

The Knowledge

The half termly briefing for Governors

NOVEMBER 2016

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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**.

Divestment of Schools’ Choice **Information All Schools**

Schools’ Choice has been trading with schools and academies across Suffolk and beyond since April 2014. In order to support its continuing success, the County Council has agreed that Schools’ Choice will be divested on 1 January 2017.

[Click here to read more.](#)

The challenge of governor recruitment **Information All Schools**

Recruiting governors can be a challenge and that is before you consider the time commitment required to carry out the role effectively and the increased emphasis on skills. There is sadly no sure fire technique to recruiting governors but whenever you are recruiting make it clear in any of the advertising materials what being a governor means in your school and the type of skills you would like any candidate to have.

Below you will find some other useful tips from Suffolk County Council’s Leadership and Governance team that you may like to consider when you are next looking to recruit a governor for your school.

1. Complete a skills audit of your governing body to gain a good understanding of which type of governor your school needs.
2. Talk to those regular visitors to the school, e.g. parent helpers, community police officers, Social Services and Early help workers.
3. Look at your local businesses and find out if they would be interested in nominating governors from a corporate social responsibility standpoint.
4. When the school has events, such as presentation evenings, parents’ evenings, sports days and other social events, ensure that leaflets and posters are displayed encouraging parents to become governors.

5. Ask local business to sponsor your events and point out the new customer base they could develop business relationships with.
6. Ask your head teacher to approach other schools and find out if there are any members of staff who would be interested in becoming a governor as part of their professional development.
7. Ensure that your school website has a section on “*what you have to do to become a school governor*”
8. Contact your local parish magazine and find out if you could use it to advertise for new governors.
9. Ask a local charity if they have anyone who would be interested in becoming a school governor.
10. The LA works with **Inspiring Governance** an organisation dedicated to recruiting and placing school governors. Its services are free to schools and LAs. Visit their website [here](#).

Constitution of maintained schools governing bodies **Statutory** **Maintained Schools**

The DfE has updated its [statutory guidance](#) document which sets out the arrangements for the constitution of maintained school governing bodies. Key updates include:

- Disclosure and Barring Service checks
- supplying information to the secretary of state about those involved in governance via Edubase
- the role of the governing board in addressing both the training and development needs of individual governors
- clarified information on parent governors

There is also reference to the new Governors’ Competency Framework announced in the white paper, Educational Excellence Everywhere. This is expected to be published this autumn.

Building a school system that works for everyone **Information** **All Schools**

Speaking to Parliament in September, Education Secretary Justine Greening said that the government wanted to build on the progress made over the last 6 years, which has led to 1.4 million more children in good or outstanding schools than in 2010. The full speech can be read [here](#).

As part of this a number of new proposals were put forward to create a 21st-century school system that works for everyone.

The proposals include:

- allowing new selective schools to open, existing ones to expand, or non-selective schools to convert where there is demand; in addition, these schools must meet certain conditions such as guaranteeing places for children from disadvantaged backgrounds or helping to establish non-selective free schools
- stronger, more demanding requirements for independent schools to retain the benefits associated with charitable status; this could include offering bursaries to those less able to afford them or sponsoring schools in the state sector
- requiring universities to open or sponsor schools in exchange for the right to raise their tuition fees
- lifting the cap on new faith free schools which requires them to limit the number of pupils admitted on the basis of faith to 50% and replacing it with new measures to ensure all new faith free schools are truly inclusive

The DfE is consulting on these proposals. The consultation can be accessed and responded to [online](#) and is open until 12 December 2016.

FINANCE & PROCUREMENT

PE and sport premium conditions of grant 2016-17 Information

All Primary Schools

In accordance with Section 16 of the Education Act 2002, the Secretary of State has laid down the [terms and conditions](#) on which financial assistance is given in relation to the PE and sport premium payable for the academic year 2016 to 2017.

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2016 to 2017 academic year, to encourage the development of healthy, active lifestyles. Further guidance on how to use the funding can be found [here](#).

LMS document 2016/20: 2017/18 budget Information All

Schools

[LMS document 2016/20](#) recently highlighted a decision made by the Suffolk Schools forum. The impact of this on maintained school's budgets will be an estimated reduction of £33 per pupil to finance the transfer between the "schools block" and "high needs block".

For Suffolk LA maintained schools the impact of this will be felt from 1/4/17. For Suffolk academies, the impact will be from 1/9/17 due to the lagged replicated formula funding.

It is important to highlight this is one factor that will influence the per pupil funding. Each year there will be a number of factors that can influence each schools per pupil funding. In the budget formula there is also a fixed amount for each school eg "lump sum", for Suffolk schools currently £114,000 per school. There are also variable items, primarily value per key stage (which are different per key stage).

Due to fixed and variable funding factors and changes in the profile that will impact how funding is distributed eg changes in total pupils in the LA and opening or closing schools, it will be extremely difficult to forecast the net impact of each schools funding per pupil.

One of the key factors in understanding your future funding for pupil led factors and if:

1. You school is in receipt of the minimum funding guarantee (MFG)
2. Your funding is capped for gains (increased funding relative to last year funding per pupil)
3. In receipt of the formula funding with no MFG or capped gains

If you are in receipt of MFG or have capped gains, it is important to understand by what degree. Current MFG is set at -1.5%. This means that you are guaranteed to not lose any more than 1.5% less funding per pupil relative to last year. MFG is financed through capping any gains year on year. This is 4.54% for Suffolk this year. This is designed to provide a level of stability to schools that see a significant change in per pupil funding through formula changes and make adjustments over time. Protecting against significant losses or managing significant gains incrementally.

For these schools, it provides a degree of certainty for planning purposes when changes in overall funding per pupil.

More information is available in the Schools Forum papers at [Schools Forum Papers – 13th October 2016](#).

Letter to academy trust accounting officers Information

Academies

In October, Paul Lauener (Chief Executive of the Education Funding Agency), [wrote to all academy accounting officers](#) to set out their key responsibilities relating to financial management and governance.

The letter emphasises the role of the accounting officer in terms of setting 'the standards of financial management and governance for everyone' within the organisation and that the intervention of the EFA into academies is often a consequence of the accounting officer not understanding their responsibilities.

It is suggested that the letter should be discussed at the next meeting of the board.

Governing boards need to ensure they understand their role in relation to school finances and have the confidence to act when necessary. The trust board has collective responsibility for the financial effectiveness of the trust. The [Academies Financial Handbook](#) requires the board of trustees to establish internal control procedures in order to monitor financial transactions and ensure openness with the public.

Academies Financial Handbook 2016 Information Academies

In July we reported that the Education Funding Agency (EFA) has published the 2016 [Academies Financial Handbook \(AFH\)](#).

In particular, the updated AFH makes it absolutely clear that publication of governance arrangements on the trust website is mandatory, including publication of the scheme of delegation where the trust is a MAT, and includes further drives to promote increased transparency and openness. There is also an increased emphasis on seeking the right skills when recruiting new governors/ directors/trustees.

It sets out in writing for the first time that there must be a lead executive in MATs and so-called “flat MATs” or “rotating” senior executive leaders will not be permitted.

Lord Nash writes to Chairs of academy trust boards

Information Academies

Lord Nash, Parliamentary Under Secretary of State for Schools, sent a letter to all Chairs of academy trust boards in October. The letter draws attention to the importance of good governance to robust financial oversight and management. This includes having:

- a board that is made up of people with a sufficiently diverse range of perspectives to enable robust decision making
- trustees with all the right skills and experience to provide effective governance
- clear governance arrangements that are transparent to everyone, including through a published scheme of delegation

At the time of writing the letter has not been published online and as such we are unable to direct you to the full document.

Overseeing financial performance Information All Schools

School governors and academy trust members and trustees have an important role in ensuring high standards of achievement for all children and young people in their school.

One of the ways you can do this is by overseeing the financial performance of the school, making sure its money is well spent. As part of the [schools financial health and efficiency collection](#) on the www.gov.uk website there is information for governors and trustees about [their role](#) in schools financial efficiency and a list of [top 10 planning tips](#).

The Department for Education (DfE) added a new module to its Procurement Training for Schools section of the Schools Financial Health and Efficiency Toolkit, on 21st October 2016. The toolkit is aimed at school leaders, including School Business Managers and governors/trustees/directors. The new module is entitled Fraud Awareness and includes PowerPoints, trainers' notes and other guidance materials and resources. All the Procurement Training for Schools modules can be downloaded from [here](#).

PERSONNEL & STAFFING

Handling strike action in schools Information All Schools

In September the DfE published updated non-statutory advice and guidance on handling strike action in schools. It provides advice on keeping schools open on strike days, and explains the law on trade disputes and picketing.

It is best practice for headteachers to consult governors, parents and the Local Authority, academy trust or diocesan representative (where appropriate) before deciding whether to close.

The full guidance document can be downloaded [here](#).

Safer recruitment pre-employment checks Statutory All Schools

Following the publication of the new edition of Keeping Children Safe in Education (KCSiE) in September 2016, it is timely to remind all governors about the requirements enshrined within it. A copy of KCSiE can be found [here](#).

To accompany the new document, schools have received additional guidance in the form of an [LMS letter](#) for maintained schools and a [Schools' Choice letter](#) for academies.

Both letters included a summary of the pre-employment checks that must be carried out for all new appointments and set additional guidance on a number of key issues, including:

- Copying and retaining documents as part of the recruitment and selection process;
- What should be included on the school's single central record;
- Asking for references at the shortlisting stage of the recruitment and selection process;
- Health checks;
- Prohibition from teaching checks; and
- How to deal with 'missing' references from existing employees.

Further information is available from your school's named HR Advisor or from the Duty HR Advisor on 03456 066 046, option 3.

CURRICULUM

Primary languages **Information Primary Schools**

In his [May 2016 commentary](#), Sir Michael Wilshaw said that recent Ofsted inspections and feedback from teachers, parents and pupils had highlighted a number of common concerns surrounding the provision of both science and foreign languages at key stage 2.

Sir Michael says in his commentary that a sharper focus needs to be placed on these subjects to make sure that children leaving primary school are better prepared to meet the more rigorous academic challenges they will face at secondary school. Inspectors found weaknesses in the provision of both subjects. In particular, in Primary Languages, in too many schools they found:

- a lack of time allocated to the study of science and foreign languages;
- a lack of teaching expertise, particularly in respect of foreign languages;
- poor working arrangements with partner secondary schools that failed to ensure effective transition and progression.

It is fair to say that in recent years, Ofsted's inspections of primary schools have prioritised the quality of provision in English and mathematics. However, the evidence from this recent investigation has convinced him that we need to put as sharp a focus on the other subjects as we do on English and mathematics. As a result, he has reminded inspectors that they should always be looking closely at the subjects of the wider primary curriculum, including science and foreign languages, as set out in the inspection handbook.

Schools that are following the [Linguamarque programme](#) are very well placed to respond to the new challenge (the three areas of concerns are successfully addressed by the programme). We know that Ofsted has singled out Linguamarque as an area of strength in a local school in the course of a recent inspection.

If you have not yet engaged with the programme, please contact our Languages Adviser, [Dr Marina Dixon](#) who will be able to support you and your school in strengthening your languages provision.

The Schools' Choice Education Services team have a number of training opportunities for teaching colleagues over the coming months including numeracy and literacy courses. A list of these courses can be downloaded from the Schools' Choice [website](#) and are available to book online via [Schools' Choice CPD](#).

PARENTS AND THE WIDER SCHOOL COMMUNITY

Academy boards and parent governors **Information Academies**

Justine Greening, the Secretary of State for Education, has announced that the role of the parent governor on academy boards will not be removed.

Under previous plans outlined in the [White Paper](#) published in March, the rule requiring academies to have parents on the governing board was to be lifted.

Her statement came as a result of questions raised at the [meeting of the education select committee in September](#).

She said “I don’t think we should be saying that MATs don’t need to have parent governors. I think parent governors play a vital role.

“I was a governor for 15 years...parents played a vital role on the governing body I was a part of. One way we can ensure that schools who are doing a less good job improve is getting parents more involved.”

ACADEMISATION

Expanding your academy trust Information Academies

Earlier in the autumn term the DfE brought together links to a number of useful resources which provide guidance and support to multi-academy trusts looking to take on more schools and grow their trust. It is split into sections covering people and leadership, school improvement, governance, growth and development and finance. The list of links can be viewed by visiting the DfE [website](#).

In a similar vein, National Schools Commissioner, Sir David Carter, has told schools that the programme of multi academy trust (MAT) “growth readiness audits” will continue to be piloted. [At his roadshows in June and July](#), he had explained that their purpose is to assess the capacity of any MAT to grow over the next few years.

The five components in the audit are:

- standards and track record of improving schools
- people and leadership
- governance
- financial sustainability
- risk management

What do high performing MATs have in common? Information All Schools

In his [October 2016 monthly commentary](#), HMCI Sir Michael Wilshaw commented on high performing MATs and what they have in common.

Her Majesty’s Inspectors looked at 7 of the stronger performing Trusts (Ark Academy Trust, ASPIRE Academy Trust, L.E.A.D Academy Trust, Leigh Academies Trust, REAch2 Academy Trust, The Diocese of Westminster Academy Trust, The First Federation Trust) and found that they shared some common features which include:

- an ability to recruit and retain powerful and authoritative executive leaders, with a clear vision for bringing about higher standards
- a well-planned, broad and balanced curriculum that equips pupils with a strong command of the basics of English and mathematics, as well as the confidence, ambition and team-work skills to succeed in later life
- a commitment to provide a high-quality education for all pupils, in a calm and scholarly atmosphere
- investment in professional development of teachers and the sharing of knowledge and expertise across a strong network of constituent schools
- a high priority given to initial teacher training and leadership development to secure a pipeline of future talent
- clear frameworks of governance, accountability and delegation
- effective use of assessment information to identify, escalate and tackle problems quickly
- a cautious and considered approach to expansion

DATA, OFSTED & SCHOOL ACCOUNTABILITY

New: 2016 KS2 self-evaluation dashboard from FFT Information All Primary Schools

[Fischer Family Trust](#), the school performance evaluation expert, has released its new 2016 KS2 governor dashboard. As this is a key tool for governors, the National Governors' Association and the Wellcome Trust were also involved in its development.

The online analysis tool has a number of key features, including:

- summary of your 2016 performance including key strengths and weaknesses using new DfE indicators
- all the latest 2016 DfE measures – scaled scores, expected and higher standards
- grammar, punctuation and spelling now included in dashboards
- calculate whether your school is at risk of being below the new DfE floor standards using the latest 2016 attainment and progress data
- your performance over time compared to the national average for all pupils or any group of pupils
- comparative analysis of key pupil groups (pupil premium, low/middle/high attainers and SEND)
- performance analysis and review of each individual KS2 subject, together on a single page
- compare the context and attendance of your Year 6 cohort against the national picture

The KS2 dashboard can be [accessed here](#) if your school has subscribed to FFT.

Free FFT webinars **Information All Schools**

FFT Education are inviting school governors to sign up to a free webinar. Governors logging on to the online events are able to view the FFT Governor Dashboard and discover how FFT Aspire supports governors in their roles. The webinars are being held at the following times:

- Thursday 24 November at 8pm
- Friday 25 November at 12 noon
- Thursday 26 January, 2017 at 2pm and 8pm

To book a place, [click here](#).

Primary school accountability and Progress 8 performance measures **Information All Schools**

The DfE have updated the [primary school accountability](#) technical guidance with the proposed definition of coasting schools and the accompanying summary document with further details of how primary progress measure are calculated.

In 2016, a primary school will be coasting if:

- it meets the 2014 part of the definition of fewer than 85% of pupils achieving level 4 in English reading, English writing and mathematics **and** below the national median percentage of pupils making expected progress in all of English reading, English writing and mathematics; **and**
- It meets the 2015 parts of the definition - of fewer than 85% of pupils achieving level 4 in English reading, English writing and mathematics **and** below the national median percentage of pupils making expected progress in all of English reading, English writing and mathematics; **and**
- it also meets the 2016 part of the definition - if fewer than 85% of children achieve the expected standard at the end of primary **and** average progress made by pupils is below - 2.5 in English reading or -2.5 in mathematics or -3.5 in English writing

They have also updated the [Progress 8 measures in 2016, 2017 & 2018 document](#) with the definition of coasting schools and produced a useful new summary document (5 pages long) to help governors and trustees understand how Progress 8 and Attainment 8 measures are calculated.

In 2016, a secondary school will be coasting if:

- In 2014 fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English **and** in maths **and**;
- In 2015, fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English **and** in maths; **and**

- In 2016, the school's Progress 8 score is below -0.25

A school will have to be below the coasting definition in three consecutive years to be defined as coasting.

EYFS profile results released for 2015/16 Information All Schools

The DfE has published the [Early Years Foundation Stage \(EYFS\) profile results](#) for 2015/16. The data shows that 69.3% of pupils achieved a good level of development (up from 66.3% in 2015) and 67.3% of pupils achieved at least the expected level in all 17 early learning goals (up from 64.1% in 2015).

Written statement to Parliament: primary education

Information All Schools

In a [statement to Parliament](#) on Wednesday 19 October, Secretary of State for Education Justine Greening made a number of announcements designed to improve and simplify primary assessment arrangements, including:

- new guidance and mandatory training to improve moderation of writing teacher assessment
- the key stage 1 Spelling, Punctuation and Grammar test will remain non-statutory
- SATs results for year 7s will not be introduced
- schools will not face intervention on the basis of 2016 data alone

Early in the new year a consultation on primary assessment and the implications for accountability will be launched.

The Rochford Review final report Information All Schools

The final report from the [Rochford Review](#) was published in October. The subject of the review was the statutory assessment arrangements for pupils working below the standard of national curriculum tests at key stages 1 and 2.

The final report's recommendations include:

- the removal of the statutory requirement to assess pupils with SEND who are working below the standard using performance scales (P scales)
- that the interim pre-key stage standards for pupils working below the standard of national curriculum tests are made permanent and extended to include all pupils engaged in subject-specific learning
- that schools assess pupils' development in all 4 areas of need outlined in the SEND Code of Practice, but statutory assessment for pupils who are not engaged in subject-specific learning should be limited to the area of cognition and learning

There will be a consultation in early 2017 regarding the report's recommendations before any final decisions are made.

What information must schools publish online Statutory All Schools

Regulations amending The School Information (England) Regulations 2008 came into force on 1 September. [The School Information \(England\)\(Amendment\) Regulations 2016](#) specify the information that governors of maintained schools must now publish about pupil performance and that you must also publish your school complaints procedure.

The DfE provides separate lists for what [maintained schools](#) and [academies and free schools](#) must publish online respectively so please do review the appropriate list and ensure that your school website is up to date.

DfE mandatory and useful timelines Statutory All Schools

During September the DfE updated their mandatory and useful timelines. All of the timelines are available to download from [here](#).

Provisional GCSE and equivalent results 2015 to 2016

Information all schools

On the 14 October the DfE released [provisional data](#) for key stage 4 results for the 2015/2016 academic year. If you are a governor or trustee of a secondary school, this data is useful in order to benchmark your school against the national average. As many schools will be using attainment and progress 8 for the first time this year, this is particularly useful as the new accountability system makes it difficult to compare data to previous years.

The headline figures from the national provisional data set are that:

- the average attainment 8 score is 49.8 per pupil
- the average percentage of students achieving A* - C in English and Maths is 62.6%
- the percentage of students entering the Ebacc is 39.6%
- the percentage of students achieving the Ebacc is 24.5%

SAFEGUARDING, HEALTH & WELLBEING

Asbestos management in maintained schools Information All Maintained Schools

Following a recent incident at a primary school in Suffolk regarding the release of asbestos during building works a letter has been sent by the Chair of the SCC Safety, Health and Wellbeing Board to all maintained school headteachers.

The letter asks that all maintained schools undertake a review of their asbestos management arrangements and notify the LA by Christmas 2016 that a review has been conducted.

The letter can be downloaded from [Suffolk Learning](#).

Termly safeguarding updates Information All Schools

To support schools to provide frequent updates on safeguarding matters to school staff, as per the requirements in the [Keeping Children Safe in Education](#) statutory guidance September 2016, Suffolk County Council have begun publishing a termly update newsletter on Suffolk Learning. The updates can be downloaded by following this [link](#).

DVA notifications to schools Information All Schools

DVA notifications to schools from MASH started in April 2016. A review of how well this is working highlighted that the 165 schools that have signed up feel that they are able to work more effectively with children and families and are better informed to offer early help to children for whom this is an issue.

However almost a third of maintained, academy and free schools are yet to sign up to receive these early notifications and remain unaware that a child might be in need of support or in some cases, protection from domestic abuse.

To date, the MASH has been unable to send 336 DVA notifications, due to schools not signing up.

The main purpose of DVA notification is to ensure that schools are aware of the incident, so that they can provide sensitive support and play their part alongside other agencies in ensuring children are safeguarded from this form of abuse and can reach their full potential.

If as a school, you haven't already done so, please complete the [Information Sharing Agreement](#) (ISA) which has been sent out to all maintained, academy and free schools.

Dance in schools Information All Schools

Arts Council England in partnership with One Dance UK and the National Governors Association have created a [guidance document](#) for governors and trustees on providing high quality dance education in schools.

Children missing education Information All Schools

The DfE have published new [statutory guidance](#) for local authorities regarding children missing education which may also be used as a non-statutory advice document by school leaders, staff and governing boards. This guidance replaces the January 2015 version and details a number of changes effective from September including that:

- All schools (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations
- All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil.

Mental health toolkit for schools Information All Schools

The Anna Freud National Centre for Children and Families (AFNCCF), having been commissioned by Public Health England, have recently published a [free online toolkit](#) to measure and monitor children and young people's mental wellbeing.

The AFNCCF report that half of all diagnosable mental health disorders are established by the age of 14.

The toolkit aims to raise awareness amongst school and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the student population. This, in turn, will help school and college leaders make use of school and college level data to identify the mental wellbeing needs of students and determine how best to address these.

Teacher workload and professional development Information All Schools

A [new report](#) published by the Education Policy Institute (EPI) has analysed teacher workload and professional development in secondary schools.

The report looks at the working hours of England's teachers against international comparisons identifying the tasks contributing to high working hours and addressing the school influences on workload by characteristics and accountability.

Some of the key findings of the report were:

- teachers in England are working, on average, longer hours than in most other jurisdictions
- of the 36 jurisdictions in the dataset, England ranked 30th in terms of the average number of days spent each year on some key forms of CPD
- 60% of teachers in England report workload as a significant barrier to accessing professional development
- teachers in the most deprived schools work, on average, 3.6 hours less per week than teachers in the most affluent schools
- teachers who use ICT for class projects in all or nearly all lessons work 4.6 hours less per week
- teachers in England are spending significantly more time on non-teaching activities which contributes to long working hours

- teachers in England are younger and less experienced than in other countries

Governors should remember their role in promoting the wellbeing of school staff.

Request for independent appeal panel members **Information All Schools**

Education Admission Appeals – Suffolk

Panel members are volunteers (expenses paid) who hear appeals made by parents against the admission authority's decision not to admit a child to a school.

Appeal panels operate in line with statutory guidelines to ensure independence, fairness, impartiality and transparency.

Training will be provided for suitable applicants who have availability throughout the year and who are able to travel to various locations in Suffolk.

Good people skills and email access essential.

Please contact Chris Copplestone for more information on 01473 264218 or [email](#) if you are interested in becoming an independent appeal panel member.

Governors event with the Education Endowment Foundation: **Evidence-based practice in schools** **Information All Schools**

This unique occasion will give all school governors an insight into the effective implementation, monitoring and evaluating of the impact of interventions and programmes at their school. It will give governors the chance to hear Jonathan Sharples of the Education Endowment Foundation (EEF) speak about evidence-based practice and how best to implement and evaluate in a school. This event will also provide the opportunity ask questions of Jonathan, and to discuss amongst colleagues how this information and knowledge will impact on their work as well as help Governors of those schools who were successful in gaining funding through the Raising the Bar Challenge Fund to understand the process of successful implementation of the interventions evaluated by the Education Endowment Foundation.

This event is organised by Raising the Bar and Suffolk County Council in conjunction with the SWISS partnership. The event will take place on 12 January 2017 around 5pm in the Ipswich area. The event will be open to any governor in Suffolk, and will be free of charge.

Exact details are to be confirmed, but it is likely to be over-subscribed, so if you are interested, please leave your contact details through this form: https://www.surveymonkey.co.uk/r/EEF_governors_event and you will be contacted once booking is open.

TRAINING Information All Schools

The second half of the autumn term sees the termly governor seminars being held across the county. Sessions this term include Religiously Literate Pupils in a Multi-Faith World, Premises Management Responsibilities, Understanding School Attendance Legislation and Requirements of Educational Provisions and Working with the Virtual School.

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 in the remainder of the autumn and the spring term.

Course:	Date and Time:	Venue:
CP2 Link Governors: Linking In – The Role of the Link Gov	Monday 31 October at 6pm	One, Ipswich
CP2 Link Governors: Linking In – The Role of the Link Gov	Wednesday 2 November at 6pm	Riverside, Lowestoft
CP2 Link Governors: Linking In – The Role of the Link Gov	Thursday 3 November at 6pm	King Edward VI CEVC Upper School, Bury St Edmunds
CP3 How Do I Start? 1,2,3 – Induction Course (All Day)	Thursday 17 November at 9.30am	David Lloyd Leisure, Ipswich
CP3 How Do I Start? 1,2,3 – Induction Course (All Day)	Wednesday 7 December at 9.30am	Wingfield Barns, nr Diss
CP3R The Role of Governors Revisited – An Update	Thursday 1 December at 6pm	One, Ipswich
CP4P How Do I Start? 4: The Primary Curriculum	Tuesday 22 November at 6pm	Howard Primary School, Bury St Edmunds
CP6M How Do I Start? 6M Maintained School Finance	Thursday 24 November at 6pm	Edgar Sewter CP School, Halesworth
CP7M Advanced Finance: Budget Monitoring	Thursday 10 November at 6pm	Howard Primary School, Bury St Edmunds
CP7M Advanced Finance: Budget Monitoring	Monday 14 November at 6pm	One, Ipswich
<u>NEW</u> CP31 Promoting SMSC & Fundamental British Values	Tuesday 8 November at 6pm	One, Ipswich
CP34 Taking the Chair	Tuesday 6 December at 6pm	One, Ipswich
<u>NEW</u> CP36 The Role of the Committee Chair	Tuesday 15 November at 6pm	King Edward VI CEVC Upper School, Bury St Edmunds
CP39 Safeguarding Children	Wednesday 9 November at 6pm	Riverside, Lowestoft
CP39 Safeguarding Children	Thursday 8 December at 6pm	Howard Primary School, Bury St Edmunds
<u>NEW</u> CP40 Online Safety	Thursday 17 November at 6pm	Riverside, Lowestoft
CP43 Governor Seminars	Wednesday 23 November at 4pm	Ipswich Hotel, Ipswich (was known as Cameo Hotel)
CP43 Governor Seminars	Tuesday 29 November at 4pm	Howard Primary School, Bury St Edmunds
CP43 Governor Seminars	Monday 5 December at 4pm	Riverside, Lowestoft
CP44 The Ofsted Framework	Wednesday 30	Edgar Sewter CP School,

	November at 6pm	Halesworth
CP54 Governor Visits & Learning Walks	Monday 21 November at 6pm	Carlton Colville Primary School, Lowestoft
CP59P Primary Data	Tuesday 22 November at 6pm	Riverside, Lowestoft
CP59P Primary Data	Thursday 24 November at 6pm	Howard Primary School, Bury St Edmunds
CP59P Primary Data	Tuesday 29 November at 6pm	One, Ipswich
CP59P Primary Data	Tuesday 6 December at 6pm	Stradbroke High School
<u>NEW</u> CP76 Becoming an Academy	Monday 5 December at 6pm	King Edward VI CEVC Upper School, Bury St Edmunds
<u>NEW</u> CPY6 Understanding Year 6 Assessment & Accountability	Wednesday 7 December at 6pm	Howard Primary School, Bury St Edmunds
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	Age UK (Saxon House), 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	TBC
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](#).