

The Knowledge

The half termly briefing for Governors

FEBRUARY 2017

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‘All schools’ includes maintained schools, academies, free schools and PRUs. Articles flagged red are giving guidance on **statutory** requirements. Those flagged green are for **information**.

Raising the Bar Awards 2017 Call for Nominations Information All Schools

The Raising the Bar Awards celebrate and recognise excellence across education in Suffolk. It is a chance to say thank you to those who are making a difference or to show how proud you are of a star pupil or student. The Raising the Bar Awards 2017 will take place on 26 June at Trinity Park. Nominations for the Raising the Bar Awards are now open and can be made via the [Raising the Bar website](#). The closing date for nominations is 5pm on Friday 31 March.

Governance Handbook and Competency Framework for Governance Information All Schools

In early January the Department for Education (DfE) released an updated version of the [Governance Handbook](#). The main changes are set out on pages 7 and 8 and colleagues at Suffolk County Council have provided a more in depth review of the changes which has been emailed to all schools but can be [viewed here](#). The handbook has been restructured around what the DfE consider to be the six features of effective governance:

1. Strategic Leadership that sets and champions the vision, ethos and strategy
2. Accountability that drives up educational standards and financial performance
3. People with the right skills, qualities and capacity

4. Structures that reinforce clearly defined roles and responsibilities
5. Compliance with statutory and contractual requirements
6. Evaluation to monitor and improve the quality and impact of governance

Alongside the handbook, the DfE have also published '[A Competency Framework for Governance](#)'. This framework sets out what the DfE consider to be the knowledge, skills and behaviours needed for governance to be effective in all schools, academies and multi-academy trusts.

The guidance, whilst non-statutory, outlines DfE thinking on the essentials of effective governance and the expectation is that governing boards and academy trust boards should be mindful of these competencies both in recruiting governors and trustees and in shaping the development and training priorities for governance in their own school or trust. Academy Trusts are reminded that they should also refer to the 2016 Academy Financial Handbook.

The six features of effective governance detailed in the governance handbook are also reflected in the competency framework, where the 16 competencies are grouped under the same headings.

These key competencies are then underpinned by seven principles and personal attributes which the DfE see as qualities which will enable governors and trustees to “use their skills and knowledge to function well as part of a team and make an active contribution to effective governance.”

The principles and personal attributes, identified by the DfE, spell out that all those involved in governance should be:

1. Committed
2. Confident
3. Curious
4. Challenging
5. Collaborative
6. Critical
7. Creative

The guidance makes clear that the DfE envisages the framework to be a source of reference for governing boards and academy boards of trustees which should inform practice, processes and potentially recruitment. It states that “The framework is applicable to all boards in proportion to the scale and complexity of the organisation they are governing. Boards will need to consider which knowledge and skill areas outlined in the framework are most important for their context. They will also need to determine the extent to which it applies to any committees they have appointed, including within multi-academy trusts to any local governing bodies, depending on the range of functions delegated to them.”

Here at Schools' Choice we are currently reviewing the services we offer to schools in line with the new framework, particularly our training package. We will be ensuring that our services are reflective of the competencies identified and that governors can feel assured

that the advice, guidance and training they receive from us is in line with DfE and Ofsted requirements.

Clerking Service Survey Information All Schools

Many thanks to those of you who responded to our clerking survey. We are pleased to report that just over 90% of you are happy with the service, of which 78% are very happy. Among the very encouraging comments were:

“Our clerk is well prepared and extremely knowledgeable”

“Minutes are very clear and accurate”

“Helpful and sound advice”

“Our clerk is professional, knowledgeable and friendly”

All the clerks have been given their individual feedback.

Where you indicated that you were not always happy with the service we have looked carefully at your comments and discussed these with the clerk concerned. As your responses were anonymous we cannot contact you directly. We want to deliver an excellent service every time that supports you in your challenging role as governors, therefore please do not hesitate to contact me if you have any concerns or suggestions at Catherine.barratt@schoolschoice.org or by phone 01473 263982.

A Reminder: Governor Services Online Service Change Information All Schools

Please can we remind all schools that as of 31 March 2017 access to the governorsonline service will no longer be provided by governor services.

As many of you will be aware we are delighted to be able to offer to you, as part of the Governor Subscription Service or as a standalone product, access to the web based [GovernorHub](#) system. GovernorHub brings together the key things you need as a governing board:

- Education news locally and from around the country
- A private area for a governing board to exchange messages and emails
- Confidential storage of documents online so they are all in one place, accessible by all the members of the governing board
- A shared calendar of meetings which can be seen on the Web and synchronised to governors' smartphone, work or tablet calendar
- Links to DfE and Ofsted data about the school
- Tools especially designed for clerks to help them track membership, roles, committees and easily organise meetings
- A governing board healthcheck questionnaire to help with self-evaluation
- An iPad and Android app which can be used to download documents to use in meetings even if there's no Internet access

If you would like to learn more about the features of GovernorHub please visit their [YouTube channel](#) or [website](#) where you can also sign up for a free trial.

For more information, please contact governor services by [email](#) or telephone (01473 263993).

DATA, OFSTED & SCHOOL ACCOUNTABILITY

RAISEonline Replacement Service Information All Schools

[It has been announced](#) that during April the DfE will launch a new service which will provide schools and other existing user groups with detailed performance analysis to support local school improvement as a replacement to RAISEonline.

They say that the new service will be easier to navigate and use, whilst retaining familiar tools such as filters. Access will be granted through 'Secure Access', in line with other DfE services.

Ofsted New Director for Corporate Strategy Information All Schools

Amanda Spielman, HMCI, has [announced the appointment](#) of Luke Tryl into the above role. He joins Ofsted from Public Policy Projects, an independent think tank, and has previously worked as Head of Education at Stonewall as well as Reform, Tetra Strategy and a spell as a Special Adviser at the Department for Education.

DfE Timelines for Schools Information All Schools

Towards the end of January, the DfE released updated versions of their mandatory and useful information timelines for all schools. The full collection of timelines can be [accessed here](#).

Primary School Accountability Information All Primary Schools

The DfE have updated their [technical guidance for primary school accountability](#) to include a link to the coasting schools' regulations and additional information about what happens once a school falls into the coasting definition. If a school is "coasting" the Regional Schools Commissioners (RSCs) will engage the school to consider its wider context, and decide whether additional support is needed. Action will not be automatic and the focus will be on helping schools to improve in order to drive up standards.

Progress 8 & Attainment 8 Update Information All Secondary Schools

As well as updating the primary school accountability documents, the DfE also amended in January the [Progress 8 and Attainment 8 progress measures documentation](#) to include

details of the Progress 8 measure in 2016, 2017 and 2018, Progress 8 key figures and school and pupil ready reckoner documents.

Key Stage 4 Performance Tables Information Secondary

Schools

On the 19 January the [Key Stage 4 performance tables](#) were published and the revised national statistics are [available here](#).

The DfE have also published [new guidance](#) for schools and governors on how to use the school performance tables to see how a school is performing at key stage 4 compared to a school with a similar intake of pupils.

16-18 Performance Tables Information Secondary Schools

On the 19 January the [16-18 performance tables](#) were published and the revised national statistics are [available here](#).

Key Stage 4 and 5 Pupil Destination Information Information

Secondary Schools

The Department have published [revised data](#) and guidance ([key stage 4](#); [key stage 5](#)) on key stage 4 and key stage 5 students going into education, employment and training destinations.

Alternative Provision Effective Practice and Post 16 Transition Information Secondary Schools and Alternative Provisions

A report, commissioned by the DfE, has been [published](#) looking into best practice for raising attainment and aiding transition to post-16 destinations for young people in alternative provision.

The report focuses on three themes:

- What is effective in supporting progression from AP to post-16 participation
- What practices have been shown to be ineffective and for which groups of young people; and
- Where the evidence is most secure/most limited

The report is part of the children outside mainstream education collection available on the [DfE website](#).

Good Practice in Early Education Information Nursery Schools and Primary Schools with a Nursery

Research findings examining good practice in early education as part of the study of early education and development (SEED) have [been published](#).

The study explores how good quality early years' settings articulate, establish and sustain good practice that has the potential to improve children's outcomes. Focussing on provision for two to four-year-olds it examines good practice in relation to curriculum planning, assessment and monitoring, staffing, managing transitions and communication with parents and home learning.

Phonics Screening Data Collection 2017 Information Primary Schools

The DfE have published a technical specification for the 2017 phonics screening check which can be [downloaded here](#).

The document will help schools, academies (including free schools), local authorities, and software suppliers working on their behalf, to prepare the necessary data and processes so that information on all phonics screening checks carried out in 2017 can be returned to the department.

This data collection process covers all maintained schools and academies (including free schools) in England, submissions are processed through a local authority who in turn will provide data on all phonics screening checks carried out in 2017. The data consists of pupil-level information for all year 1 pupils and those pupils in year 2 who did not meet the expected level in year 1.

Formal School Interventions: Cost and Effectiveness Information All Schools

The DfE published in early February a report in response to a recommendation made by the Public Accounts Committee into the [cost-effectiveness of all formal interventions in schools](#). It considers the three types of formal intervention in maintained schools:

- Becoming a sponsored academy (by far the largest number of interventions looked at);
- Appointing Interim executive boards (IEBs) (mostly by LAs but a few by the Secretary of State); and
- Issuing local authority (LA) warning notices (WNs)

They found, on average, attainment in schools with interventions (for all three of the interventions looked at) tended to increase by more than the average state-funded school in the following year.

SAFEGUARDING, HEALTH & WELLBEING

Suffolk County Council Safety, Health and Wellbeing Update

Information Maintained (non-VA) Schools

A briefing note for Governors of non-VA maintained schools has been produced relating to the importance of the safety, health and wellbeing of staff and pupils. The note can be [downloaded from here](#) and includes information on contacting the health and safety advisor, the incident reporting system for maintained schools and a reminder for those schools to submit a return, in relation to their asbestos management systems.

Nina Bickerton is available to discuss any schools' health and safety related matter, and can be reached via nina.bickerton@suffolk.gov.uk and 01473 260 399. This number is for staff and Governors only, please. The link to the health and safety pages is as follows: <http://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing>. These pages are all in the process of being reviewed and if you have any comments or suggestions for improvement, please do contact Nina.

Keeping Children Safe Online Information All Schools

Protecting children when they go online and teaching them sensible online precautions is part of school's safeguarding duty. The UK Council for Child Internet Safety Education Group has published guidance for school governors to help them support their school leaders in this duty. The document includes examples of good and outstanding practice, as well as identifying when governors should be concerned. The guidance, which is non-statutory, is [available here](#).

Defining Child Sexual Exploitation Information All Schools

The Government have [published a response](#) in relation to the consultation held in early 2016 which was seeking to agree a clear, common definition of child sexual exploitation which would be used by practitioners across all sectors.

As a result of the consultation the definition has been changed to read:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

In light of the amended definition the DfE have published a [non-statutory advice document](#) for practitioners which replaces the 2009 guidance 'Safeguarding children and young people from sexual exploitation'.

The [Working together to safeguard children statutory guidance](#) has also had a minor amendment to add the definition.

Body Image Anxiety Report Information All Schools

The [Be Real Campaign](#), a UK-wide campaign to change attitudes towards body image, has published a [report](#) investigating the impact of body image anxiety on young people. The report was undertaken by YMCA with the quantitative fieldwork conducted by EdComs, a specialist education communications agency.

The major findings of the report include:

- 52% of 11 to 16 year olds regularly worry about how they look
- 30% of 11 to 16 year olds isolate themselves because of body image anxiety
- Only 48% of young people surveyed had learned about body confidence in school
- Of those who had learned about body confidence in school, 76% said it made them feel more positive about themselves

In response to the findings of the report, the Be Real Campaign, founded by YMCA and Dove, has launched the [Body Confidence Campaign Toolkit for Schools](#). The toolkit is aimed at secondary schools and is made up of essential guidance, materials and advice on teaching body confidence to support the provision of quality PSHE education.

FINANCE & PROCUREMENT

Budget Briefings Information All Schools

The Budget Briefings are now [live on CPD](#).

This year's briefing will be presented by Gavin Bultitude who will detail key changes to the budget and provide a strategic update. Following this Julia Dolan will provide an update on Schools' Choice including any changes or new services.

These events are free for you to attend and are open to a maximum of 2 delegates from each school plus one governor. Any additional delegates will be charged at £100. Please ensure that you book your place.

We will also be filming the presentation which will be shared with all schools and governors should you be unable to attend any of the sessions detailed below.

1st March – Ipswich – Trinity Park

Morning session (9am-11.40am) - **LIS 17/089**

Afternoon Session (12.30pm-3.10pm) - **LIS 17/090**

2nd March – Bury St Edmunds – Apex Centre

Morning session (9am-11.40am) - **LIS 17/092**

Afternoon session (12.30-3.10pm) - **LIS 17/093**

3rd March – Lowestoft – Pakefield High School

3.30pm-5.00pm - LIS 17/095

Finance Update Information All Schools

Schools are familiar with facing rising costs within budgetary constraints however never has the need for effective financial planning and budget scrutiny been greater. With the issue of the 2017/18 budgets, schools are facing the challenge of balancing the books in a climate of cash frozen budgets and changes that impact this year and result in uncertainty in the years to come.

With the [consultation on the national funding formula \(NFF\) in its second phase](#) (closing on 22 March 2017), schools will need to consider the potential impact as the transition begins in 2018/19. The principles of the proposal are clear and whilst this will bring more money into some authorities including Suffolk, there will be protection that will limit any reductions to the losing schools therefore capping the benefit of those set to gain. Although just an illustration, schools can see the potential impact on their core funding should the proposals be fully implemented [here](#)

For 2017/18, the minimum funding guarantee (MFG) remains at - 1.5% meaning schools are protected from losses in the schools block funding of no more than 1.5% per pupil. To fund MFG, there is a capping on the gains of those schools where the budget increases. The 2017/18 Suffolk cap is set at 0.55% per pupil.

2017/18 brings the introduction of the apprenticeship levy. The government apprenticeship reform programme aims to deliver more apprenticeships of a better quality to benefit employers, individuals, and the economy. The levy impacts all UK employers with a pay bill of over £3 million per year and will therefore apply to all maintained schools (excluding VA and foundation schools) with some other schools and multi academy trusts also affected. The levy is raised at 0.5% of the total pay bill however for maintained schools in Suffolk, 50% of this cost will be met in 2017/18 only, providing the time to manage the impact in full next year.

Along with inflationary pressures and cost of living awards for staff, schools continue to face challenges in this year and future financial years. Medium term planning is key, monitoring the impact of any potential changes in future funding and key drivers such as changes in pupil numbers will ensure governors, trustees and leadership teams can look at any potential risks and consider the future financial position of the school.

Schools' Choice finance team are ready to help and support you with any advice and guidance in setting your budget. Please contact finance@schoolschoice.org or call us on 0345 6037 684.

Apprenticeship Reforms Information All Schools

April 2017 sees the introduction of the Apprenticeship Levy, arguably the most significant part of the wider Apprenticeship reforms introduced by Government. This fact sheet aims to

inform schools about the Apprenticeship Reforms, how they are relevant to your school and how you can use the reforms as an opportunity to upskill new or existing employees.

For the fact sheet please [click here](#).

Cloud Computing Services Information All Schools

The DfE have updated their [non-statutory guidance on cloud computing services](#). The guidance for school leaders, staff and governors covers the potential of cloud computing solutions to improve the delivery of teaching, together with the associated benefits and risks of moving some or all services to the cloud. It is designed to raise awareness rather than provide detailed technical guidance.

Leasing and Subscription Services for School Equipment

Information All Schools

The Department have [updated their guidance](#) for schools considering lease agreements or subscription services as a way of funding copiers, printers, multifunctional devices (MFDs) and audiovisual equipment. This non-statutory guidance has been produced to help schools understand some of the key considerations when thinking about leasing or subscription services to fund equipment and/or classroom technology.

Business Management Review: Support in finding solutions to run a more efficient school Information All Schools

Did you know we, Schools' Choice, have school business management consultants that undertake business management reviews? Their work can include a review of office staff, practice and environment. We will meet with the Headteacher, interview office staff regarding their role, focussing on issues that they face, evaluate office set-up, look at some key documentation and observe office staff carrying out their day to day duties. Our consultant will draft a comprehensive report, documenting key findings and offering suggestions and recommendations to highlight opportunities for more efficient and more effective school business function.

One of the boards three core functions is to oversee the financial performance of the organisation and making sure its money is well spent. Such a review can support the school and board to understand if they are achieving value for money with their business management systems.

- Clear independent review from experienced business managers who have seen a wide variety of different school office environments and understand the issues commonly faced by the staff that work there
- Analysis of current structures and working relationships – where applicable advice on potential changes to this to help improve effectiveness of the service the office provides to the school's staff and pupils

- Detailed written report that can be shared with SLT, governors and staff as appropriate to help make the case for investment, savings or improvements
- Ideas on automation and use of the latest software and tools to help staff work more efficiently and provide more time in the office to focus on important areas that may be overlooked
- Help on reducing interruptions and distractions for office staff
- Verbal feedback to the Headteacher at the end of the visit
- Comprehensive written report documenting our findings in the areas outlined above
- Benchmarking analysis against similar schools in your area

New LMS Documents Information All Schools

A number of new LMS documents have been published on the [Suffolk Learning website](#) since the beginning of the calendar year. LMS Documents are letters sent to schools that contain important messages or instructions relating to the financial management within schools and constitute part of the Finance Regulations.

We would particularly draw governors' attention to document 2017-05 Academy Conversion which is informing schools that Suffolk County Council (SCC) will begin charging converting schools for the third party legal, property and HR costs.

For all schools converting where the academy order is issued after 1 April 2017 a capped amount of £5,500 will be charged to academies to cover the costs incurred by SCC through completing the lease, TUPE transfer, and the commercial transfer agreements.

Funding for Special Educational Needs Information All Schools

Edward Timpson, Minister for Vulnerable Children and Families, announced at a meeting with members of the National Network of Parent Carer Forums (NNPCF) a [multi-million pound package to support children with special educational needs and disability \(SEND\)](#).

The funding of nearly £60 million from April 2017 'will help embed the reforms made to the system of support for SEND and continue the support for the groups who have been instrumental in bringing about the progress seen to date'.

School Buying Strategy Information All Schools

The DfE have [released a new document](#) designed to support schools to save over £1 billion a year by 2019-20 on their non-staff spend. It aims to help all schools improve how they buy goods and services – allowing them to maximise the resources they can invest in high-quality education for their pupils and supporting them in managing cost pressures.

PERSONNEL & STAFFING

School Workforce Planning Information All Schools

The DfE have published a [new non-statutory guidance](#) document for schools to support them with workforce planning. The guidance includes:

- A list of options for school leaders to consider
- Questions for school leaders to consider when reviewing their staff structures
- An example timeline
- Links to advice, case studies and tools for school leaders to use

The guidance is for all schools and therefore its use needs to take account of local aims and school type.

Staffing costs make up 70 to 80% of an average school's expenditure. All schools should ensure that their staff structures maximise the impact of this spending, and that they make efficiencies where possible in other areas.

New Model Grievance Policy 2017 Information All Schools

Schools' Choice HR has published a new model Grievance Policy for schools and academies. The key changes are:

- Encouragement for employees, their representatives and managers to make every reasonable effort to resolve grievances informally
- Greater clarity about what is excluded and signposting to other, relevant policies, for example the Harassment and Bullying Policy
- Consistent use of the word 'grievance' throughout, rather than 'complaint'
- Clarification about the choice and availability of the employee's companion, as part of the right to be accompanied during the formal stages of the procedure
- Decisions from the formal grievance meeting and the appeal to be communicated in writing within ten working days, to ensure consistency with other employment policies.

For further information and advice about this, or any other HR issues, please contact your named HR caseworker or our Duty caseworker on 03456 066 046 option 3.

Independent Investigating Officer Service Information All Schools

Designed to support headteachers, senior leaders and governors in HR matters that require formal investigation and resolution, this service provides professional and timely help for what can otherwise be a lengthy and time-consuming process.

For discipline, grievance, and complaints of harassment / bullying, we provide an experienced, independent and impartial investigating officer to provide a rapid and high-

quality response, compliant in both legal and policy terms, to these often difficult and contentious situations.

The service is suitable for all schools and enables cost-effective access to a high-quality HR professional when required, without any long term commitment. Typically, available as a 3-day service, very complex investigations may require additional days.

Our highly-experienced HR specialists offer schools this impartial, efficient and effective investigatory service, giving your senior team and governors their time back to focus on your school's strategic priorities.

If you have any questions about the service, please contact your named HR Caseworker or our Duty Caseworker on 0345 066 046, option 3.

Health Assessment Questionnaires for Existing Employees

Information All Schools

The Schools' Choice HR Casework Team has been contacted by Health Management Ltd, our occupational health provider, about a number of pre-employment Health Assessment Questionnaires (HAQs) that have been submitted for existing members of staff.

As you will be aware, HAQs are part of the pre-employment checks that are carried out for new employees before they join your school; they are not meant to be used for existing employees.

If you have a concern about the health of an existing employee, we recommend that you make a referral to occupational health using their secure, online system.

HML has advised us that they will be updating the HAQ template to include a 'employment start date' and will charge the full cost of an OH appointment, £125.00, for any HAQs that are received for existing employees.

If you have any questions about managing absence or pre-employment health checks, please contact your named HR Caseworker or our Duty Caseworker on 0345 066 046, option 3.

CURRICULUM

High Quality Arts Education; GCSE Drama and A Level Drama & Theatre Studies Content Information All Schools

During [his speech](#) at the Drama and Music Education Exposition, School Minister Nick Gibb, spoke about the importance of arts as part of a broad and balanced curriculum.

As part of his speech he talked about the [New Schools Network's report into the importance of the arts](#) which examines the relationship between arts education and the EBacc.

Alongside this speech was the publication of the updated [content for the GCSE in drama and A level in drama and theatre studies](#). This update specifies that all pupils will now have

the entitlement to experience live theatre, reaffirming the government's commitment to providing pupils with an enriching arts education.

The Value of Cultural Learning Information All Schools

The Cultural Learning Alliance (CLA) released two briefing reports designed for the use of education leaders to advocate the importance of cultural learning to the social, educational, economic and personal health of young people and the nation.

The two documents [ImagineNation: the value of Cultural Learning](#) and [Key Research Findings: the case for Cultural Learning](#) include key statistics, facts and quotes from leading education and arts policy makers and practitioners to evidence the multiple positive outcomes delivered by cultural learning. It builds on previously published work of the Department Culture, Media and Sport (DCMS).

The Key Research Findings include:

- Participation in structured arts activities can increase cognitive abilities by 17%
- Learning through arts and culture can improve attainment in Maths and English
- Students from low-income families who take part in arts activities at school are three times more likely to get a degree

PARENTS AND THE WIDER COMMUNITY

Education at the Core of Social Mobility Information All Schools

During [her speech](#) at the offices of PwC at an event jointly hosted by the Sutton Trust, Education Secretary Justine Greening set out the role of education in removing obstacles to social mobility, and the importance, as Britain prepares for its future outside the European Union, of ensuring that all young people can fulfil their potential.

As part of her speech, she spoke about the expansion of the opportunity areas programme to a further 6 areas across England, including Ipswich, along with a new £3.5 million programme that will see the Education Endowment Foundation establish a research school for each of the 12 opportunity areas.

A key aim of opportunity areas is to build young people's knowledge and skills and provide them with the best advice and opportunities, including working with organisations such as the Careers and Enterprise Company, the Confederation of British Industry, the Federation of Small Businesses, and the National Citizen Service. The DfE will work with each opportunity area to respond to local priorities and needs - because each area will have its own challenges.

The full press release from the event can be [viewed here](#).

Published shortly after this press release, the new [Social Mobility, the Class Pay Gap and Intergenerational Worklessness](#) report sheds light on the extent to which people's lives are being shaped by their backgrounds.

The report found that education does have some equalising effect: "once a person's educational attainment is taken into account, the class pay gap is reduced by nearly half". This emphasises the importance of schools using their pupil premium funding wisely to support the attainment of disadvantaged pupils and providing high quality careers advice throughout their time in education.

Annual report of the Chief Schools Adjudicator for England

Information All Schools

The [annual report of the Chief Adjudicator](#), Ms Shan Scott, to the Secretary of State for Education, covering the period 1 September 2015 to 31 August 2016, has been published.

The report records the progress made by admission authorities in England in complying fully with the [School Admissions Code](#) and on the first year of operation of a new timetable for the determination of arrangements by admission authorities and for making objections to those arrangements.

The full report contains a number of findings and recommendations in particular recommendations that the DfE consider whether:

- Guidance might be provided to admission authorities on how to maximize the benefits of feeder schools in terms of continuity of education and shared work across schools, while ensuring that the selection of feeder schools does not cause unfairness to other local children
- Guidance might be provided to multi-academy trusts to ensure that the responsibility for determining admission arrangements is clearly set out and reflected in schemes of delegation to local governing bodies as appropriate
- To bring forward proposals for local authorities to have a duty to co-ordinate all in-year admissions

Concerns about admission arrangements continue to make up the largest part of the work of the Office of the Schools Adjudicator (OSA) and accounted for 200 of the total of 238 new cases of all types referred to OSA.

Industrial Strategy Green Paper Information All Schools

The Government have released the [Building our Industrial Strategy Green Paper](#), reaffirming its commitment to apprenticeships and creating "a proper system of technical education". The Green Paper seeks to outline how the system will help the half of young people who do not take A-levels or go to university, and "those parts of the country where more people take a technical track".

New plans outlined in the document include:

- Establishing new Institutes of Technology to deliver high quality STEM provision and meet local employer demands
- Increasing the quality of STEM (science, technology engineering and maths) provision
- Creating 15 “technical routes” which match the needs of the labour market, available for 16-19 year olds as two-year courses. Working with FE providers to get “industry specialists” involved in delivering the new courses and encouraging FE colleges to be “centres of excellence” for math’s and English education
- Reviewing careers advice in schools and publishing a “comprehensive strategy later this year for careers information, advice and guidance”

ACADEMISATION

LMS Document 2017-5 Academy Conversion Information All Schools

Please see the [above article](#) in relation to the new LMS documents.

Academy Conversion Information All Schools Considering Academy Conversion

In the fast-changing world of education, many schools and governing boards see forming a MAT with other likeminded schools as a logical next step. In addition, tighter budgets and the drive to find efficiencies make a compelling case for exploring this option. There are three key areas to consider:

- Vision and values – what are we trying to become?
- Scale and viability – how big and how fast?
- Leadership and governance – right people, right structure

Read more about how the Schools’ Choice Business Managers can help support you and your school each step of the way through your [transition to a sustainable MAT](#). Please contact our friendly team for more information.

E: SBMS@schoolschoice.org

T: 0345 6037 684

TRAINING

Online Governor Training Information All Schools

Many of you will be aware of the face to face training sessions we have available at venues around the county but did you know that if your school subscribes to the Schools’ Choice governor training service you can register and access a range of online learning modules?

We recognise that attending training isn't always possible which is why we are delighted to be able to offer subscribers access to online learning via the NGAs [GEL website](#) to complement our face to face training. If you follow the above link and scroll to the bottom of the page you will find the option to register. Fill in the relevant details and from the drop down menus select Local Authority, Suffolk Schools Choice and then your school to complete your registration.

Colleagues at the NGA are currently reviewing and updating the service in line with the new competency framework and will be relaunching the service in the summer as the NGA Learning Link.

Please find below details of the training courses available for the remainder of the spring term and the first half of the summer term.

As always we welcome your thoughts and comments on current courses or ideas for future courses or seminar sessions. If you have anything you would like to share with us please [email](#) us, we are always happy to hear from you.

Course:	Date and Time:	Venue:
CP2 Link Governors: Linking In	Monday 20 February at 6pm	Suffolk Borders Teaching Alliance Conference Centre
CP2 Link Governors: Linking In	Wednesday 22 February at 6pm	Edgar Sewter CP School, Halesworth
CP2 Link Governors: Linking In	Thursday 23 February at 6pm	One, Ipswich
CP3 How Do I Start? 1,2,3 – Induction Course (All Day)	Monday 6 February at 9.30am	West Suffolk House, Bury St Edmunds
CP3 How Do I Start? 1,2,3 – Induction Course (All Day)	Wednesday 1 March at 9.30am	David Lloyd Leisure, Ipswich
CP3 How Do I Start? 1,2,3 – Induction Course (All Day)	Monday 20 March at 9.30am	Wingfield Barns, nr Diss
CP8 Health & Safety	Monday 27 February at 6pm	Howard Primary School, Bury St Edmunds
CP8 Health & Safety	Tuesday 7 March at 6pm	Riverside, Lowestoft
CP8 Health & Safety	Wednesday 15 March at 6pm	One, Ipswich
<u>NEW</u> CP31 Promoting SMSC & Fundamental British Values	Thursday 2 March at 6pm	King Edward VI CEVC Upper School, Bury St Edmunds
<u>NEW</u> CP35 Effectively Chairing a Meeting	Tuesday 21 February at 6pm	One, Ipswich
<u>NEW</u> CP37 The Future of the GB: Succession Planning	Monday 27 February at 6pm	Riverside, Lowestoft
CP39 Safeguarding Children	Wednesday 8 March at 6pm	Suffolk Borders Teaching Alliance Conference Centre
CP39 Safeguarding Children	Monday 13 March at 6pm	Riverside, Lowestoft
CP43 Governor Seminars	Monday 6 March at 5pm	Ipswich Hotel, Ipswich (was known as Cameo Hotel)
CP43 Governor Seminars	Tuesday 14 March at 5pm	Howard Primary School, Bury St Edmunds
CP43 Governor Seminars	Thursday 16 March at 5pm	Riverside, Lowestoft

<u>NEW</u> CP77 What's My Role? Academy Governors R&R	Tuesday 28 February at 6pm	Riverside, Lowestoft
<u>NEW</u> CP77 What's My Role? Academy Governors R&R	Monday 13 March at 6pm	One, Ipswich
CP1 Governor Briefings	Thursday 20 April at 6pm	Suffolk Borders Teaching Alliance Conference Centre
CP1 Governor Briefings	Monday 24 April at 6pm	Howard Primary School, Bury St Edmunds
CP1 Governor Briefings	Tuesday 25 April at 6pm	Hartismere School
CP1 Governor Briefings	Wednesday 26 April at 6pm	Kesgrave War Memorial Community Centre, Ipswich
CP1 Governor Briefings	Thursday 27 April at 6pm	Riverside, Lowestoft
CP3 How Do I Start? 1,2,3 – Induction Course (All Day)	Wednesday 3 May at 9.30am	Riverside, Lowestoft
CP3 How Do I Start? 1,2,3 – Induction Course (All Day)	Thursday 25 May at 9.30am	West Suffolk House, Bury St Edmunds
CP3R The Role of Governors Revisited – An Update	Monday 15 May at 6pm	Howard Primary School, Bury St Edmunds
CP4P How Do I Start? The Primary Curriculum	Tuesday 9 May at 6pm	One, Ipswich
CP6M How Do I Start? Maintained School Finance	Wednesday 17 May at 6pm	Riverside, Lowestoft
CP7A Advanced Academy Finance	Thursday 11 May at 6pm	King Edward VI CEVC Upper School, Bury St Edmunds
CP7A Advanced Academy Finance	Tuesday 23 May at 6pm	One, Ipswich
CP13 Performance Management	Thursday 4 May at 6pm	Suffolk Borders Teaching Alliance Conference Centre
CP13 Performance Management	Wednesday 10 May at 6pm	Stradbroke High School
CP13 Performance Management	Tuesday 16 May at 6pm	One, Ipswich
<u>NEW</u> CP36 The Role of the Committee Chair	Monday 22 May at 6pm	One, Ipswich
CP39 Safeguarding Children	Tuesday 2 May at 6pm	One, Ipswich
CP39 Safeguarding Children	Wednesday 24 May at 6pm	Stradbroke High School
<u>NEW</u> CP40 Online Safety	Monday 8 May at 6pm	Edgar Sewter CP School, Halesworth
CP44 The Ofsted Framework	Monday 8 May at 6pm	Howard Primary School, Bury St Edmunds
CP44 The Ofsted Framework	Monday 22 May at 6pm	Riverside, Lowestoft
CP54 Governor Visits and Learning Walks	Thursday 18 May at 6pm	Gislingham CEVCP School
<u>NEW</u> Becoming an Academy	Thursday 4 May at 6pm	One, Ipswich

Further details for all courses and the full year's programme of courses are available from the [governor training handbook](#).

Training is free for governors when your school or academy subscribes to the annual governor training package. Please contact us for details of costs if your school does not subscribe.

To book a place on a governor training session, to find out more about the venue or to get advice on whether or not the course is suitable for you please [contact us](#) or book through our [online booking system](#).