



## **Autumn term briefing 2016**

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## Ofsted

### Ofsted documents

The handbook for school and early years' inspections Section 5 and Section 8 (short) inspections, and the safeguarding briefing paper for inspectors were updated and new versions published in September 2016. I have published versions of the handbooks with the changes highlighted, on the EPHA website.

#### *Main changes in Section 5 handbook:*

- para 29 change to wording about pupil premium information on website – no longer a statement, now a strategy
- para 57 mention of the pupil questionnaire added (school now asked to encourage staff and pupils to complete the online questionnaires, by 11 am on the first day of inspection)
- para 85 information about trustees in MATs meeting inspectors
- para 103 – 106 Update to reflect the change in legislation that means that maintained schools and pupil referral units judged to be causing concern will be subject to an academy order, and the timing of future inspections
- para 131 clarification that Inspectors may decide not to report separately on the provision in early years or in 16 to 19 study programmes if this risks identification of pupils because numbers are so small. Typically, this will be when there are fewer than five pupils.
- para 141 the effectiveness of governors in discharging their core statutory functions and how committed they are to their own development as governors in order to improve their performance
- numerous mentions of the Year 7 literacy and numeracy catch up premium
- para 152 link to revised guidance about pupil premium reviews
- para 180 Disadvantaged pupils – new wording

#### *Main changes in Section 8 handbook:*

Para 119 -127 & 135 Update to reflect the change in legislation that means that maintained schools and pupil referral units judged to be inadequate will be subject to an academy order, and the nature and timing of future monitoring inspections

### School Inspection update – June 2016

#### *Letter from Sean Harford (HMI National Director Education)*

"The introduction of short inspections this year has brought with it lots of questions from schools about the timing of these inspections. *While our intended policy is to carry out short inspections of good schools every three years or so, we are still in the transitional phase. As a result, some good schools are between three and five years on from their last inspection. Our priority has therefore been to schedule those schools closest to the maximum interval for inspections of five years from their previous inspection.* Over the next academic year or so, the interval will come into line with the overall policy intention. That said, schools should bear in mind that the timing of inspections will not, and should not, be predictable. Some inspections may be scheduled very close to the three year anniversary while others may go well into the following year before the school is notified. Schools should not be surprised if they haven't been notified at the three year point."

#### *Pay progression and performance*

Inspectors should **not**:

- use evidence that governors are hands-on and getting involved in operational matters within the school as demonstrating effective governance, including, for example, some functions relating to pay determination and appeals processes
- report in any way that gives the impression that governors need to be directly involved in the performance management of individual teachers. Reports should focus on the impact of the work of governors and trustees in ensuring that appropriate arrangements are in place to ensure that pay decisions are properly and fairly linked to performance and the school's policy, rather than suggesting that they should be directly involved in the determination of individual pay decisions.

### *Primary floor standard*

In 2016, a school will be above the floor standard if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics, or
- the school achieves sufficient progress scores in all of English reading and English writing and mathematics.

To be above the floor standard, the school needs to meet either the attainment element or all of the progress element. The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element. To meet the progress element a school needs to have sufficient progress scores in English reading, English writing, and mathematics. There is no measure of 'sufficient progress' for individual pupils.

### **Data Dashboard Decommissioning**

The Ofsted Data Dashboards will not be updated with 2015 data. The current dashboards will be available until 30 September 2016, after which the dashboard website will close down. Users of Ofsted's School Data Dashboard can download PDF copies of their school's Dashboard up until this date.

The Department for Education (DfE) has recently released a new service which will replace their existing Performance Tables website. The new school comparison tool can be found at

<https://www.compare-school-performance.service.gov.uk/>

It can be used to compare performance data across schools, and to check individual schools, using a similar graphical presentation to the Data Dashboard. Schools will continue using FFT Governor Dashboard and RAISEonline.

### **Relevant Documents and Guidance**

- School Inspection Handbook, Section 5 - including evaluation descriptors *August 2016*
- School Inspection handbook - section 8 *August 2016*
- Inspecting safeguarding in early years, education and skills settings *August 2016*
- School inspection update June 2016
- School comparison tool <https://www.compare-school-performance.service.gov.uk/>

All guidance can be found on GOV.UK <https://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools>

Information at <https://www.gov.uk/guidance/being-inspected-as-a-maintained-school-or-academy>

Or on the EPHA website [www.essexprimaryheads.co.uk](http://www.essexprimaryheads.co.uk)

### **Your "do-list"**

- Download and read the school handbooks – versions with "changes highlighted" are on the EPHA website
- Check that the school and Governing Body is fully, legally compliant and is meeting statutory responsibilities.
- Check out the new school comparison website to compare school and college performance.
- Ensure that your school website is up to date (see notes further on in the briefing paper)

# Safeguarding

## **Keeping Children Safe in Education 2016–updated guidance and EPHA checklist**

*All staff should read Part 1 and Annex A of the new Keeping Children Safe in Education guidance.*

Key change in the new KCSiE – staff must now be regularly trained and updated as required. Mandatory training for the Designated Safeguarding Lead continues to be two-yearly.

The latest version (Sept 2016) has two significant areas of change from the main document published in May which you need to be aware of. Staff who look after the Single Central Record and the pupil admission register also need to be aware of these changes too.

### **Single Central Record (SCR)**

The SCR must now record information about Agency Staff:

- Name of the agency who supplied the person (Useful, but not statutory)
- Has written confirmation of checks been received? Yes/No
- Date the confirmation was received: dd/mm/yyyy
- Has a DBS certificate has been provided? Yes/No
- Date the DBS certificate was obtained? dd/mm/yyyy (Independent Schools and Non-maintained Special Schools only)

(For further information, see KSCIE paragraph 112)

### **Children Missing Education**

The latest version of KCSiE now sets out guidance to schools when pupils arrive at the school.

When children are added to the admissions register, the school must record the expected start date of the pupil. If the young person does not arrive on the start date, the school should contact the local authority at the earliest opportunity.

For admissions to the school, apart from at the “start of the school’s youngest year”, schools are required to notify the local authority “within five days when a pupil’s name is added to the admission register and provide all the information held within the admission register about the pupil”.

Pupils whose name is deleted from the school roll

When a pupil leaves the school, the admission register must also record:

- the name of the pupil’s new school; and
- the expected start date at the new school

The school must inform the local authority and supply the following information:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- if applicable, the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there;
- the name of pupil’s destination school and the pupil’s expected start date there, if applicable; and
- the grounds under which the pupil’s name is to be deleted from the admission register

(For further information, see KSCIE Appendix A)

Further advice can be found in the latest version of [‘Children missing education: statutory guidance for local authorities – September 2016’](#) (Note that although the title refers to local authorities, the school’s responsibilities is also included.)

I have updated a checklist that will help you check that the school/academy is KCSiE compliant.

### **Ofsted safeguarding briefing paper – updated and EPHA checklist**

Ofsted has published a revised version of its Inspecting Safeguarding guidance. Little has changed, and this August 2016 document could be described as a ‘maintenance release’. Most of the changes simply bring the document up to date, but do check that you were aware of them previously.

I have created a checklist for you/governors to use to ensure that the school/academy is meeting the Ofsted leadership and management guidelines.

### **PREVENT e-learning tool for staff and governors**

The government has developed a [free e-learning tool for school staff](#) to increase their awareness of radicalisation. The [Educate Against Hate website](#) provides advice and resources for parents, teachers and school leaders to help them protect young people from extremism and radicalisation.

<https://www.elearning.prevent.homeoffice.gov.uk/>

### **Northamptonshire tool for assessing neglectful parents**

Practitioners can use this assessment to assess, monitor, measure and evidence changes within the family's situation. It will also greatly assist partners in demonstration of decisions in statutory childcare reviews (when children are on parental placements); child protection conferences, core groups, and in court proceedings.

### **Safeguarding Training for Schools (formerly the Safeguarding network group meetings)**

Mid meeting – 18 October 10.00 am Chelmsford Rugby Club

Agenda includes safeguarding update, MARAT update, Children Missing Education and attendance, Partnership working with schools.

<https://schools-secure.essex.gov.uk/pupils/Safeguarding/Pages/Safeguarding.aspx>

(NB you need to go into the link marked Recent Education Essex news items)

### **Section 11 audit tool – now 2 yearly**

The completion date for last year's audit was 31<sup>st</sup> July 2016.

The tool can be found at: <http://www.escb.co.uk/en-gb/workingwithchildren/section11audit.aspx>

Schools are not required to complete the safeguarding audit for this academic year as we are moving to a two-yearly reporting cycle to the ESCB (in line with the Section 11 audits they undertake with other organisations). Jo Barclay will be updating the audit for those schools who wish to complete it this year– this will be available after autumn half-term.

### **Relevant Documents and Guidance**

- Inspecting safeguarding in early years, education and skills settings *August 2015*
- <https://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools> or the EPHA website
- Keeping Children Safe in Education – DfE July 2016
- Keeping Children Safe in Education: information for all school and college staff (summary document) July 2016
- <http://educateagainsthate.com/>
- <https://www.elearning.prevent.homeoffice.gov.uk/>
- SET procedures – Southend, Essex and Thurrock multi-agency child protection procedures 2015 [www.escb.co.uk](http://www.escb.co.uk)
- Training for staff on safeguarding page on infolink; including Keeping Children Safe in Education, CSE, Inspecting Safeguarding and Prevent (also links to online training)
- Section 11 audit tool <http://www.escb.co.uk/SafeguardingAudit/SchoolsandCollegesAudit.aspx>
- Children's Safeguarding Service (Education) 01245 436744
- Northamptonshire tool for assessing neglectful parents on EPHA website

### **Your “do-list”**

- Ensure that you and all staff have read (at least part one of) Keeping Children Safe in Education September 2016 and Annex A
- Use the checklists to make sure that you are KCSiE and Ofsted safeguarding compliant
- Attend one of the safeguarding network group meetings this term
- Complete online Prevent training – key staff and governors <https://www.elearning.prevent.homeoffice.gov.uk/>
- Ensure that you are signed up to Andrew Hall's brilliant weekly safeguarding briefing <http://www.safeguardingschools.co.uk/> and consider joining Safeguarding Pro <http://www.safeguarding.pro/>

## Direction of the DfE

### Key information

**New Secretary of State for Education** – Justine Greening

### White Paper distracted by the Green Paper

While the Education White Paper is currently on hold, the academisation agenda hasn't gone away. The DfE will expect schools to be able to explain how they are developing effective support and challenge – this may be through academisation, but schools (and governors) shouldn't leap into academy conversion without serious thought.

The government is currently distracted by the Green Paper focusing on:

- Grammar schools – expansion of existing ones, opportunity to open new ones;
- The possibility for non-selective schools to include selection criteria;
- The intention that grammars and independent schools should sponsor state schools;
- The change that faith school will be allowed to take 100% of pupils from mixed religious backgrounds.

The Autumn Statement will be critical, as this will set out the government's funding plans and will allow the LA to plan for the future – however, it is stressed that any softening on the ESG will only be temporary, and Clare Kershaw has agreed that it should be seen as a respite not a reversal.

### Coasting schools policy

The government intends to define 'coasting schools' for regulatory purposes in autumn 2016. The DfE will identify coasting schools for the first time when it publishes school results in December 2016 and January 2017. This will apply to mainstream local-authority-maintained schools, academies and free schools. More information on [intervening in failing, underperforming and coasting schools](#) is available.

### Converting to an academy – updated guidance for maintained schools

In September 2016 we will publish updated guidance to make the [academy conversion process](#) easier.

<https://www.gov.uk/guidance/convert-to-an-academy-information-for-schools>

### PE/Sports funding continues

The 2016 budget signalled the continued investment in education to equip the next generation for the future, tackling childhood obesity and investing in school sport. The primary school PE and sport premium is to be doubled from £160 million per year to £320 million per year from September 2017 and will continue until at least 2020.

### Reception baseline assessment

On 11 August 2016, the Secretary of State confirmed that the early years foundation stage profile will remain statutory for the 2016 to 2017 academic year. Schools may also use the 2016 to 2017 approved [baseline assessments](#) as part of their on-entry assessment of pupils. The DfE will repay schools that choose to administer one of the approved baseline assessments in 2016 to 2017. The DfE will not use this year's reception baseline assessment results in the accountability system.

### Relevant Documents and Guidance

- Intervening in failing, underperforming and coasting schools Government consultation response – March 2016
- Schools causing concern Intervening in failing, underperforming and coasting schools March 2016
- <https://www.gov.uk/guidance/convert-to-an-academy-information-for-schools>
- <https://www.gov.uk/guidance/reception-baseline-assessment-guide-to-signing-up-your-school>

### Your "do-list"

- Don't panic!
- Wait for the Autumn Statement for more information about Government and LA direction

## DfE guidance

### Key information

The **Teachers' Pay & Conditions Document** (TPCD) was published on 10 August.

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2016>

<https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

There has been a 1% pay increase to the minima and maxima of all Pay Ranges and TLR and SEN Allowances. It is for schools to determine their own pay structure and how to apply the award above the minima of each Range/Allowance, but the LGA have published illustrative Pay Ranges (see also Pay & Conditions section below).

TPCD does not prevent the application of the 1% increase to all salaries, although the DfE has an expectation that all increases are linked to performance and progression itself (eg movement to a higher pay point) must be linked to performance. The DfE had consulted on the ability to step down from UPR and to make unconsolidated one-off payments but neither of these has been introduced. TPCD does however now include the ability to use a salary advance scheme for rental deposits as part of its recruitment and retention benefits.

### Academies Financial Handbook 2016

So what has changed from the 2015 edition? As usual, the changes tend to follow the issues that have arisen from EFA investigations which have taken place in the year or the EFA attempting to align the AFH with the Governance Handbook. Once again, the EFA has helpfully summarised the changes (page 5) so that they can be easily identified.

A useful article explaining and key changes can be found at

<http://www.krestonreeves.com/news-and-events/04/07/2016/academies-financial-handbook-2016-key-changes>

### Standard for teachers' professional development DfE July 2016

This guidance should be read in conjunction with the Standard for Teachers' Professional Development. The standard should be used by everyone working in, and with, schools to raise expectations for professional development, to focus on achieving the greatest improvement in pupil outcomes, and to develop our teachers as respected members of the profession. It will help anyone using the standard to understand in more detail the requirements for implementing effective professional development.

In particular, the standard should be used to support regular reflection on existing practice and discussion between teachers, headteachers and leadership teams, and those providing and supporting professional development. There are five parts to the standard, which all need to be acted upon together to ensure effective professional development.

### English as an Additional Language: Autumn School Census 2016

EYFS-KS5 EAL Co-ordinators / Inclusion Managers

For the school census in Autumn 2016, the DfE will require schools to submit an English Proficiency assessment for all EAL pupils in reception and above. They will be using a code set from the Welsh education system. Full details are available via DfE Common Basic Data Set. A copy of the 5 Stage Model of EAL can be found in the Ethnic Minority and Traveller Achievement Toolkit, under EAL Resources.

For further information, please contact Peta Ullmann, Standards and Excellence Commissioner for Ethnic Minority and Traveller Achievement on either [peta.ullmann@essex.gov.uk](mailto:peta.ullmann@essex.gov.uk) or 07785 722428.

The DfE published 'School Census 2016 to 2017: guide for schools and Local Authorities' on 4 May 2016.

During the autumn 2016 census and from spring 2017 annually onwards, it will be a statutory requirement for a school to assess all of its pupils for whom English is not their first language against a five-point scale of reading, writing and spoken language proficiency. The five proficiency stages are:

- new to English
- early acquisition
- developing competence
- competent
- fluent

The information collected will enable the DfE to identify trends and potential regional areas where there is significant increase in new arrivals who are at an early stage of learning English. The data collected will



inform policy and for the first time provide national statistics on the characteristics of this group. The information on proficiency stages will not affect funding levels for schools.

Further information on 'Proficiency in English' can be found in the guide on pages 62–64 at: [www.gov.uk/government/publications/school-census-2016-to-2017-guide-for-schools-and-las](http://www.gov.uk/government/publications/school-census-2016-to-2017-guide-for-schools-and-las).

### **Reducing teacher workload**

Three review groups, established to address the biggest concerns that teachers raised in the Government's Workload Challenge in 2014, published their reports on marking, planning and data management in March 2016. Inspectors should take into account the recommendations (in particular those for Ofsted) and principles in the reports to help remove unnecessary workload in schools.

The reports refer to the importance of the 'clarification for schools' section (paragraph 28) of the inspection handbook. Inspectors should ensure that their reports to schools align with the statements set out in this section. Inspectors' recommendations to schools, particularly on marking, planning and data management, should reinforce the principles set out in the three reports. [www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload](http://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload).

### **Wraparound and holiday childcare guidance DfE March 2016**

This DfE guidance has been produced to help maintained schools and academies understand how to respond to requests from parents who wants wraparound and/or holiday childcare, and from childcare providers who want to use school facilities. Schools take the lead in managing the "rights to request" process and the final decision about what action to take, but should not refuse a request without reasonable justification. (However, page 10 lists a number of reasons that refusal can be justified!)

### **Changes to DfE email addresses**

From 1 October 2016 [joe.bloggs@education.gsi.gov.uk](mailto:joe.bloggs@education.gsi.gov.uk) will become [joe.bloggs@education.gov.uk](mailto:joe.bloggs@education.gov.uk). Update your DfE email contact details from 1 October. This change does not affect the security of the information you send to the DfE.

### **October 2016: flu immunisation extension**

The DfE will extend the annual flu immunisation this autumn, with vaccination offered to all children of appropriate age for school years 1, 2 and 3 from October 2016. A briefing for headteachers and resources for schools during the 2016 to 2017 flu season are available in the [annual flu programme collection](#).

<https://www.gov.uk/government/collections/annual-flu-programme>

### **Useful and mandatory timelines**

These DfE timelines for both schools and academies, give mandatory and useful timelines for both schools and academies

<https://www.gov.uk/government/collections/mandatory-and-useful-timelines-information-for-schools>

### **Relevant Documents and Guidance**

- School Teachers Pay and Conditions Document 2016
- Academies Financial Handbook 2016
- Standard for teachers' professional development July 2016
- Schools Census guidance July 2016 (see pages 31 and 32)
- Eliminating unnecessary workload associated with data management March 2016
- Eliminating unnecessary workload around planning and teaching resources March 2016
- Eliminating unnecessary workload around marking March 2016
- Wraparound and holiday childcare guidance DfE March 2016
- <https://www.gov.uk/government/collections/mandatory-and-useful-timelines-information-for-schools>

### **Your "do-list"**

- Download latest DfE guidance.
- Ensure your pay and performance management policies are in line with STPCD 2016
- Implement a process about wraparound and holiday childcare requests *in response to requests from parents and/or childcare providers*
- Find out more about flu immunisation!



## Pupil Premium update

### Key information

Ofsted has a new term for closing or narrowing the gap – **diminishing the differences!** The handbook states (page 54, paras 180/181):

### Disadvantaged pupils

Inspectors will take particular account of the progress made by disadvantaged pupils from their starting points, especially the most able. They will consider the progress made by the end of the key stage compared with that made nationally by other pupils with similar starting points and the extent to which any differences in this progress, and consequently in attainment, are diminishing. In doing this, inspectors will take account of past cohorts and how well current pupils are on track to diminish any differences.

For current pupils, inspectors will consider the impact of what a school is doing to reduce any differences in progress and attainment between disadvantaged and other pupils with the same starting points. In doing this, inspectors will take into account the progress and attainment of non-disadvantaged pupils nationally with the same starting point.

*(Note the increased emphasis on the most able.)*

### Implications for inspectors

Inspectors should be familiar with the pupil premium review guide and the template, and with pupil premium publication requirements for maintained schools. They should consider the school's published pupil premium information, its rationale and supporting evidence. They should also consider how effectively leaders use the pupil premium to meet the needs and raise the attainment of all groups of disadvantaged pupils, including the most able and those adopted from care. Inspectors should note that the requirements for what academies must publish will be set out in their funding agreements.

### Improving outcomes for disadvantaged pupils –Essex strategy

Steve Mellors (Standards and Excellence Team) is leading on the Essex strategy to improve outcomes for disadvantaged pupils. He noted the continuing focus on raising attainment and narrowing the gap.

Three projects will be developed this year:

#### **Project 1 - Maximising the use of the Essex toolkit – to promote the use of the toolkit to support school's developing their own approaches to self-evaluation of their pupil premium strategy.**

This will be aimed Pupil Premium champions and school governors – included breakfast meetings, additional support from SECs, support to meeting new requirements in relation to publication of pupil premium information on school websites.

#### **Project 2 – Ongoing support for a pupil premium strategy – to provide additional support for identified schools who may be Ofsted good, but gaps are stubborn and therefore differences in achievement are not diminishing.**

Aimed at schools leaders, to include identification of schools where gaps are stubborn, discussion of school self-evaluation, mini pupil premium reviews.

It was stressed that school's own understanding and self-evaluation of the impact of chosen strategies is absolutely critical – plenty of schools implement a range of strategies, but are not so good at evaluating the impact and effectiveness of those strategies.

#### **Project 3 – Disseminating knowledge from research findings to improve life chances for disadvantaged pupils.**

Half day conference aimed at school representatives and school governors.

### Ofsted Guide to effective pupil premium reviews

The recent education white paper makes clear the commitment to achieving educational excellence everywhere, so that all pupils are able to realise their potential irrespective of their background. Pupil premium reviews form an important part of the DfE's aim to encourage a culture where all schools regularly review the effectiveness of their pupil premium strategy, drawing on expert support where necessary. The purpose of a review is to use an evidence-based approach to assess the effectiveness of the school's pupil premium strategy.

An updated guide to effective pupil premium reviews was issued on 5 May 2016 by the Teaching Schools

Council (TSC) and National College for Teaching and Leadership at: [tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews](http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews).

The guide provides a rigorous and tested framework, which reviewers and commissioning schools can use, to make the most of a pupil premium review. The guide sets out a simple, six-step process for a review that includes school self-evaluation and the creation of an action plan. It asks reviewers to ensure that the needs of all disadvantaged pupils are supported, including the most able and those who are adopted from care for whom the school receives enhanced pupil premium funding. The guide also reminds schools of the potential benefits of whole-school approaches, which can have a significant impact on raising standards for disadvantaged pupils.

From September 2016, as well as publishing the amount of their allocation from the pupil premium grant, maintained schools will be required to publish their pupil premium strategy online. It should give details about how they intend to spend their allocation to address barriers to learning and the rationale and evidence behind the school's decisions. Academies and free schools may not be required by their funding agreement to publish their pupil premium strategy online, but are encouraged to do so in the interests of sharing their practice.

You must publish a strategy for the school's use of the [pupil premium](#). You no longer have to publish a 'pupil premium statement'.

For the current academic year, you must include:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to address those barriers and the reasons for that approach
- how you'll measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

The Teaching Schools Council has published [templates](#) to support schools in presenting their pupil premium strategies. Use of the templates is voluntary.

The guide includes an optional template to support all schools in developing and presenting their pupil premium strategy. A selection of completed primary and secondary school examples are at:

<http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews>.

Guidance on how to commission a pupil premium review and a link to the pupil premium review guide can be found at: [www.gov.uk/guidance/pupil-premium-reviews](http://www.gov.uk/guidance/pupil-premium-reviews).

### **Relevant Documents and Guidance**

- Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice (NFER, November 2015)
- Effective Pupil Premium Reviews –Teaching Schools Council  
[tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews](http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews).  
Primary school template and example of PP strategy report  
<http://www.headteacher-update.com/best-practice/pupil-premium/693128/>

### **Your “do-list”**

- Ensure that the Pupil Premium information on the school website is updated in line with new requirements –consider using the template from Teaching Schools Council
- Look out for conferences, workshops and support from the Standards and Excellence team in relation to PP

# Policies

## Key information

**DfE Statutory policy list is still September 2014** – apparently this is going to be reviewed in September 2016 but this is not yet published

## Safeguarding policies

In accordance with Keeping Children Safe in Education you must have:

Child Protection Policy – Prevent, CSE and FGM must be part of your CP Policy - most recent version from ECC on infolink September 2016

<https://schools-secure.essex.gov.uk/pupils/Safeguarding/Policies/Pages/Policies.aspx>

- Staff Code of Conduct
- Dealing with allegations against staff
- Dealing with allegations made against other children (now called peer on peer abuse)
- Single Central Record

## HR Policies & Procedures Updates

### Out this term

**Pay Policy** – updated in line with TPCD 2016

The only change from the 2015 Model Policy is a clarification that section 3.2 (inflationary increases) applies to all teacher Pay Ranges, including Leadership Pay Ranges. (Changes shown in red at 3.2 and 9).

The DfE has determined an inflationary increase of 1% on the minima and maxima of all of the teachers' pay ranges and TLR and SEN Allowances for 2016. Employers will need to determine how they will apply this award, above the minimum of each pay range/allowance, in accordance with the Pay Policy they have adopted and amend the values of the pay scales (at section 4 (teachers) and Appendix E (Leadership)) accordingly.

Indicative pay ranges are available on the HR Latest News section: <http://www.eesforschools.org/>.

The Teachers' Pay and Conditions Document provides considerable flexibilities and discretions for employers. This Model provides a framework for schools and academies to develop their own pay policies. It is one model, and other Models can be explored. Multi Academy Trusts in particular will need to consider the levels of decision making which will be held by the Trust Board, the CEO where applicable, Headteachers and the Local Governing Bodies and reflect these in their Policy.

HR can provide further support on Policy development if required.

**National Minimum Wage** – increases from 1 October as follows. Age 21-24 £6.95; Age 16-20 £5.55; Age 16-17 £4.00; Apprentices £3.40. There is no change to the National Living Wage (NLW) for Age 25 and over £7.20. Schools must ensure NMW/NLW levels are adhered to for any non-LG staff (LG rates are compliant).

**Pre-Employment Checks** – update for EEA prohibition check and s128 checks for Academies. Please note we have re-ordered the sections within the procedure (see contents page & page 2 for a list of the changes).

*The following HR policies have been reviewed for relevance – mostly minor changes which are listed on page 2 of each procedure:*

### **Performance Management & Capability**

These policies has been reviewed for relevance and no material changes have been made. Subject to any changes locally, the Governing Board may wish to formally note that the Policy remains current at September 2016.

Capability toolkit on HR pages <http://www.eesforschools.org/HR/performance-and-capability>

### **Redundancy & Restructuring**

### **Probation & Grievance**

### Out last term

**Leave of Absence Request Form** - updated form

**NEW information sheet** on making up lost pension contributions following unpaid absence (incl. child related absences).

**Sabbaticals** – **NEW** Policy and Guidance

**Updated PPA and Cover Policies** – reviewed for relevance only.

**Relevant Documents and Guidance**

- DfE Statutory policy list September 2014
- HR list of policies for schools, academies and free schools available on the secure log in of EES <http://www.eesforschools.org>
- DfE website requirements <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

**Your “do-list”**

- Update your policies with the most up to date versions of the HR policies (if you buy in to Essex HR)
- Make sure you have up to date safeguarding policies in place, including child protection
- Approve new Pay and Performance Management policies this term

## Updating the school website

### Key information

#### Maintained School and academy website requirements and checklists updated

Key changes updated by the DfE in September

- Reinstated section on special educational needs (SEN) and disability, which was removed in error. Added link to The School Information (England) (Amendment) Regulations 2016.
- Added requirement about school complaints procedure which came into force on 1 September 2016.

#### Governor information to be published on the school website

- the structure and remit of the governing body and any committees and the full names of the chair of each

For each governor and associate member who has served at any point over the last 12 months:

- their full name;
- date of appointment;
- term of office;
- date they stepped down (where applicable);
- who appointed them (in accordance with the Instrument of Government);
- relevant business and pecuniary interests (as recorded in the register of interests) including:
  - governance role in any other school/college
  - any material interests arising from relationships between governors, or relationships between governors and school staff (including spouses, partners and close relatives);
- their attendance record at governing body and committee meetings, over the last academic year.

For associate members –their voting rights (if any) on committees to which they have been appointed.

#### Complaints Procedure

You must publish details of your school's complaints procedure, which must comply with [Section 29 of the Education Act 2002](#).

#### Special educational needs (SEN) and disability information

You must publish a SEN information report on your school's policy for pupils with SEN.

You must also publish the accessibility plan you've prepared in compliance with [paragraph 3 of schedule 10 of the Equality Act 2010](#).

**An accessibility plan** is a plan for, over a prescribed period—

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

**I have updated checklists for both academy and maintained schools' websites** – attached and at [www.essexprimaryheads.co.uk](http://www.essexprimaryheads.co.uk)

#### Relevant Documents and Guidance

- DfE website requirements  
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>  
<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
- Best Practice Advice for School Complaints Procedures DfE January 2016

#### Your "do-list"

- Update your website in line with most recent guidance, using the checklists provided.
- Make sure that all of the information about your governors (current and in the last year) is up to date.
- Upload a refreshed SEN information report this term

# The Governing Body

## Key information

### Governors and Mandatory DBS Checks

The government has published amended legislation which comes into force on the 18th March 2016 to make Enhanced DBS checks mandatory for governors in maintained schools.

The new Regulations bring the arrangements in the maintained sector into line with the requirements in place for single academies and directors/trustees in multi-academy trusts. They state that:

- Where a governor has been elected or appointed before 1st April 2016 and does not hold an enhanced criminal record certificate, the governing body must apply for such a certificate in respect of that governor by 1st September 2016.
- Where a governor is elected or appointed on or after 1st April 2016 and does not hold an enhanced criminal record certificate, the governing body must apply for such a certificate in respect of that governor within 21 days of his or her appointment or election.

The Regulations do not specify any requirements relating to accepting a certificate already held by the governor, other than to state where a certificate is held no further check will be required. There are no provisions relating to when the check was obtained or restrictions on which checks can be accepted. Clearly, if the governor is an unsupervised Volunteer or employee at your school, they will have had an appropriate DBS Check and new check is not required.

On the Essex e-crb system "Governor role" should be selected for Office Holders – this will provide for a DBS check without a Barred List Check. Where the Governor will be undertaking Regulated Activity (see paragraph 6 above) "Volunteer-School Helper role" should be selected – this will provide a DBS Certificate with Barred List Check.

We recommend that schools now record governors on their Single Central Record. The required entries for governors will be

- Identity
- DBS Check
- Barred List (where the Governor is engaged in Regulated Activity)

More information in the HR briefing paper – [New requirement for maintained schools to obtain enhanced DBS checks on governors -advice](#) on the ECA website at:

<http://www.essexclerks.org/documents-and-templates/guidance/school-governance>

### Governor information on to Edubase

From September 2016 the Academies Financial Handbook will require academy trusts to provide information about their members and trustees as well as (in the case of MATs) those sitting on any local governing bodies that may be in place. From 1 July 2016 the system will be live for academy trusts and multi-academy trusts to check their entries, make any updates, and populate any fields that are empty. Edubase will be developed by September 2016 to enable multi-academy trusts to record details of any committees that operate between the trust board and local governing bodies at school level (eg overseeing a cluster of academies within the MAT). Trusts will be required to update Edubase as those involved in governance change.

Under [section 538 of the Education Act 1996](#), **maintained school governing bodies** will be under a duty to provide the information required on Edubase from September 2016, and keep it up to date as those involved in governance change. The DfE does not hold information on maintained school governors and so cannot pre-populate these fields.

#### *Information to be collected*

For all maintained school governors, and academy trustees, members and local governors, the data we will collect in Edubase and make publicly available is:

- full name (including title) –*this includes the headteacher*
- appointing body (eg board, foundation, parents etc)
- date of appointment
- date term of office ends / ended if in last year
- for maintained schools whether they are the chair of governors or a member of the governing body,



and for academies whether they are a trust member, a trustee, the chair of trustees, or a local governor on a local governing body

In addition, for all these individuals we will collect within Edubase, but not publish, a range of information to help us to identify specific individuals:

- postcode
- date of birth
- previous names
- nationality
- direct email address for chair (only)

This governance data that is not publically available will be encrypted within the system and access will be restricted to a small number of users who need it to fulfil their official responsibilities. The email address of the chair of the board will be made available to regional schools commissioner offices on request where they need direct contact with the chair. When collecting information from your governors and trustees please make them aware that you will be sharing this information with DfE, and also explain the reasons why the information is being collected and the purpose to which it will be used.

EduBase is accessed via your [Secure Access](#) account.

### **Ofsted inspection handbook – and governors**

*Just one change to the leadership and management criteria with reference to governors – but a key one:*

- the effectiveness of governors in discharging their core statutory functions and how committed they are to their own development as governors in order to improve their performance (p38)

Make sure your governors are aware of this expectation.

### **Parent Governors**

Education Secretary Justine Greening says she will not be pushing forward with moves to scrap the parent governor role from schools in England.

She told the Commons Education Committee parent governors often played a "vital role" in school improvement. The proposal to remove the need for academies to have elected parents on governing bodies emerged in March in plans to make all schools academies.

Nonetheless- *the E-Act chain says it has no plans to return to parent governors.*

*E-Act, which operates 23 schools across England, has already scrapped all its parent governors in schools.*

*These were replaced by parent "ambassadors" who do not have the powers of scrutiny held by governors.*

*E-Act said that the current arrangements improved "parental involvement" in their schools and that there were no plans to reintroduce parent governor roles that were removed earlier this year.*

### **September 2016 – governance: recruitment**

On 1 September, the DfE launched [Inspiring Governance](#), which supports governing boards to help them recruit governors/trustees. <http://inspiringgovernance.org/>

**Governance handbook** – still November 2015 but due to be updated this term

**Autumn term EES Governor and Clerk training brochure not yet published**

### **Relevant Documents and Guidance**

- New requirement for maintained schools to obtain enhanced DBS checks on governors –EES guidance
- Edubase Governor User guide
- National Governors Association <http://www.nga.org.uk/Home>
- <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
- <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
- <http://inspiringgovernance.org/>

### **Your "do-list"**

- Ensure that all of your governors are DBS-checked by September in line with new statutory legislation
- Upload governor information on to the school website, including information about business interests, on a regular basis.
- Upload governor information on to Edubase
- Make sure that your governors (and clerk) understand the need to attend training and development sessions

# The Local Authority

## Key information

### Changes to the Standards and Excellence Team

Alison Fiala is the Interim Head of Primary Improvement

Quadrant	Lead Commissioner - Primary	SEC Commissioners
Mid	Alison Fiala	Carole Farrer Stephen Mellors Chris Webster
South	Lisa Fergus	Mel Clapton Maz Norman Pav Saunders
North East	Jacky Castle	Louise Evers Kerry McGrory
West	Nicola Woolf	Iain Birtwell Cathie Bonich
EMTAS	Peta Ullman	

### School data available on Perspective Lite

- Despite not receiving the data in advance of schools this year, SEC the team has spent the beginning of the term focusing on data and producing the Primary Schools Summary Report 2016. The report (which is far from one page) includes:  
School information
- Early Years Foundation Stage (much more information)
- Year 1 phonics
- Key Stage 1 – 2016 only
- Key Stage 2 – 2016 only
- Expected KS1 – 2 progress – 2016 only
- Performance by pupil groups: disadvantaged, SEN, EAL, BME
- Historic data – not to be used to compare with 2016 results

This will be published on Perspective Lite.

If you need **Support** using Perspective Lite or have any questions about the Full version of Perspective then please contact Angel Solutions on 0845 833 7190

[perspective@angelsolutions.co.uk](mailto:perspective@angelsolutions.co.uk)

Despite all of the changes during the year, and resulting anxiety and dire warnings, Essex primary schools have done well. Essex is about 3 – 4% above national (albeit the 30% dip in results for all) – writing and maths are stronger than reading. Based on their data crunching, the SEC team has assessed that:

- 13 schools are below national minimum floor standards – 5 of these are academies, and 1 of the maintained schools has now close and become an academy
- Just 2 schools are judged to be coasting – both are academies

### School Improvement Led partnerships

Congratulations to CEN – you were successful in your bid for pump-priming funding and had a development visit in the summer term.

27 partnerships have now been approved – relatively few schools now not within a formal collaborative partnership of some description.

**Peer Review** programme being rolled out, led by Education Development Trust.

Two cohorts trained so far:

60 headteachers and Improvement Champions trained in the first cohort,

75 headteachers and 50 Improvement Champions trained in the second cohort – including 3 heads from each improvement partnership and the TSAs. Intention is that TSAs will pick up the EDT model and will be able to

offer training in the future.

### **The future of the Local Authority**

There is no information yet about the removal of all but £3m of the ESG in September 2017 (down from current £7.2m) and the LA is assuming that this will still be the case, although Justine Greening (Education SoS) seems to be more sympathetic to LAs than her predecessors. As a result, the LA school improvement strategy to support schools remains the same:

- Development of an effective school led improvement system, including effective Peer review
- Introducing effective school health checks.

The LA will inevitably retain some functions that schools want, but they will need to contribute to in some way, either as traded services or through DSG if agreed by Schools Forum. CK is working with Cllr Ray Gooding and Dave Hill to determine whether the LA wants to maintain a role in school improvement, and if so, to plan a business case. The primary services checklist survey, conducted by EPHA (89 returns) will be used to help shape the future service.

If the ESG is reduced to £3m next year, as anticipated, this will be used to pay for the LA's continuing statutory responsibilities, including planning and admissions, SEND, alternative education, schools causing concern.

The LA is also considering whether to form a Multi Academy Trust – however, it is stressed (and must be made very clear to schools) that this will be limited to 15 – 20 schools, which, like any MAT, must include good and outstanding schools. This will not be an alternative Local Authority, and will not solve the issue of when/whether and how to convert to academy status for all of the remaining 350 maintained schools in Essex. The development of a MAT is a project that Graham Lancaster is working on – the timeframe is not yet determined, but possibly by the end of the academic year.

### **Relevant Documents and Guidance**

- Education Essex – weekly newsletter
- Perspective Lite [perspective@angelsolutions.co.uk](mailto:perspective@angelsolutions.co.uk)

### **Your “do-list”**

- Make sure you read/see Education Essex each week!
- Keep up to date with your (and other) school's data on Perspective Lite.
- Attend the termly headteachers' meeting to be kept up to date on LA plans, strategy and information – Mid meeting is on Thursday 17 November

## EPHA events and dates

### Key information

This term 57 schools in Essex have new headteachers

19 of them are in Mid.

Linda Buchanan	Ridgewell CE Primary School (Executive Head)
Dida Burrell	Maldon Primary (Acting)
Kerry Collins	Tolleshunt D'Arcy St Nicholas CE Primary
Doretta Cowie	Feering CE Primary School
Dawn Dack	Wentworth Primary School
Lynsey Devlin	St Cedd's CE Primary, Bradwell-on-Sea (Head of School)
Sasha Furze	Runwell Community Primary School
Karen Harrison	John Ray Junior School (Acting)
Michelle Keeling	Rayne Primary School and Nursery
Kate Mills	John Ray Infant School
Joanne Morgan	Gosfield Primary (Acting)
Maire O'Regan	Margaretting CE Primary School
Jacquelyn Pick	Springfield Primary School
Anita Rogers	Great Bradfords Infants and Nursery School
Nick Rudman	Maltese Road Primary School (Executive Head)
Nicky Rusby	Southminster Primary (Head of School)
Claire Smyth	Beckers Green Primary School (Acting)
Pauline Ward	Southminster Primary (Executive Head)
Rachel Welch	Barnes Farm Infant School

11 of them are in West

Teresa Avey	Freshwaters Primary Academy (Head of School)
Tracey Bratley	Manuden Primary
Michael Clark	Roydon Primary
Alan Gardiner	Farnham and Rickling Federations (Acting Head)
Victoria Haylock	Nazeing Primary
Jocelyn Hurry	Waltham Holy Cross Primary
Karen Legge	Chigwell Primary Academy
Terena Morton	Coopersale and Theydon Garnon CE Primary School
Jen Shackleton	Thaxted Primary
Emma Vincent	RA Butler Infant and Junior Schools
Amy Wareham	Matching Green C of E VC Primary School

14 of them are in South

Nicola Bache	Glebe Primary School
Sue Faulkner	Leigh Beck Junior School (Executive Head)
Caroline Ireson	Lubbins Park Primary Academy
Nina Kemp	Whitmore Primary School
Sue Lesser	Ashingdon Primary Academy
Daniel Lough	Maple Grove Primary School
Jo Matthews	Leigh Beck Junior School (Head of School)
Rebecca McCutcheon	Leigh Beck Junior School (Head of School)
Nina McKay	Kelvedon Hatch Primary School

Kirsteen Newell	Kingston Primary School
Katherine Parker	St Peter's Catholic Primary School, Billericay
Tania Perry	Montgomerie Primary School
James Rogers	Ingrave Johnstone CE Primary School
Kath Samsun	North Crescent Primary School

16 of them are in North East

James Aylott	Dedham CE Primary
Alex Candler	Lexden Primary
Anthony Cosans	Prettygate Juniors
Kelly Cox	Queen Boudica Primary
Paul Disley	Highwoods Community Primary
Bridget Harris	St James CE Primary, Colchester
Carolyn Hayes	Wix and Wrabness Primary
Nick Hutchings	Hamilton Primary
Julie Ingram	Holy Trinity CE Primary, Eight Ash Green (Acting Head)
Karen Jones	Mistley Norman CE Primary
Lorraine Ratcliffe	Rolph CE Primary and Weeley St Andrew's CE Primary
Susie Ryan	Fingringhoe CE Primary
Leesa Sharpe	Broomgrove Junior School
Jakki Sibley	Fordham All Saints CE Primary (Acting Head)
Ruth Slater	St George's CE Primary, Great Bromley (Acting Head)
Craig Twin	St John's CE Primary, Colchester (Acting Head)

### **EPHA meetings 2016 -17**

#### **County EPHA Annual General Meeting**

Thursday 6 October 2016 Chelmsford City Football Club

#### **Mid EPHA - Chelmsford City Football Club**

Thursday 17 November 2016

Thursday 2 March 2017

Thursday 22 June 2017

#### **Conferences**

Deputy Heads conference – Friday 14 October 2016 Weston Homes Community Stadium

Headteachers' conference – Friday 17 March 2017 – Stock Brook Country Club - programme and booking form out in January. Key note speaker – Sir John Jones

### **Relevant Documents and Guidance**

EPHA website [www.essexprimaryheads.co.uk](http://www.essexprimaryheads.co.uk)

### **Your “do-list”**

- Find documents and information on the brand new EPHA website
- Attend the EPHA AGM and have your say!
- Contact Pam Langmead EPHA Professional Officer at [pam@langmead.me.uk](mailto:pam@langmead.me.uk) for any support or information you need
- Be kind to new colleagues (and existing ones!)