

The Knowledge

The half termly briefing for Governors

JANUARY 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**.

Education for All Bill Information All Schools

The Secretary of State for Education, Justine Greening, announced in October that the government will not be bringing forward the planned Education for All bill in this parliament. The bill, announced in the Queen’s Speech in May, was expected to include provisions to convert schools to academy status in “underperforming” or “unviable” local authorities (LAs) and to set out a “new role” for LAs. It was also initially expected to include provisions relating to the national funding formula but it was announced in July that this would be delayed until 2018-19.

[Announcing the Technical and Further Education bill](#), Ms Greening said: “Our ambition remains that all schools should benefit from the freedom and autonomy that academy status brings. Our focus, however, is on building capacity in the system and encouraging schools to convert voluntarily. No changes to legislation are required for these purposes and therefore we do not require wider education legislation in this session to make progress on our ambitious education agenda”.

Although no new legislation will be brought forward in this session (until May 2017), the minister’s statement makes clear the “ambition” that all schools should convert voluntarily. Therefore, it is possible that further legislation to facilitate a fully academised system will be presented in the medium term.

Improving Governance Information All Schools

Her Majesty’s Chief Inspector commissioned a survey to investigate the challenges facing governing boards in schools. The report draws on evidence from visits to 24 improving primary, secondary and special schools that are situated in some of the poorest areas of the country to look at their governance arrangements.

The report also uses evidence from routine inspections and monitoring visits over the last year and from 2,632 responses to a call for evidence initiated by HMCI in November 2015.

The report identifies the barriers faced by governors in these schools and the actions taken to strengthen their professional skills and fulfil their roles as effective, strategic school leaders.

The key findings in the report are:

- many governors lack the expertise needed in an increasingly complex education system to hold school leaders to account
- governors need better access to highly skilled people who have the educational expertise to help them meet the increased demands of their role
- recruitment and retention of governors is a serious challenge, particularly in some of the poorest areas of the country
- clarity about lines of accountability, roles and responsibilities is an essential part of effective governance
- weak governance, including in some of the poorest areas of the country, is at risk of going undetected until the school is inspected by Ofsted
- paying the chairs of governing boards can act as a means to achieving a professional and open relationship between governors and school leaders
- governors from within the community make an essential contribution, particularly in areas of deprivation

The report goes on to make a number of recommendations. Governing boards of all schools should:

- ensure clarity of roles, responsibilities and lines of accountability for governance, particularly where multi-level governance makes accountability complex
- publish information about governance on the school website in line with statutory requirements or the academy funding agreement to ensure transparency and clarity of roles and responsibilities
- ensure that they have a robust review method in place to assure themselves that the board is effective
- secure professional support and governor training as needed to ensure effective governance.

Multi-academy trusts should:

- review schemes of delegation annually and ensure that clear lines of accountability, back to trust board level, are understood and effective
- publish each academy's annually reviewed scheme of delegation on the website of the multi-academy trust and ensure that local governing boards, where they exist, fully understand their roles and responsibilities
- ensure that local governing boards use support from experts across the trust and beyond to closely monitor the performance of schools where they have delegated responsibility for doing so.

The Department for Education should consider:

- publishing national quality standards to encourage schools to continue to improve governance by undertaking robust self-assessment and making use of their findings
- expanding the number of effective national leaders of governance and the provision of professional clerks so that schools can access the right level of professional support for their needs
- ensuring greater coordination by the National College for Teaching and Leadership of national leaders of governance
- improving the effectiveness and the consistency in the quality of external reviews of governance.

Ofsted will:

- report more robustly on the extent to which governors are committed to their own professional development in order to secure sustained improvements in governance practices.

The full report is available to download from the [DfE website](#).

Schools' Choice Clerking – Customer Satisfaction Survey

Information All Schools

We have been conducting a survey to find out your views on the clerking service. Thank you to those of you who have responded – your feedback is really useful. If you have not responded and would like to please do so via [this link](#).

If you have any concerns or requests with regard to your clerking, please contact [Catherine Barratt](#) (Schools' Choice Clerking Manager) directly.

Becoming A Clerk Information All Schools

We are always on the lookout for good clerks so if you are a governor or retiring head teacher and think this may interest you, please do get in touch. Full training is provided. Please contact [Catherine Barratt](#) if you would like to discuss this further.

ADMISSIONS

Determining Admission Arrangements Information Own

Admission Authority Schools (voluntary aided, foundation, free schools and academies)

The governing body or academy trust of an own admission authority school is responsible for ensuring that the admission arrangements comply with the law. In drawing up admission arrangements, admission authorities must ensure that their practices and the oversubscription criteria used to decide the allocation of school places are fair, clear and

objective. Parents should be able to look at a set of arrangements and understand easily how places for the school will be allocated.

Consultations must be held at least every 7 years, or whenever you propose to make any changes. Consultations should be for a minimum of six weeks between 1 October and 31 January in the determination year. Even if you do not consult on any changes, your governing body or academy trust must determine the admission arrangements by 28 February each year.

Your admission arrangements for the 2018/2019 school year must be determined by 28 February 2017. Once determined, you must publish a copy of the arrangements on the school's website and they should remain there until the end of the school year to which they apply. A copy of the full determined arrangements must be sent to the Local Authority by 15 March in the determination year.

If you would like further advice please contact Jan Scott, Senior Infrastructure Officer (Admissions and Transport) at jan.scott@suffolk.gov.uk, or call 01473 264657.

FINANCE & PROCUREMENT

School Revenue Funding Settlement 2017/18 Information All Schools

A written statement to parliament from Nick Gibb MP has been [published on the DfE website](#) detailing funding arrangements for schools in 2017/18. The statement includes the designated schools grant (DSG), the education services grant (ESG) transitional grant and the pupil premium.

The funding arrangements for 2017 to 2018 are broadly similar to last year. The main changes for 2017 to 2018 are:

- the DSG blocks have been rebaselined to reflect current spending patterns
- funding for ESG retained duties (£15 per pupil) will be transferred into the schools block for 2017 to 2018
- the removal of the post-16 funding factor, but with protection through the minimum funding guarantee (MFG)
- that local authorities will be able to retain funding from the DSG from maintained schools, including special schools and pupil referral units (PRUs), for statutory duties previously covered by the ESG
- using a national weighting for secondary low attainment figures
- using new bandings for the index of deprivation affecting children (IDACI)
- that local authorities are submitting one authority proforma tool (APT) in January 2017
- we are consulting on changes to the arrangements for free school recoupment
- we are introducing a grant to local authorities to cover monitoring and commissioning of school improvement and intervention in failing schools

- clarification on the PFI factor, not all schools have to receive the same funding under the factor, it may vary between PFI contracts

Pupil premium allocations for financial year 2017-18 will be published in June 2017 following the receipt of pupil number data from the spring 2017 schools and alternative provision censuses.

Full details of the arrangements for 2017/18 can be [viewed here](#) which includes the operational guide.

Early Years Funding Consultation Response Information All Schools

The DfE has [published its response](#) to the Early Years Funding consultation which was launched in August and was the third strand of the consultation. The outcome of the consultation is that:

A new early years national funding formula will allocate funding to local authorities (LAs) for the existing 15-hour entitlement for all three and four year olds and the addition 15 hours for children of eligible working parents. This will include a base rate and an uplift for additional needs.

National Funding Formula Stage 2 Consultation Information All Schools

Building on the earlier consultation which ran between March and April 2016, the response to which can be downloaded [here](#), the second stage of the consultation into the national funding formula is now open. The consultation will be open until 5pm on 22nd March 2017 and invites views on:

- the weighting for each factor in the schools national funding formula
- the transition to the formula
- the implementation of the formula

It is proposed that the changes would be made in two stages:

1. from April 2018: funding will be re-distributed between local authorities (LA) but LA formulae will remain as a transitional year
2. from April 2019: a National Funding Formula (which the DfE have styled a hard NFF where the majority of funding will be distributed directly to schools)

You can [respond to the consultation here](#) where you will also find the associated documents including a tool titled 'Impact of the proposed schools NFF' to help you assess what the proposal may mean for your school.

High Needs National Funding Formula Stage 2 Consultation

Information All Schools

At the same time as consulting on the national funding formula (detailed above) the government are also consulting on the design of the high needs national funding formula and on changes to the way the funding is distributed.

High needs funding is for children and young people with special educational needs or disabilities who need extra support at school, college or alternative provision settings.

You can view the documents associated with the consultation and [respond to it here](#). The consultation will remain open until 11.45pm on 22nd March 2017.

Financial Sustainability of Schools

Information All Schools

The National Audit Office (NAO) has [published a report](#) which examines the value for money of the DfE's approach to managing risks to schools' financial sustainability in light of increasing cost pressures.

According to the NAO the DfE's approach to managing the risks to schools' financial sustainability cannot be judged to be effective or providing value for money until more progress is made.

The Department estimates that mainstream schools will have to find savings of £3.0 billion (8.0%) by 2019-20 to counteract cumulative cost pressures, such as pay rises and higher employer contributions to national insurance and the teachers' pension scheme.

The Department's overall schools budget is protected in real terms but does not provide for funding per pupil to increase in line with inflation. Funding per pupil will, on average, rise only from £5,447 in 2015-16 to £5,519 in 2019-20, a real-terms reduction once inflation is taken into account.

In light of their findings the NAO have made a number of recommendations to the DfE which include publishing, as soon as possible, its assessment of the financial challenges to be faced by schools between 2015-16 and 2019-20 and move faster to set out how it envisages mainstream schools will achieve savings of £3.0 billion by 2019-20, together with the information and support schools will need in order to do so.

New Funding for School Improvement

Information All Schools

In November Justine Greening, Education Secretary, [announced new resources](#) to ensure that the number of good school places continue to rise. The new funds being made available include:

- from September 2017, a £50 million a year fund for local authorities to continue to monitor and commission school improvement for low-performing maintained schools
- a new £140 million 'Strategic School Improvement Fund' for academies and maintained schools - aimed at ensuring resources are targeted at the schools most in need of

support to drive up standards, use their resources most effectively and deliver more good school places

- alongside this new work, the Education Endowment Foundation (EEF) has committed to spend a further £20 million over the next 2 years to scale up and disseminate evidence-based programmes and approaches.

Regional Academy Growth Fund Information Academies

In November the [Regional Academy Growth Fund \(RAGF\) application form](#) was updated. The RAGF supports eligible academy trusts that need additional funding to take on schools. Any trust looking to apply should also read the [associated guidance](#) before doing so.

The deadline for submitting applications is 20th January 2017 and applicants will be notified of the outcome of their application no later than 31st March 2017.

Apprenticeship Levy Information All Schools

The government's [apprenticeship reform programme](#), which is to be implemented from April 2017, aims to deliver more apprenticeships of a better quality to benefit employers, individuals, and the economy. This is not specific to the education sector and potentially impacts all employers nationally with a pay bill of £3million per year.

Guidance on apprenticeship funding and how it will work is available from the [DfE website](#).

More information is available from Schools' Choice [here](#).

The levy was also discussed at the Schools Forum meeting on 24 November and you can download the papers from this meeting from [Suffolk Learning](#).

PERSONNEL & STAFFING

Schools' Choice HR Revised Model Capability Policy and Recruitment and Selection Toolkit, and New Leave of Absence Policy Information All Schools

Schools that subscribe to the Schools' Choice HR Caseworker service are advised that a revised capability policy and recruitment and selection toolkit, and a new leave of absence policy will be available to view from the [Schools' Choice website](#) from the beginning of the new year. Schools wishing to use the new and revised policies as their own will need to formally adopt them at a governing board meeting.

Revised Capability Policy 2016

The previous (2012) edition of the policy has been amended to clarify the timescales for appeals and to include guidance on how a formal hearing is conducted.

Revised Recruitment and Selection toolkit 2016

Amended to reflect the latest edition of the statutory guidance Keeping Children Safe in Education.

NEW Leave of Absence Policy 2016

The policy sets out guidance on a wide range of discretionary absence, including compassionate leave and time off for GP, dental or a hospital appointments. For completeness, it also identifies statutory obligations and where national provisions for teachers or support staff exist. Further advice and guidance is available from the Schools' HR Casework Team.

'Specialist and Non-Specialist' Teaching Information All Schools

A report has been [published](#) which looks at the extent and impact of 'specialist' and 'non-specialist' teaching in state-funded secondary schools.

This report is a direct response to recommendation 4 of the [report](#) from the Public Accounts Committee in June 2016, where they wrote that the Department for Education should report back *"on the extent and impact of teachers taking lessons they are not qualified in."*

The report is split into two chapters, each of which has a separate focus; the first chapter focuses on the *extent* of 'specialist' and 'non-specialist' teaching in state-funded secondary schools in England and the second chapter focuses on the *impact* of 'non-specialist' teaching on pupil outcomes.

Induction for Newly Qualified Teachers Statutory All Schools

The DfE has issued [revised statutory guidance](#) for the induction of newly qualified teachers (NQTs).

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions as detailed in the guidance.

Governing boards should ensure that their school complies with this revised guidance and satisfy themselves that the establishment has the capacity to support any NQTs.

CURRICULUM

Getting Ready for Work Information Secondary Schools

The recently published ['Getting ready for work'](#) survey report examines how secondary schools are preparing young people for the world of work through enterprise education and work-related learning. It looks at how schools are working with local businesses and, given the concerns found in a [recent report on apprenticeships](#), it also looks in detail at the way apprenticeship programmes are promoted in schools.

The report makes a number of recommendations for the DfE, Ofsted, secondary schools and employers.

A press release from Ofsted, including comments from Sir Michael Wilshaw, in response to the survey report can be [viewed here](#).

Music and Cultural Education Guidance for Governors

Information All Schools

The government has [announced](#) investment of over £300 million to enable children to enjoy the benefits of both music and arts. Over a four-year period, the government will provide the funding to a nationwide network of 121 music education hubs to try and get more young people to participate in music.

Arts Council England in partnership with the National Governors Association and Music Mark have produced two guidance documents for governors on music and cultural education. Both documents can be downloaded from the [advice and guidance library](#) of the Arts Council website by searching for the key word 'governors'.

PARENTS AND THE WIDER SCHOOL COMMUNITY

School Place Planning Information All Schools

Suffolk is expected to see a large amount of housing growth in the next decade and this will require planning for additional school places and associated buildings to accommodate the increasing numbers of young people resident in the county. Suffolk County Council has an Education and Learning Infrastructure Plan that sets out the main issues which you can view [here](#) but if there are issues local to your school that you would like to discuss please contact [Pete Mumford](#) in the Schools Infrastructure Team.

Academies Admission Appeals Review Information All Schools

The Education Funding Agency has [published a report](#) on the handling of complaints about academy independent appeal panels (IAPs) in 2015.

The most common complaints were about where the IAP was not found to have adequately considered:

- the lawfulness of the academy's admissions arrangements
- whether the arrangements had been applied properly
- the child's individual circumstances

The report includes recommendations to help ensure all future appeals are compliant and to reduce the number of complaints.

Grammar Schools and Social Mobility Information All Schools

The Education Policy Institute (EPI) has [published its second report](#) on the government's proposals to allow the expansion of selective education in England. The report follows the recent Autumn Statement which announced the expansion will be backed by £200 million capital funding over the next 4 years.

This second report looks at:

- what the effects would be of putting new grammar schools in different parts of the country; and
- the impact of introducing quotas for free school meal children in grammar schools

ACADEMISATION

Establishing and Developing Your Trust Information Academies

In December the Department for Education released a new [good practice guidance document](#) for academy trusts. The new guidance document gives advice on what regional schools commissioners look for when they assess and approve:

- the establishment of new multi-academy trusts (MATs)
- plans for growth of existing MATs

It also gives guidance on developing a successful trust, including advice on:

- school governance and leadership
- helping schools improve
- financial sustainability and risk management

Academy Conversion Process Advice Information All Schools

There are a number of schools considering a range of options for becoming an academy. Whilst Suffolk County Council would suggest discussing the decision making and application processes with colleagues from the Department for Education, if there are any questions about the process once the application has been approved, in particular about land/buildings leasing or commercial arrangements, please direct them to [Pete Mumford](#), Suffolk County Council Academies Project Lead, who can provide early advice in how to work successfully with the LA on a successful transfer.

Schools' Choice are able to offer full project management support for academy conversion. This includes support at the early stage of deciding to form a Multi Academy Trust and successful application and the later business activities in creating a new or expanding trust. Schools' Choice offer a range of support across the business management function across HR, property, finance, payroll and governance. We work with shadow governing boards, CEOs and business managers with formal project planning. We can provide a light touch support service for those with more experience or a more hands on support arrangement where we provide the additional capacity to create your new charitable company for you.

Please contact sbms@schoolschoice.org for further information on how Schools' Choice can help you with your academy conversion plans.

DATA, OFSTED & SCHOOL ACCOUNTABILITY

Ofsted Annual Report 2015/16 Information All Schools

In December Her Majesty's Chief Inspector, Sir Michael Wilshaw, [published his 5th annual report](#) to parliament. This report sets out the evidence and findings on the quality of schools, early years' providers and the further education and skills sector.

In his covering letter to the Secretary of State Sir Michael states that this year's report:

'Describes an education and skills system that has improved considerably over the past five years. In particular, it is children under the age of 11 who have benefited most. The extent to which high-quality education for younger children is more fairly distributed than in the past is a significant achievement.

My report also emphasises some of the challenges that remain. Secondary schools have improved but the gap between the North and Midlands and the rest of the country has not narrowed, in fact, it has widened slightly. The quality of technical and vocational education and training needs to improve if we are to meet the skills challenges of the future. Improvements in both these respects will contribute positively to the ongoing role that education plays in encouraging shared values across different communities'.

Some of the key areas detailed in the report are:

- for the sixth year in a row, the proportion of good and outstanding nurseries, pre-schools and childminders has risen and now stands at 91%. The proportion of good and outstanding nurseries is now almost the same in the most deprived areas of the country as in the least deprived
- the proportion of good and outstanding primary schools has risen from 69% to 90% in 5 years. The reading ability of pupils eligible for free school meals at age 7 in 2015 was 6 percentage points closer to the level of their peers than 5 years ago
- secondary schools have improved and 78% are now good or outstanding.
- pressures on the supply of secondary teachers have not abated. Fifteen of the 18 curriculum subjects had unfilled training places this year
- the proportion of good or outstanding general further education colleges has declined from 77% in 2015, to 71% this year
- there are some signs of improvement in the quality of apprenticeships. However, the supply of high quality apprenticeships at level 3 is not yet meeting demand.

The accompanying press release can be found [here](#).

Ofsted School Inspection Update November 2016 Information

All Schools

The November 2016 inspection update has been [published](#). This newsletter updates inspectors and stakeholders with information and guidance about Ofsted's work in schools. In the latest update Sean Harford HMI (National Director, Education) provides clarity on all governors being notified of the provisional judgement from an inspection and asks his inspectors to more thoroughly assess and report on the effectiveness of careers education, information, advice and guidance among other things.

What Schools Must Publish Online Statutory All Schools

The DfE has updated its guidance on what maintained schools must publish on their websites. The update clarifies what voluntary aided schools must publish in terms of their admissions criteria.

Governing boards are reminded that the DfE amended the School Information (England) Regulations 2006 in September 2016. This introduced a number of changes to what schools need to publish on their website, including additional information on the pupil premium and changes to assessment information.

Different guidance is available for both [maintained](#) and [academy](#) schools.

For those schools who subscribe to the Governor Subscription Service a RAG checklist is available for each school type in our resources page on [GovernorHub](#).

Key Stage 2 Performance Tables Update Information All Schools

The DfE have published the [key stage 2 performance tables](#) for the 2015/16 academic year alongside a revised [statistical first release](#). Based on the revised results for 2016 the number of schools meeting the proposed definition for coasting at key stage 2 is 477 (This was 479 based on provisional results).

Once the final regulations have been made and published, the DfE will publish a table showing the number and percentage of schools that meet the key stage 2 coasting definition, by each local authority area, based on the revised 2016 results. They will also confirm how the group of schools falling under the coasting definition interacts with the group of schools below the floor.

No school will be formally confirmed as coasting until the regulations come into force.

The performance tables are a key tool for governors and trustees as it makes it possible to compare the KS2 SATs results and teacher assessment information in one school with any other school across the country. They also include a breakdown of expenditure (LA maintained only), key performance indicators and absence rates in each school.

At the same time as publishing this information the DfE also updated the primary school accountability [technical guidance](#) with the revised 2016 data.

If you would like to know more about how the DfE receive, report and calculate the data in the school performance tables please [click here](#).

The key stage 4 data is scheduled to be published on 19 January 2017.

The DfE have published a collection of guidance and further information documents to support interested parties to analyse the data reported in the performance tables which can be accessed [here](#).

New Ofqual Chair Information All Schools

A press release in December announced the appointment of Roger Taylor as the next Chair of Ofqual.

Mr Taylor replaces Amanda Spielman, who succeeds Sir Michael Wilshaw as Ofsted's Chief Inspector.

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

Trends in International Mathematics and Science Study (TIMSS) 2015 National Report Information All Schools

The TIMSS is overseen by the International Association for the Evaluation of Educational Achievement (IEA). It provides participating countries internationally comparable data on the performance and attitudes of 9 to 10 (year 5) and 13 to 14 year-olds (year 9) in maths and science as well as comparisons of the curriculum and the teaching of these subjects in primary and secondary schools.

Pupils in England performed, on average, significantly above the international mean in maths and science in both years 5 and 9 in TIMSS 2015. Comparing England's overall performance in 2015 with 2011, there were increases in maths and science performance in both years 5 and 9, although none of these were significant.

The full report, published in November, is available to [download here](#).

Programme for International Student Assessment (PISA) 2015 National Report Information All Schools

The PISA, led by the Organisation for Economic Co-operation and Development (OECD), provides evidence on how the achievement and abilities of 15-year-olds varies across countries. PISA is conducted every three years, and pupils are tested in four subjects (science, mathematics, reading and collaborative problem solving). The data gathered enables us, the UK, to benchmark ourselves against the rest of the world, and to spot particular strengths and weaknesses in our education system.

The average science, mathematics and reading scores of pupils in England have not changed since 2006. Our 15-year-olds continue to perform significantly above the OECD average in science whilst they remain at the OECD average for mathematics. For the first

time in 2015, pupils in England perform significantly, but only just, above the OECD average in reading.

The full report, which was published in December 2016, is available from the [DfE website](#).

Class Differences: Ethnicity and Disadvantage Information All Schools

A recent report by the Sutton Trust titled [Class differences: Ethnicity and disadvantage](#) highlights how the academic attainment of disadvantaged pupils at 16 varies dramatically between different ethnic groups.

The report looks at the outcomes for pupils eligible for free school meals at GCSE. Among the findings were that White working class pupils achieve the lowest grades at GCSE of any main ethnic group, with just a quarter of boys and a third of girls achieving 5 good GCSEs. Disadvantaged Chinese pupils perform above the national average for all pupils, while Bangladeshi, Indian, black African and Pakistani pupils from poorer homes all perform well above the national average for disadvantaged pupils.

It is important that governors know and understand the disadvantaged groups in their school and what is being done in school to address the specific issues any group faces.

Impact of Breakfast Clubs Information All Schools

The [publication of the results](#) from a randomised controlled trial by the Education Endowment Foundation (EEF) have shown that pupils in primary schools who attend breakfast clubs before school benefit from an improvement in their reading, writing and maths.

The results are based on the Magic Breakfast project jointly funded by the DfE and the EEF.

The independent evaluation by researchers at the Institute for Fiscal Studies and the National Children's Bureau found that Year 2 children in schools with a breakfast club made two additional months' progress in reading, writing and maths compared with a similar group whose schools were not given support to offer breakfast.

SAFEGUARDING, HEALTH & WELLBEING

Mandatory Reporting of Female Genital Mutilation (FGM)

Statutory All Schools

The procedural information for the mandatory reporting of FGM was updated in December.

Section 5B of the 2003 Act introduced a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known'

cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

Please ensure that your school staff are familiar with the updated procedural information available [here](#).

School Attendance Guidance Information All Schools

During November the Department for Education updated and reissued its guidance on school attendance to reflect the 2016 amendments to the Education (Pupil Registration) (England) Regulations 2006.

To access this new guidance, visit the [DfE website](#).

This can be read alongside the [school attendance parental responsibility statutory guidance](#) which provides information on dealing with poor attendance and behaviour in school

Permanent and Fixed Term Exclusions 2014/15 Information All Schools

The DfE have [published figures](#) detailing the level of permanent and fixed term exclusions in England. Overall, the rate of permanent exclusions has increased slightly from 0.06% of pupils enrolled in 2013/14 (4,950 exclusions) to 0.07% in 2014/15 (5,800 exclusions). 83% of the permanent exclusions on 2014/15 were from secondary schools, up from 81% in 2013/14.

The rate of fixed term exclusions has increased from 3.50% of pupils enrolled in 2013/14 to 3.88% in 2014/15.

Persistent disruptive behaviour remains the most common reason for both permanent and fixed term exclusions.

Children and Young People's Mental Health Information All Schools

The Health Committee is beginning [a new inquiry](#) into the role of education in promoting emotional wellbeing in children and young people and preventing the development of mental health problems.

The Committee seeking evidence for the inquiry specifically examining the role of education in promoting emotional wellbeing in children and young people and preventing the development of mental health problems. With a specific focus on the role of educational settings in prevention and early intervention, the Committee will be examining:

- promoting emotional wellbeing, building resilience, and establishing and protecting good mental health
- support for young people with mental health problems
- building skills for professionals

- social media and the internet

You have until Friday 20 January to send a written submission of up to 3,000 words should you wish to.

This new inquiry follows promptly on the heels of a recent publication by the Education Policy Institute titled '[Time to Deliver](#)'. This is the third and final report of the Education Policy Institute's Independent Commission on Children and Young People's Mental Health.

During the course of their investigation the EPI identified that specialist mental health services are, on average, turning away 23 per cent, or almost one in four, children and young people referred to them for treatment by their teachers or GPs.

The complete collection of reports can be [accessed here](#).

Free Workshops to Raise Awareness of Prevent (WRAP)

Information All Schools

The Counter Terrorism and Security Act 2015 places a duty on specified authorities to have "due regard to the need to prevent people from being drawn into terrorism". This duty includes training staff to recognise radicalisation and extremism and know how to report any concerns.

This multi-agency training is designed to help staff recognise and support people who are vulnerable to radicalisation or to being influenced by extremism. Alongside other safeguarding training it is important for all staff who work with children, young people and adults to know how to recognise those who are vulnerable to radicalisation and how to access appropriate support.

Who is the training aimed at?

Any frontline staff working with children and young people or vulnerable adults, from district, borough or county councils, police, school staff or governors and the voluntary and community sector.

What are the dates?

- 13th February: West Suffolk House, Bury St Edmunds, 9.45 – 11.15am
- 13th March: Landmark House, Ipswich, 2 – 3.30pm
- 12th April: Riverside, Lowestoft, 9.45 – 11.15am
- 31st May: Landmark House, Ipswich 9.45 – 11.15am
- 6th June: Endeavour House, Ipswich, 2 – 3.30pm

How can I book?

To book a place either:

- book online via the Suffolk CPD website: <http://www.suffolkcpd.co.uk>
- or contact Katie Proctor katie.proctor@suffolk.gov.uk or tel: 01473 260736 providing your name, job title, organisation, email and phone number.

If you are unable to attend the face to face training there are also e-learning packages.

There is a general awareness raising package developed by the College of Policing:
http://course.ncalt.com/Channel_General_Awareness/01/index.html

The Home Office have developed an e-learning package for people from education settings:
<https://www.elearning.prevent.homeoffice.gov.uk>

There is also awareness raising information on the Let's Talk About It website at:
<http://ltai.info>

TRAINING

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.

Please find below details of the courses available during the spring term.

Course:	Date and Time:	Venue:
CP1 Governor Briefings	Monday 9 January at 6pm	Hartismere School
CP1 Governor Briefings	Tuesday 10 January at 6pm	Howard Primary School, Bury St Edmunds
CP1 Governor Briefings	Wednesday 11 January at 6pm	Riverside, Lowestoft
CP1 Governor Briefings	Thursday 12 January at 6pm	Kesgrave War Memorial Community Centre, Ipswich
CP1 Governor Briefings	Monday 16 January at 6pm	Suffolk Borders Teaching Alliance Conference Centre
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)	Saturday 14 January at 9.30am	The Farmers Club, Bury St Edmunds
CP3 How Do I Start? 1,2,3 – Induction Course (All Day)	Tuesday 17 January at 9.30am	Riverside, Lowestoft
CP3 How Do I Start? 1,2,3 – Induction Course (All Day)	Monday 23 rd January at 9.30am	David Lloyd Leisure, 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
CP3R The Role of Governors Revisited – An Update	Thursday 9 February at 6pm	Riverside, Lowestoft
CP6A How Do I Start? 6A: Academy Finance	Thursday 19 January at 6pm	King Edward VI CEVC Upper School, Bury St Edmunds
CP6A How Do I Start? 6A: Academy Finance	Wednesday 1 January at 6pm	One, Ipswich
CP6A How Do I Start? 6A: Academy Finance	Tuesday 7 February at 6pm	Riverside, Lowestoft

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
CP34 Taking the Chair	Wednesday 25 January at 6pm	Howard Primary School, Bury St Edmunds
<u>NEW</u> CP35 Effectively Chairing a Meeting	Tuesday 21 February at 6pm	One, Ipswich
<u>NEW</u> CP36 The Role of the Committee Chair	Tuesday 24 January at 6pm	Riverside, Lowestoft
<u>NEW</u> CP37 The Future of the GB: Succession Planning	Monday 27 February at 6pm	Riverside, Lowestoft
CP39 Safeguarding Children	Thursday 24 January at 6pm	One, Ipswich
CP39 Safeguarding Children	Thursday 2 February at 6pm	Edgar Sewter CP School, Halesworth
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	Monday 30 January at 6pm	King Edward VI CEVC Upper School, Bury St Edmunds
<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
CP78 The Role of Additional Governors & IEBS	Thursday 26 January at 6pm	Stowmarket High School
CP81 People Matters: Because People Matter	Tuesday 31 January at 6pm	Riverside, Lowestoft

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](#).