avoidance)

SEND Team

Virtual School

School Attendance Team

Social Workers

Flexibility

Understanding

# Penalty Notices

## First offence

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

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

## Second offence

(within 3 years)

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

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

## Third offence and any further offences (within 3 years)

The third time an offence is committed for term time leave or persistent absence, a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2,500 per parent, per child.

Cases found guilty in Magistrates' Court can show on a parent's future DBS certificate due to failure to safeguarding a child's education.

[Penalty notices - code of conduct - Penalty notices - Lincolnshire County Council](#)



# New Ofsted Framework

This evaluation area considers:

- whether leaders and other staff create a calm, orderly, respectful, supportive and positive environment in which pupils can thrive
- the impact of the school's work on the attendance, behaviour and attitudes of all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers

[State-funded school inspection toolkit version 1.1](#)

## Ofsted Grading for Behaviour and Attendance

(New Framework)



### Exceptional

Practice is among the very best nationally; exemplary behaviour culture and attendance systems; proactive, personalised interventions; consistently high attendance across all groups.



### Strong Standard

Excellent; consistent practice making a real positive difference; clear routines, respectful environment, early intervention for attendance issues



### Expected Standard

Meets all requirements; behaviour expectations are clear and followed; attendance broadly in line with national averages; systems in place to address issues promptly



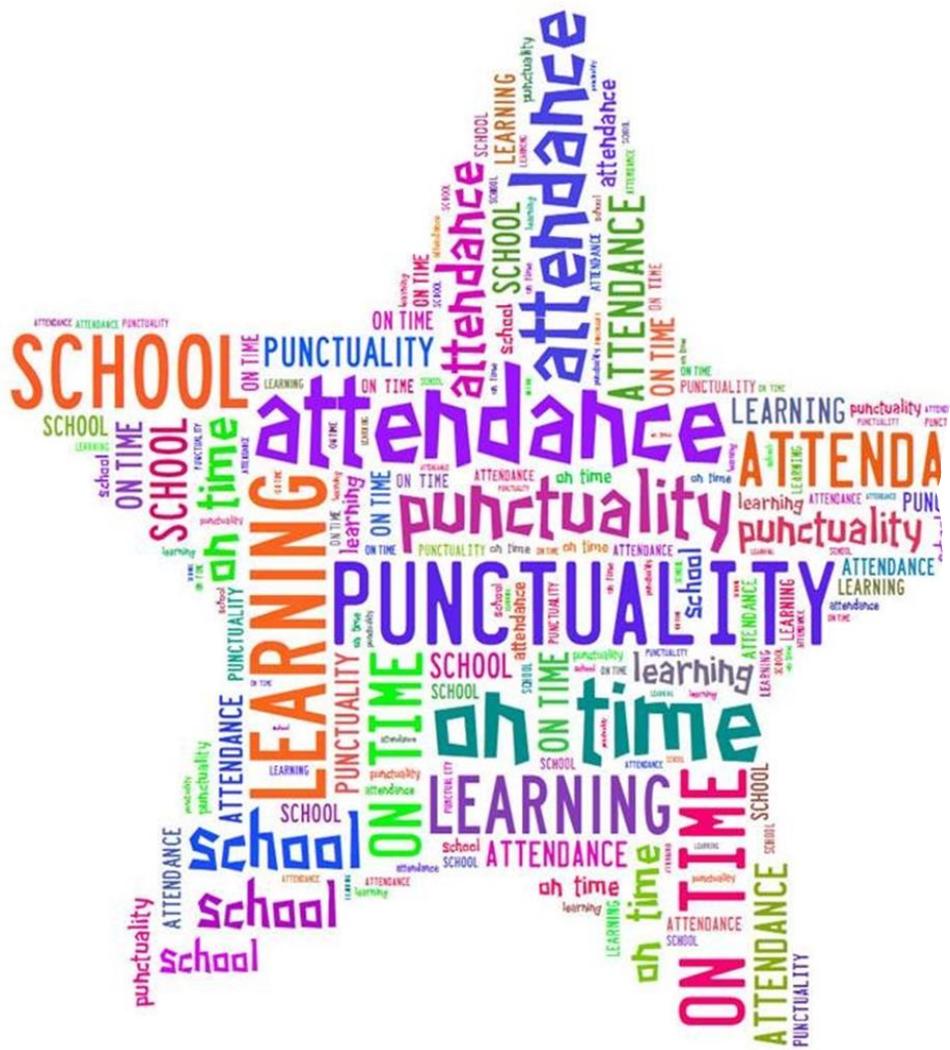
### Needs Attention

Some weaknesses in behaviour or attendance; inconsistent application of policies; gaps in monitoring or support; persistent absence patterns not fully addressed



### Urgent Improvement

Serious concerns; behaviour culture is weak or unsafe; attendance is very low with no effective plan; immediate corrective action required



Thank you for your time.

We appreciate your dedication and commitment to improving school attendance in Lincolnshire.

Contact Information:

Attendance Team

[attendance@lincolnshire.gov.uk](mailto:attendance@lincolnshire.gov.uk)





Lincolnshire  
Education  
Group

# LA UPDATES



# Local Government Reorganisation

- The Government has launched a 7-week consultation on Local Government Reorganisation for Greater Lincolnshire closing on 26 March 2026.
- Lincolnshire County Council has submitted the 'Your Lincolnshire' proposal, retaining the county footprint and will keep key services together – including **children's services, SEND, education, adult social care, fire and rescue and highways**. This proposal is supported by North Lincolnshire and North East Lincolnshire Councils, who will retain their unitary status.
- More details of the 'Your Lincolnshire' proposal can be found on this link [Your Lincolnshire – Lincolnshire County Council](#).
- Three alternative proposals from district councils are also being consulted on - [Local government changes in Greater Lincolnshire | Greater Lincolnshire LGR Hub](#)
- Review the consultation and have your say - <https://www.gov.uk/government/consultations/local-government-reorganisation-in-lincolnshire-north-lincolnshire-and-north-east-lincolnshire>



# An introduction to the FOCUS fostering pilot



**Ofsted**

Outstanding  
Provider

## Aims and goals

The 2-year pilot has been established to support more vulnerable teenagers to remain in family-based care, close to their schools and networks and reduce the use of expensive residential provision.

## How will we do it?

We have recruited a new sub-team within the service and are recruiting a clinical psychologist and child in care mental health link worker to give carers and children the best support. We are liaising with virtual school and other services to ensure our service can provide the best, local resources to fostering households. The requirements for FOCUS fostering are different to those of our mainstream carers, to ensure placement stability and that the correct support can be provided to children.

Our current foster carers and foster care champions will provide peer support, and the team are establishing a new, enhanced training pathway. We have also developed a new, bespoke carer allowance to ensure carers can focus on the intensive fostering task.

You will see our recruitment drives across council communications, we will be attending roadshows and promoting this on our social media- please give us a like and share! @Lincolnshirefostering-service

## Who can FOCUS foster?

*Anyone with experience of working with and/ or caring for teenagers. If they have a spare bedroom, a passion for providing therapeutic caregiving and the time to meet a child's needs. They must meet national legislative requirements, such as in relation to criminal records and considerations will be given to other children already in their care.*

[Click to find out more- Home – Lincolnshire Fostering Service](#)

# Local Authority Designated Officer (LADO)

LADO threshold can be distilled down to two criteria:

- Harm or likely harm to a child
- Suitability (mainly referring to concerns in personal life)

Please **refer within one working day**

Refer allegations **even** if you think they are **false**, made **verbally** or by a **third party**

Refer **repeat low level concerns** that leave you with a 'nagging sense of unease'.

**Fact finding** that is done before referral means only very **basic actions** such as checking CCTV (if there was any), enquiry whether the staff was even in school, etc.

**Don't inform the person of concern** the details of the allegation without talking to LADO first, if possible.

(This is also valid when the subject of allegation is a parent or foster carer)

**Consider:**

- support to child **and** staff
- risk assessment for all sites where the staff works

See *KCSIE Chapter 4* and LSCP 'Allegations against staff or volunteers' guidance

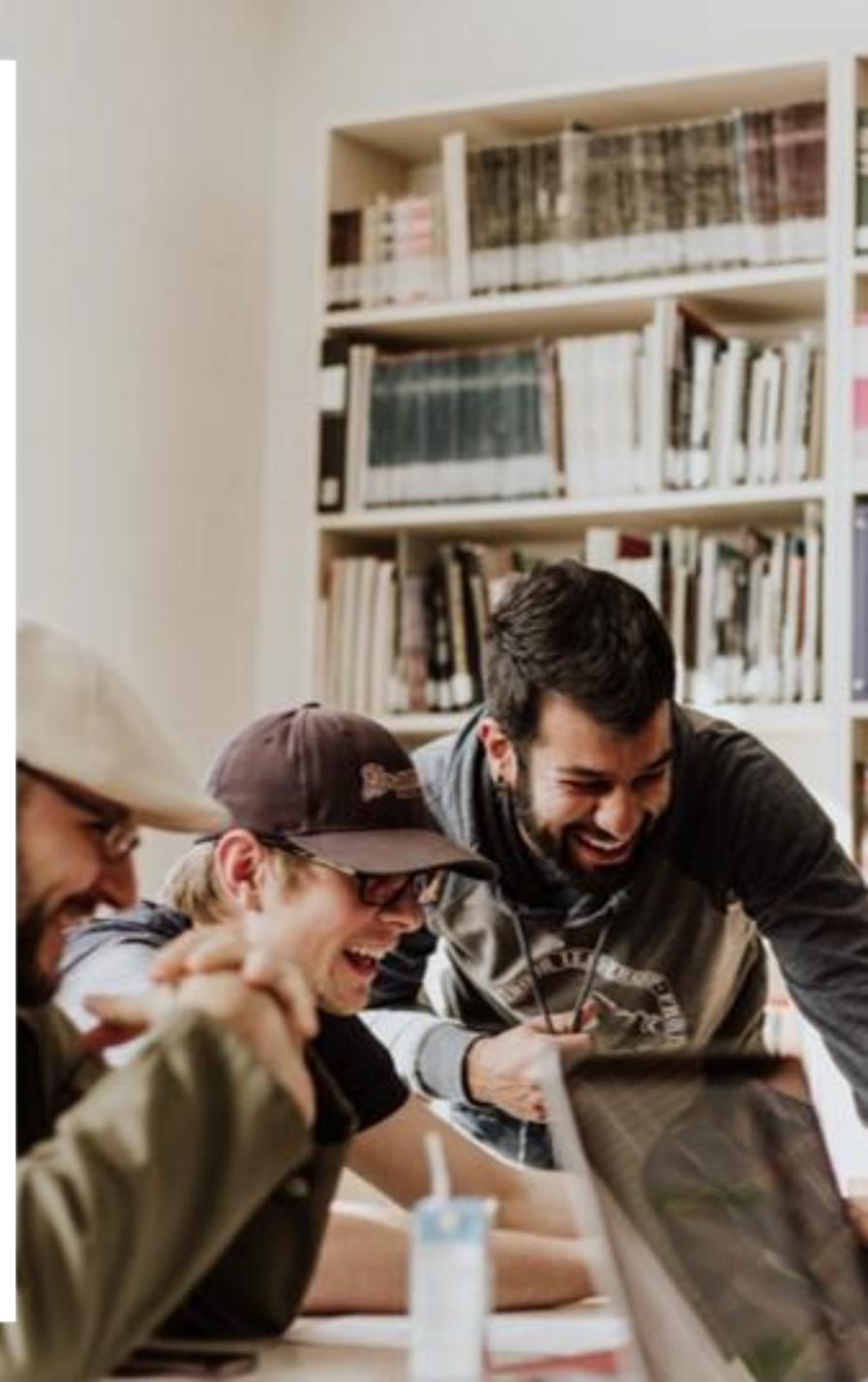
 **Telephone:** 01522 554674 | 07733 307202

 **LADO Email:** [LSCP\\_LADO@lincolnshire.gov.uk](mailto:LSCP_LADO@lincolnshire.gov.uk)

[Report a concern about a staff member or volunteer – LSCP](#)

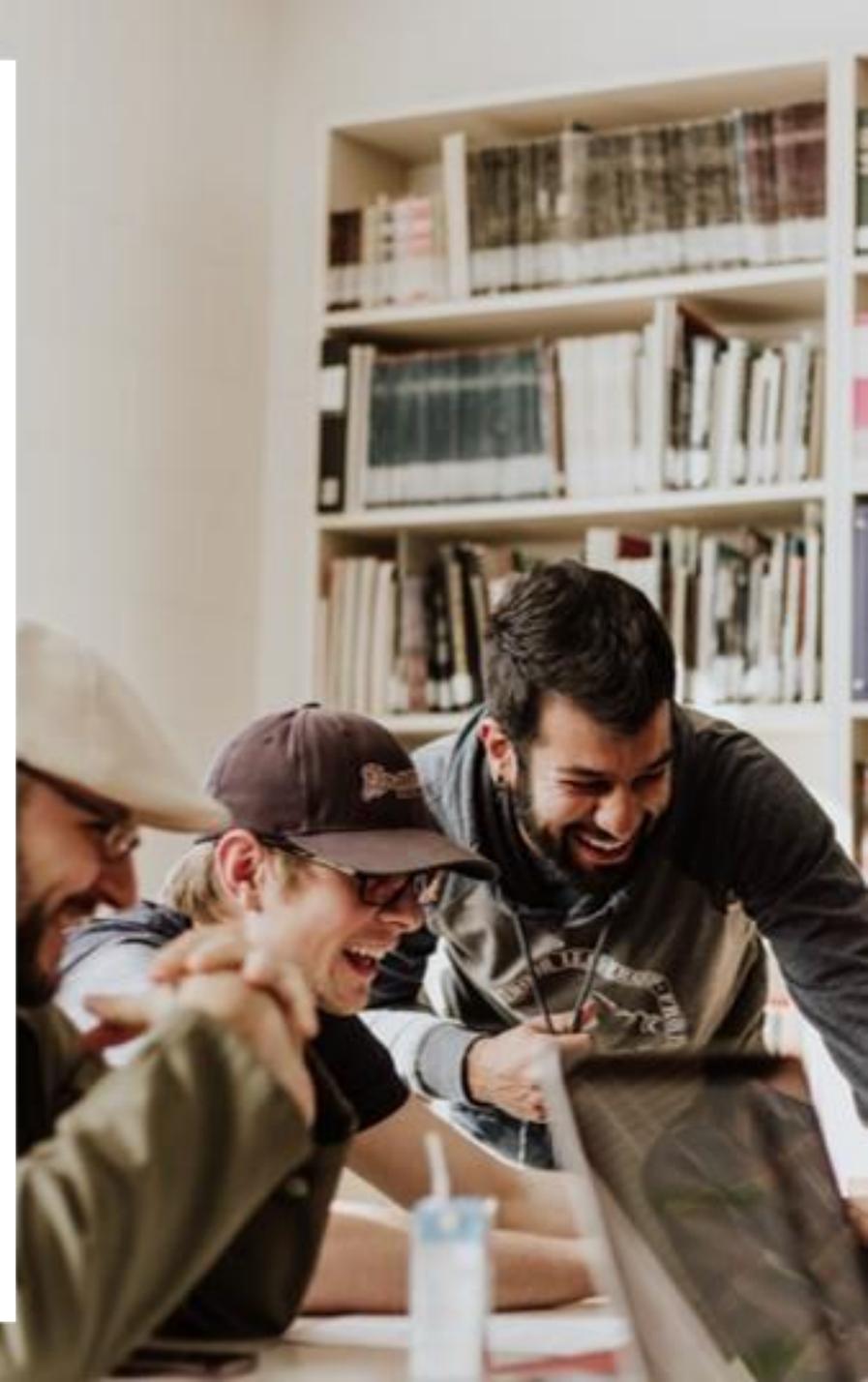
## School Budget Shares 2026/27 Update

- Lincolnshire is continuing to adopt the Government's National Funding Formula (NFF) in 2026/27
- AWPU formula rate reduced by -1.4385% from the NFF level to address the Schools block affordability gap when adopting the NFF and 0.5% transfer to the High Needs Block. Overall, a 2.4% increase in the AWPU formula rate from 2025/26
- Free School Meals increasing by 1.66%. All other formula factor values c.2.11%
- School Budget Support Grant (full-year effect of the teachers' 2025 pay award) and Employer National Insurance Contribution Grant rolled into NFF factor values for 2026/27
- Minimum Per Pupil Funding levels set at £5,115 (Primary) & £6,640 (Secondary). Cash flat following the incorporation of grants (detailed above)



## School Budget Shares 2026/27 Update

- Funding continues to be based on the October census (2025) for the 2026/27 financial year
- For 2026/27 current mainstream SEN top up arrangements will continue to remain in place as applied in 2025/26. Targeted SEN funding currently being reviewed
- Early Years hourly rate 3- & 4-year-olds £5.53p; 2-year-old £7.73p and Under 2-year-olds £10.57p
- Currently, no new additional funding announced to support schools with future year pay awards
- Further information available on LCC website (schools funding letter and schools 2026/27 published budgets) and Perspective Lite





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# Lincolnshire Education Group and the Partnership of Schools



“

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.

”



# 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.*





Lincolnshire  
Education  
Group

# Every child achieving and thriving DfE Schools White Paper

Geraldine Willders

“

**This white paper is not simply a vision of the change we want to bring to our schools. It's a call to parents, schools, local services, and everyone working with children and young people to join us in building a future where every child can achieve and thrive, in school and beyond**

*[Every child achieving and thriving - GOV.UK](https://www.gov.uk/government/consultations/every-child-achieving-and-thriving)*

Department for Education

”



# Setting every child up to succeed and building stronger foundations

Across government, we are rebuilding public services for our children, to support healthy, happy childhoods and enable every child to achieve and thrive. Our plans will wrap services around children and schools (Chapter 1).

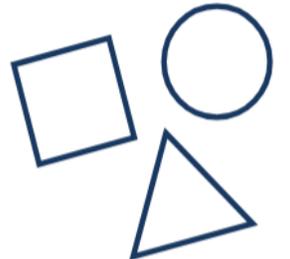
Our reforms will deliver **three key shifts to transform education for all children from:**

1. **Narrow to broad** (Chapter 2) - a rich and broad school experience, underpinned by a curriculum that builds knowledge and skills, that challenges and stretches every child and provides enrichment opportunities for all children.
2. **Sidelined to included** (Chapter 3) - high standards and inclusion come together. Schools must be places where every child is included, where they are supported and challenged to achieve and thrive. This is especially true for those whose needs are often sidelined by the wider system – including white working-class children, children with SEND and those progressing but capable of more.
3. **Withdrawn to engaging** (Chapter 4) – Our best schools know that children achieve most when they feel safe and connected to their school environment; they show that high expectations for academic excellence and deep pupil engagement go hand in hand.

Excellent individual practice can transform outcomes for individual children. But it takes an excellent system to transform outcomes for communities and generations of children. We need to **build stronger foundations to deliver change**. We will do this through:

- **Support and investment in quality staff** (Chapter 5)
- **Collaboration between schools and with other partners** (Chapter 6)
- **Enabling innovation and ambition** (Chapter 7)

We will also work with the sector to implement our reforms in a **sequenced, phased and manageable way**.



# Overall ambitions for pupils

- Every child will benefit from a refreshed and broad National Curriculum that secures knowledge and delivers key skills, alongside a wide range of enriching opportunities
- Better academic standards: the goal for children to leave secondary school with an average grade of 5 or higher across their GCSEs.
- Halving the disadvantage gap: supporting children from low-income backgrounds to achieve roughly a full grade higher in each GCSE than they do today.
- Recovering learning time through an increase to the national attendance rate, with an ambition to see children attending 20 million more days of school each year from 2028/29.
- Increasing pupils' sense of belonging at school: by 2029, every school will be expected to monitor children's sense of belonging and engagement.

# Support for disadvantaged pupils

- Summer 2026, DfE consultation on a new model for targeting disadvantage funding, moving away from the current Free School Meal eligibility, with a view to adopting a household income-based measure in future. Also an ambition to make use of centralised data to trigger funding, removing the requirement for manual parental application.
- White working-class children have been identified as one of the largest and lowest-performing groups that require further support. Together with measures to reduce the attainment gap, the DfE plans to use findings from [The Inquiry into White Working Class Educational Outcomes](#) to support engagement with these communities.
- Recognise some challenges are concentrated in specific geographic regions, the government has launched two area-specific programmes: Mission North East and Mission Coastal, which aim to tackle barriers to progress.
- The pupil premium strategy statement will be redesigned to provide more accessible information for governors and trustees to support better oversight and accountability

# School Improvement and Innovation

- An aim to support schools to drive improvement inside and outside their organisation- a self-improving system.
- Further development and expansion of RISE drawing on the wealth of excellence that already exists and promote collaboration across the four national priorities.
- Supplement the work of RISE with a new KS3 alliance, to develop and share best practice.
- Digital platform to signpost schools to quality assured support to empower data driven, evidence-led self-improvement.
- Consult on how to expand RISE to schools with the very lowest levels of pupil achievements (Jan 2027)

# Formal collaboration and MATs

- The DfE has confirmed it will develop a new set of trust standards which will focus on inclusion, standards, value for money and community collaboration. Ofsted will use these standards to inspect MATs.
- There will be a consultation on requiring all trusts to maintain local governance structures for every school in their organisation to ensure trustees hear directly from their parents and communities.
- The government is proposing that every school should be part of a local grouping to collaborate on SEND. In the long term, all schools would pool a minimum level of funding to support needs fairly across their specific group, which would include sharing expertise and commissioning of shared resources like specialist staff
- There is an expectation that all schools will join or form a high-quality multi academy trust (MAT), with local authorities also able to establish trusts.
- Improved transparency regarding pooling of resources and highlight best practice

# Parental collaboration and engagement

- **Best Start Family Hubs** will provide a single point of access for parents to get advice on supporting learning at home and identifying emerging needs sooner
- **School Profiles:** a new digital service will bring together Ofsted report cards, attainment data, attendance, and enrichment offers in one place.
- **Parental forums in trusts:** the government will consult on requiring academy trusts to have local governance structures that include all their schools, hold annual parental forums, and ensure boards hear directly from parents and school communities.

## Improved complaints process

- Develop a new digital solution for handling complaints which will be launched to simplify the process and to stop parallel escalations
- Publish new guidance that sets out clear and consistent timeframes for resolving issues, helping to manage expectations for both schools and families; Produce advice and case studies to help schools identify and handle vexatious complaints
- Consult on requiring maintained schools to include an independent member on complaint panels to increase fairness and objectivity
- Require the complaints panel to include an independent SEND expert where there are concerns around a school granting an ISP or the content of the ISP

# Exclusions and behaviour

- Schools will have flexibility to require children to complete suspensions on-site in a supervised environment rather than be sent home, ensuring they remain in a learning environment.
- The government will consult on a new duty requiring schools to set work for excluded children to mitigate lost learning.
- Increased scrutiny with a new internal dashboard to identify school-level trends. Ofsted and the DfE will use the dashboard to identify patterns in pupil movement that could suggest off-rolling or other practices, including unlawful uses of off-site directions and managed moves

SEND reform: putting children and young people first - Department  
for Education - Citizen Space

*SEND reform consultation closes 18/5/2026*

*SENDreform.CONSULTATION@education.gov.uk*

# SEND system reform

- **“Experts at Hand” service:** schools will be able draw on a multi-agency support offer overseen by local authorities, bringing together specialists from speech and language, educational psychology and occupational health. This support will be available to all children, even those without an EHCP.
- **National inclusion standards:** an evidence-based digital library of resources to guide how schools are meeting the needs of children by 2028.
- **Inclusive mainstream fund:** in addition to existing core SEND funding, all schools can expect to receive additional funds to support targeted and small group interventions for children with additional needs.
- **Schools will be required to publish an inclusion strategy** which explains how resources are deployed to benefit children with SEND. This document will replace the current SEN Information Reports.
- **Inclusion Bases become a core feature of mainstream**

Expectation for Secondary schools to have an Inclusion Base and a proportionate number in primary schools – Inclusion bases will have 2 levels

**(1) Support Base and (2) Specialist Bases.**

# SEND system reform

- **Individual Support Plans (ISPs) for all children with additional needs:** schools will be legally required to develop a plan that describes a pupil's day-to-day provision and the support required. ISPs will be created in collaboration with parents.
- **EHCPs for pupils requiring more complex support:** EHCPs will be based on a 'Specialist Provision Package' that sets out the evidence-based interventions and resources required. Pupils with EHCPs will also have an ISP which will explain how the specialised support will be delivered by the school.

*These changes are expected to take effect from 2029, and all existing duties and rights of pupils with SEND will remain in place until new legislation begins. Full details on the proposed changes to the SEND system can be found in the government's open consultation:*

[SEND reform: putting children and young people first - GOV.UK](#)

# The New Structure

*Three Layers of additional support beyond that which is universally available.  
Additional support requires an Individual Support Plan (ISP)*

***The Universal Offer is the core offer all schools must provide-  
strong adaptive teaching to meet the needs of all***

**(1) Targeted** – school-led support for commonly seen needs - delivered entirely by the school, written in an ISP – **NO EHCP necessary**

**(2) Targeted Plus Support-** still mainstream, but with expert input – **NO EHCP**

This is for pupils who need *more specialist-informed* support, but who should still remain in mainstream.

**(3) Specialist Support** – where EHCPs sit

- A child should move into the **Specialist layer** only if their needs go beyond what Targeted and Targeted Plus can provide.
- This is where the new **Specialist Provision Packages** come in.
- These will be nationally defined packages

# Summary Table - Key Differences from Current System

Area	Current System	New System
<b>Documentation</b>	SEN Support plans	Statutory ISPs (digital) and legal duty
<b>Mainstream Support</b>	SEN Support- broad and variable	Targeted / Targeted Plus - structured and defined
<b>Specialist System</b>	EHCPs with bespoke content	Specialist Provision Packages + EHCP
<b>Gateway to specialists</b>	Referral thresholds & waitlists	Experts at Hand in-school @ Targeted and Targeted plus levels
<b>Place of provision</b>	Resourced provision / special schools	Inclusion Bases in every school – Special schools for those with most complex of needs and an EHCP
<b>EHCP role</b>	Main route to guaranteed support	Only for children needing a national Specialist Package
<b>Funding</b>	Notional SEND + top-up	Inclusive Mainstream Fund + package-based EHCP
<b>Accountability</b>	Variable	<p>Strong, transparent, Ofsted embedded with explicit inspection of:</p> <ul style="list-style-type: none"> <li>○ the Universal Offer</li> <li>○ ISPs</li> <li>○ Inclusion Base practice</li> <li>○ pupil belonging and wellbeing</li> </ul>

# What Next...

- The DfE is seeking views on proposals to improve key stage 4 academic performance measures and to extend school improvement support from the DfE's Targeted RISE service. Complete the consultation: [Key stage 4 performance measures and Targeted RISE extension - Department for Education - Citizen Space](#)
- Spring- RISE regional plans will be published
- Spring- Further information on post-16 qualification reform supporting transition to T-levels and V-levels
- Summer- regional teams will start engaging with partners to identify priorities for development of the trust landscape
- Summer- engagement with partners on updating trust quality descriptors and revised commissioning guidance

# DFE consultations, information and support

- [SEND reform: putting children and young people first - Department for Education - Citizen Space](#)  
*SEND reform consultation closes 18/5/2026* [SENDreform.CONSULTATION@education.gov.uk](mailto:SENDreform.CONSULTATION@education.gov.uk)
- [Key stage 4 performance measures and Targeted RISE extension - Department for Education - Citizen Space](#)  
*consultation closes 4/5/2026*
- [Every child achieving and thriving - GOV.UK](#)
- [Every child achieving and thriving - British Sign Language \(BSL\) version](#)
- [What parents of children and young people with SEND need to know](#)
- [What to expect from your child's journey through education](#)
- [Information on SEND Reform for parents and carers of children receiving SEND support in mainstream schools and colleges](#)
- [Information on SEND reform for parents and carers who have children with EHCPs](#)
- [Information on SEND reform for parents and carers of children and young people in special schools](#)
- [Information on SEND Reform for those working in Early Years settings](#)
- [Information on SEND Reform for those leading and working in mainstream schools](#)
- [Information on SEND reform for leaders of special schools, AP and specialist post-16 institutions](#)



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# Ofsted Updates





Previous grades are not supposed to be comparable with the new grading system.

**BUT.....**

- *It is becoming clear that Expected Standards are equivalent to a very solid GOOD in the old framework.*

**Needing Attention is seen by HMI as a reasonably positive grade!**

- *We are seeing that reports are written in a way that expresses NA in language that we would see features in an old report for a 'Good' School.*



# CPD and Safety

- How are staff well trained and prepared to deliver a well adapted curriculum (everything you do at school?)
- How do leaders ensure that, and assure themselves that risks are understood and children are safe?

## Governance Considerations:

- Is your school accessing all available CPD resources through LCC Services, the Teaching School Hub and other subject specific hubs?
  - SEND CPD modules for staff are also now available via the Lincolnshire Children's Safeguarding Partnership website
  - The Lincolnshire Virtual School has a Padlet of resources for staff: [Lincolnshire Virtual School](#).
- How do the governing body assure themselves that children are safe?

# Inspection Data Summary Report (IDSR) - the starting point.



Know your context – no excuses but context and demographics provide reasons.



Understand your IDSR

## Governance Considerations:

- What information have you been given on the school's IDSR?
- What does the IDSR indicate about the strengths or weaknesses of your school?
- Are there any identified year on year/new trends?
- Are priorities and self evaluation form (SEF and SDP) reflective of IDSR information?

[School inspection data summary report \(IDSR\) guide](#)

# Impact

Consider- why do you do what you do, and how it has led to the intended impact. How do you know?

- Explain your 'Deliberacy': How have you been strategic in your planning based on your knowledge.
- **Achieve Belong Thrive...**Great Outcomes for all – especially vulnerable pupils

# School inspection: toolkit, operating guide and information - GOV.UK

- Read all three documents
- These provide a comprehensive view of how what and why inspection activities will take place.

## Ofsted Academy - GOV.UK

- Visit and enjoy all of the training materials that Inspectors receive.



Lincolnshire  
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# Assessment and Moderation

[Paul.Singleton@keystonemat.org](mailto:Paul.Singleton@keystonemat.org)



PRIMARY  
ASSESSMENT  
SPECIALISTS



# Governor responsibilities

- Key Stage 2 SATs take place 11<sup>th</sup> – 14<sup>th</sup> May 2026
- Y1 Phonics Screening Check takes place between 8<sup>th</sup> – 12<sup>th</sup> June 2026
- Y4 Multiplication Tables Check – Schools should administer within the 2-week period from Monday 1<sup>st</sup> 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.**
- Schools receive KS2 papers from 27<sup>th</sup> April – 1<sup>st</sup> May 2026
- You may be asked to be an independent observer for the SATs/Phonics. If not, it is good practice to monitor SATs/ phonics as part of general teaching and learning.
- Schools must apply to STA in advance for permission to use access arrangements (*additional time, early opening, compensatory marks for spelling*)
- Access arrangements must never advantage the pupil. Support should be based on normal classroom practice. Support must not change the test questions and the pupil's answers must be their own.
- Adults administering tests to pupils who need access arrangements must not be a relative, carer or guardian of the pupil. Adults providing support as an access arrangement (scribe, reader, translator or transcribe), must not be a relative, carer or guardian of the pupil.
- Schools must ensure they have documentation available to demonstrate that a pupil is eligible for access arrangements.
- **Schools could be subject to a maladministration investigation if they fail to use access arrangements appropriately.**

## **Governance Considerations:**

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

*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.*

# We are here to help!

<https://www.keystoneassessment.org> for training flyers.

Contact us with questions, queries or for support:

[Paul.Singleton@keystonemat.org](mailto:Paul.Singleton@keystonemat.org)

01778 610324 (ext 1008) or 07587668737





Lincolnshire  
Education  
Group

# Leadership Forum



# Padlet of Resources/Leadership Padlet

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
    - LEADING STUDENTS TO A BRIGHT FUTURE  
SCIENTIA POTENTIA EST
    - 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 200-300 words.  
Context of the School
- 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 (MESH) 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 (improving)? Do the resources meet the need of the curriculum that has been planned? Are there any additional resources that are required to teach the subject more effectively?
      - DOC: How does this take place in your subject? Where is this recorded?
    - DOC
    - Subject Leader Report
  - Subject Improvement Report Governance
    - Subject Improvement Report

Subject	Year	Rate
Public, appropriate? Yes		
Other (explain in your report)		

      - How has the subject been developed during the last 12 months? What were your intentions? Have the intentions of the Leader matched what has been developed?

- Useful Documents**
- Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution
  - Platform for Shaping the Future of the New Economy and Society
  - WORLD ECONOMIC FORUM
  - COMMITTED BY IMPROVING THE STATE OF THE WORLD
  - PDF
  - WEF Schools of the Future Report 2019
- educationendowmentfound...
  - Putting Evidence to Work - A School's Guide to Implementation


# Curriculum & Assessment Review – November 2025

## Background to the Review:

July 2024 - the Government invited **Professor Becky Francis CBE** to lead an **independent review** of the current National Curriculum & Statutory Assessment system in England.

Scope - **KS1 to KS4 and 16-19 Education**, including **challenges to attainment** for young people, & the **barriers which hold them back from the opportunities and life chances** they deserve – in particular, those who are **socio-economically disadvantaged, or who have SEND**.

Was informed by **research evidence, data & a wealth of perspectives** from experts, stakeholders & the public.

Sets out **conclusions & recommendations** for the Government & it, in turn, has published its response setting out the **next steps & plans for implementation**.

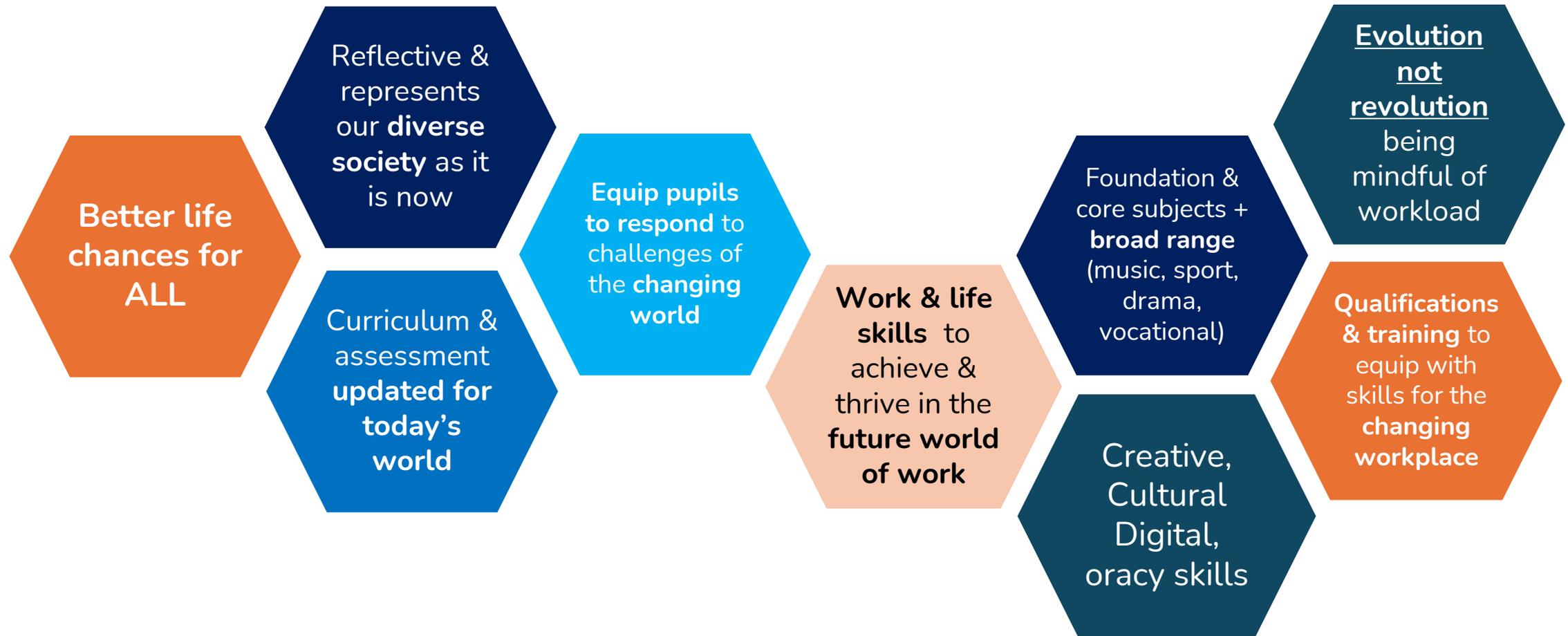
Curriculum and  
Assessment  
Review

## Building a world-class curriculum for all

Final Report

November 2025

# Curriculum & Assessment Review- Overview



# Curriculum & Assessment Review – Timeline & implications





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# Governance Update

Jo Trotter



# Governance in the Summer Term

- **Attendance**

Attendance remains a key priority for the DfE.

**Governance Considerations:**

- Has your board appointed an attendance governor in line with the LA Attendance Policy?
- Are parents and carers aware of the school 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 (eg disadvantaged, SEND, boys vs girls, vulnerable)
- How are we supporting pupils with absence issues? What strategies/processes are in place and are they effective?
- Is there a robust action plan in place to improve attendance?
- Is attendance training part of all staff's CPD?
- Have you seen the school's Attendance Baseline Improvement Expectation (ABIE)?

- **Finance**

SFVS (Maintained Schools) should be ratified by the Governing Body and returned by 13/03/26 – if still to be completed, contact Schools Finance Team.

Review of end of year budget and ratification of 26-27 budget at a Full Governing Body meeting and returned to LA by 31<sup>st</sup> May 2026.

**DfE guidance** - [Helping schools manage resources and money: guidance for governors - GOV.UK](#) which contains links to useful resources.

**Governance Considerations:**

- Is the proposed budget realistic and based on all available and up-to-date information (eg pupil numbers)
- Are we publishing the required information for grant funding?
- What, if any, assumptions have been made when compiling the budget (eg staffing numbers) and will these be robust enough for any variables in pupil numbers?
- Is there sufficient funding to deliver the curriculum (eg staff costs and resourcing?)
- Have all areas of the budget been reviewed to identify potential savings?
- Are there any variations between last year's budget and the proposed budget? If so, what are the reasons for the variations?

# Governance in the Summer Term

- **Health and Safety**

**Information:** The NGA will be releasing a new Governor Health and Safety Module in March 2026

- **Safeguarding**

Please ensure that your setting is compliant to the STATUTORY [Restrictive interventions, including use of reasonable force, in schools guidance](#) which is effective from 1<sup>st</sup> April 2026.

**Governance Considerations:**

- Are we fully compliant with the statutory duty to record and report every significant incident involving the use of force or seclusion, and are our systems robust enough to meet the requirements from April 2026?
- Do we have clear, up-to-date policies on restrictive interventions that reflect the statutory elements of the guidance, and are these policies effectively communicated and understood by staff?
- Are we assured that restrictive interventions are being used only as a last resort, with strong emphasis on prevention, early support and de-escalation strategies?
- Do staff receive appropriate training to ensure any use of force is lawful, proportionate, safe and consistent with safeguarding expectations, including avoiding prohibited techniques?
- Are we reviewing incident data regularly to identify patterns, safeguard pupils—particularly those with SEND

Maintained Schools and Academies that purchase the LCC Safeguarding Audit should have reviewed and signed off the governor section at a Full Governing Body meeting ready for submission to the LA by end of May 2026.

- **School Uniform**

From September 2026, subject to the Children's Wellbeing and Schools Bill receiving Royal Assent, schools are expected to be limited to no more than 3 compulsory branded uniform or PE items (four in secondary if one is a tie).

- **Staff Appraisal Report**

Receive a Staff Appraisal Report – please review LCC [Teacher](#) and [Support Staff](#) Appraisal policies for more information.

# Governance in the Summer Term

**SEND** – continue to ensure that the school is meeting all the needs of children within its core and non-core curriculum.

## Governance Considerations:

- Has the SENCO completed the National Award for SEN Coordination qualification?
- How often do staff receive training on SEND? What has been covered in recent training and what is coming up?
- What external support does the school access (for example from the Local Authority or from specialist support services)? Do staff feel confident about meeting the needs of pupils with SEND? What plans are in place to address any concerns?
- Does the SENCO have sufficient time to carry out their role effectively?
- Has the school published the [SEN information report](#) online? Is it updated annually?

## Information

- Review the updated [SEND: Governance for school governing boards guidance](#) which includes a checklist.
- Review the [Council for Disabled Children have released guides and training resources](#) including a [guide for governors and trustees](#)

- **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.

## Governance Considerations:

- Are you following the Governor Monitoring/Assurance Policy?
- Are you ensuring that you complete the Monitoring/Assurance Visit Template?

- **School Plans for 2026 Exams**

**KS 2 tests** – assign a governor to monitor testing arrangements

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

- **Wellbeing**

## Information

9000 Lives have produced this useful resource: [School Governors: Asking the right questions about mental health](#)

Education Support have released this useful resource: [Supporting SEND provision and staff wellbeing: a guide for leaders](#)

# School Estate Management Standards

The DfE have released [new guidance](#) to help schools and colleges plan, prioritise and deliver estate improvements that address condition, suitability, resilience and decarbonisation. The guidance signposts to multiple resources for information on how to manage a school estate.

The DfE have also released a new service - [Manage your education estate - GOV.UK](#): Use the service to:

- find resources and guidance to help you manage your estate
- view data about the condition of your estate
- view your funding allocations
- explore DfE funding opportunities
- read updates about estate management policy, guidance and more
- The Education Estates Strategy sets out a strengthened national framework requiring all schools and trusts to improve strategic leadership, long-term planning and assurance across safety, condition, sustainability and digital readiness. From Autumn 2026, every Responsible Body must submit an annual SEMS return confirming compliance with strategy, maintenance, data and risk expectations. Governing boards retain core duties in strategic leadership, risk oversight and financial stewardship, with increased expectations around lifecycle investment, stronger reporting, and oversight of statutory compliance including RAAC, fire, asbestos and structural risks.
- Over the next 12 months, boards are expected to benchmark their estate management practice against SEMS Levels 1–3, strengthen assurance reporting through quarterly dashboards, and update estate visions and asset management plans to reflect lifecycle renewal and resilience priorities. Trusts must also prepare for the 2026 SEMS return with robust evidence trails, ensure digital readiness for the rollout of [Manage Your Education Estate \(MYEE\)](#), and embed sustainability through Climate Action Plans and carbon-reduction oversight.
- Responsible bodies will be contacted in April 2026 to be part of pilot schemes. This will inform the national rollout from Autumn 2027.
- First annual return of school estate management standards to be made in Autumn 2026.

The DfE have also released [interim guidance for responsible bodies](#) on condition surveys until new technical standards are published in 2026.

Please also be aware of this DfE [guidance for governors on preparing for the PSTN and ISDN switch off](#).

# 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 how 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 adviser.	3	4	12	Introduce	Headteacher
Risk reduced to acceptable level (effective controls implemented, with effective monitoring in place)						
Minor	...	1	2	2	...	...

- 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

# MEMORANDUM OF UNDERSTANDING (MOU)

A Memorandum of Understanding (MOU) is the legal document used by governing bodies where joint staffing arrangements are to be agreed between maintained schools or between a maintained school and other category of school (eg where a HT/DHT may be providing HT services to another school).

Please see the below guidance for Governing Bodies:

- The Education Locality Lead requests the MOU template from Legal Services.
- The Education Locality Lead sends the MOU template to Chairs of Governors of both the employing school and the school requiring the staffing support.
- Chairs of Governors discuss and agree the details of support required under MOU with input from the Education Locality Lead and/or relevant school leader.
- The employing school's Governing Body drafts the MOU and forwards it to the Governing Body of the school receiving the support.  
**(Governing Bodies can seek advice from Legal Services and the Schools' HR officers as appropriate)**
- Each Chair of Governors places a confidential item on the next Full Governing Body (FGB) agenda. The MOU is sent to the clerk for circulation with the FGB papers.  
**(Information on the number of governors to be appointed is contained within the MOU template)**
- Governing Bodies to review and agree MOU during FGB meeting and appoint appropriate Joint Governance Committee members.  
**(Only in urgent situations where an FGB meeting cannot be convened in time, can the Chairs of Governors agree the MOU under delegated authority. This must be reported in writing immediately to the governing body with a copy of the MOU)**
- A fully signed copy must be stored within each school's governance records. A fully signed copy must also be provided to the Education Locality Lead who will retain it according to the Local Authority's records retention policy.

# Governing Body Effectiveness

The Maintained Governance Guide – offers advice on effective leadership in Section 1.2 under Evaluation:

- **Evaluation**

Regular evaluation to monitor and improve the quality and impact of governance by:

- completing regular skills audits, aligned to the school's strategic plan, to identify skill and knowledge gaps and inform:
  - recruitment needs
  - training and development plans
  - induction of new governors, including training on [keeping children safe in education](#) and keeping pupils safe online in education
- **regularly reviewing the governing body effectiveness, how well governors work together, individual governors' performance and their participation in discussions**
- **commissioning external reviews to get an independent assessment of the governing body's effectiveness and areas for development, particularly at key growth or transition points**
- following legal requirements for document retention and accurately documenting:
  - evidence of the governing body and its committees' discussions and decisions
  - any evaluation of the governing body's impact

## Information:

**The NGA recommend completing the effectiveness exercise annually.** NGA Resources – Available to NGA members only:

NGA [maintained-20-questions-202530930.docx](#)

NGA [Governor/trustee evaluation template](#) | [National Governance Association](#)

- GovernorHub resources:

[Governing/trust board self-evaluation: resources](#) | [GovernorHub](#)

[Governor and trustee appraisal: templates and guidance](#) | [GovernorHub](#)

- Review the LCC Governor Information Pack – Annex B - [governor-information-pack-2025-26](#)

**DfE guidance** - [External reviews of governance: guide for schools and academy trusts](#) - [GOV.UK](#):

- [External reviews of governance](#) | [National Governance Association](#)

# LA Updates

- **The Local Authority [Federation Parent Election Guidance](#) has been updated (Section 8)**
- **[LCC Child Protection Policy](#)** – the policy has been revised in the “use of school premises” and will be released on 23/3/26.

- **[Whistleblowing Policy](#)**

A reminder that each school must publish their own Whistleblowing Policy – this may be based on the LCC Policy, but should be tailored to the individual school setting.

- **[Data Protection in Schools – Record keeping and management](#)**

It is essential that schools maintain accurate and up-to-date records relating to personal data. The government has published data protection guidance specifically for schools, which includes detailed guidance on records management and retention: [Data protection in schools - Record keeping and management - Guidance - GOV.UK](#). Within the “*Create a Data Retention Schedule*” section, you will find statutory retention periods relevant to schools, including a dedicated section on staff records. Where a specific record type is not listed, schools are advised to determine an appropriate retention period based on the business need. It is important to establish clear policies and processes to demonstrate that personal data is not being retained for longer than necessary.

Please also note that all schools, including maintained schools, are their own data controller for data protection purposes. This means each school is responsible for implementing and adhering to its own retention schedule, rather than relying on the local authority.

- **[Teaching and Learning Responsibilities \(TLR\)](#)**

From 1 September 2026 the School Teachers’ Pay and Conditions Document (STPCD) will include the requirement that Teaching and Learning Responsibility (TLR) payments for school teachers will be paid based on the proportion of responsibility the teacher carries out, rather than their contracted hours. The ending of pro rata TLRs is a significant shift in the way TLR payments must be applied. Here is a link to the latest information from LGA [Teaching & learning responsibility \(TLR\) payments | Local Government Association](#).

# Other Updates

- Keeping Children Safe in Education – [Consultation](#) – closes 22<sup>nd</sup> April 2026
- Support for pupils with medical conditions at school – [Consultation](#) – closes 1<sup>st</sup> May 2026
- Growing up in the online world: a national [consultation](#) – closes 26<sup>th</sup> May 2026
- The [DfE have announced](#) that as from 5<sup>th</sup> March 2026 – allergy pens must be stocked in schools along with compulsory training for staff.
- A reminder to review and be assured that your setting is working to the [Mobile Phones in Schools guidance](#) from April 2026.

## NGA Learning Link Reminder!

- A NEW version of NGA Learning Link will be released on 1<sup>st</sup> April 2026.
- Please download any certificates before 29<sup>th</sup> March 2026
- [Instructions](#) are available to access the new platform for Lincolnshire Governance users.

## Other Useful Governance Resources

- [Children in Care: The Guide for School Governors](#)



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# Summer Governor Partnership Briefing Date

**Wednesday 24<sup>th</sup> June 2026**

**2:00pm or 7:00pm**

**[Book here](#)**



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# Feedback

