



Summer term briefing 2018

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Ofsted

Key information

Section 5 handbook – minor updates – most up to date version, now April 2018

Minor updates in the Section 5 handbook in March 2018

This change clarifies the timetable for the inspection of an exempt school (paragraph 17): Where risk assessment identifies sufficient concerns about decline in the performance of pupils' academic achievement and overall decline in performance, these outstanding schools will receive a section 8 no formal designation inspection (see paragraph 22). If during the course of the inspection, the lead inspector finds that the school's overall effectiveness **may no longer be outstanding**, then the lead inspector may deem the section 8 inspection as a section 5 inspection.

April 2018 Updated paragraphs 21 and 23 to clarify that good schools are now inspected approximately every FOUR years (previously three years).

21 Short inspections of good schools

The frequency of inspection is proportionate to the performance and circumstances of schools. Schools judged to be good at their previous section 5 inspection will normally receive a one-day short inspection, carried out under section 8, approximately every **four** years, as long as the quality of education remains good at each short inspection. The separate section 8 handbook explains how these short inspections will be carried out. Some good schools will automatically receive a full section 5 inspection instead of a section 8 short inspection. This will affect approximately a fifth of good schools, and will occur when Ofsted's risk assessment process indicates that the quality of provision may have deteriorated significantly.

23 Pupil referral units, special schools (including maintained special schools and non-maintained special schools) and maintained nursery schools that were judged good or outstanding at their previous section 5 inspection will normally receive short inspections approximately every **four** years carried out under section 8, to confirm that the quality of education remains good or outstanding.¹⁷ These settings are not exempt from routine inspections if they are judged outstanding.

Section 8 handbook – minor update – most up to date version, now April 2018

Updated the requires improvement and special measures/serious weaknesses sections: section 5 inspections can take place up to **30 months** after the last section 5 inspection for these categories. Good schools are inspected approximately every 4 years.

EPHA has published versions of each handbook with the changes highlighted

<https://essexprimaryheads.co.uk/info-and-documents/ofsted/>

Amanda Spielman's speech at the ASCL conference

On 12 March 2018, Ofsted published the text of a speech from Her Majesty's Chief Inspector (HMCI), Amanda Spielman, which she gave at the Association of School and College Leaders (ASCL) annual conference 2018.

Her speech focuses on teacher workload, and she says she sees scope for Ofsted to tackle workload through the new inspection framework it's developing for 2019.

Regarding the new framework, she says:

One of her top priorities is to ensure it explores "the things that either give a good judgement of educational effectiveness or are vital to young people's development"

She intends to ensure the new framework is "as sharply focused as possible on the things that matter most"

She adds that the framework development is supported by Ofsted's research programme, which includes, among other things:

- Its curriculum survey
- International research on lesson observation
- A review of book scrutiny practice

Sean Harford briefing for inspectors – March 2018

This edition provides

- clarification on inspecting 'non-exempt' schools and 'exempt' schools
- guidance on gathering data from schools and completing evidence forms

Inspectors should only ask schools to provide data and other information in the format that the school would ordinarily use themselves. We do not expect schools to provide evidence for inspection beyond that set out in the 'School inspection handbook'. This aligns with our 'Clarification for schools' section in the handbook. In particular:

- Ofsted does not expect performance and pupil-tracking information to be presented in a particular format. Such information should be provided to inspectors in the format that the school would ordinarily use to monitor the progress of pupils in that school.
- Ofsted does not require teachers to undertake additional work specifically for inspection.

guidance on inspecting schools designated as having a religious character

- clarification of the 'coasting' definition and middle schools

'Coasting' is a measure used by the Department for Education (DfE) for its own purposes and is given no particular emphasis by Ofsted, other than being one of a basket of measures taken into consideration at inspection.

The DfE has now clarified that it will use the coasting definition as an indicator to prompt regional schools commissioners (RSCs) to consider the issues that schools experience and the solutions they have put in place, but is not intended as a label.

Additionally, when considering the 'coasting' measure for junior schools, inspectors should note that pupils at junior schools, on average, have lower progress scores, despite their average attainment being as good as/higher than attainment in primary schools, and may therefore be defined as coasting

- information on:
 - Gypsy, Roma and Traveller pupils
 - the careers statutory guidance for schools
- the revised teacher assessment frameworks for 2018/19

The DfE has published revised statutory teacher assessment frameworks for English reading, mathematics and science for key stage 1, and English writing and science for key stage 2. They are for use from the 2018/19 academic year onwards.

Following last year's public consultation on primary assessment, schools will not be required to conduct statutory teacher assessment in English reading and mathematics at the end of KS2 from the 2018/19 academic year onwards. Consequently, there will be no statutory frameworks for these subjects at KS2 from the 2018/19 academic year.

- The statutory guidance for teacher assessment frameworks at the end of key stage 1 is available at: www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1
- The statutory guidance for teacher assessment frameworks at the end of key stage 2 is available at: www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

Guidance for the inspection data summary report (IDSR)

This guide gives an overview of the data contained in the inspection data summary report (IDSR) for primary schools and information to assist in interpreting the charts.

March update - Updated anonymised IDSR: minor improvements to presentation based on user feedback.

Relevant Documents and Guidance

- The Common Inspection Framework – education, skills and early years *August 2015*
- School Inspection Handbook, including evaluation descriptors *April 2018*
- School Inspection handbook - section 8 *April 2018*
- IDSR guidance for Ofsted inspectors *November 2017*

- Pupil survey questions: schools *January 2018*
- Staff survey questions: schools *January 2018*
- Inspecting safeguarding in early years, education and skills settings *August 2016*

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 <https://essexprimaryheads.co.uk/info-and-documents/ofsted/>

Your “do-list”

- Download the most recent School Inspection Handbooks – Section 5 and Section 8 – 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. (List of statutory policies on the EPHA website)
- Check that your website is up to date and fully compliant –see checklist on the EPHA website (June 2018)

Safeguarding

Key information

Effective Support Portal and Requests for Support

From **16 April 2018** a new website, Essex Effective Support, <https://www.essexeffectivesupport.org.uk/> will provide access to an online Request for Support portal. The website will also bring together in one place the Essex Directory of Services, guidance and tools to support practitioners in their work with children and families across Levels 1, 2, 3 and 4 of the Windscreen of Need.

The online Request for Support portal will replace the Children and Families Hub current foh@essex.gcsx.gov.uk email route for submitting all non-urgent Requests for Support and written confirmation of urgent safeguarding matters which have been phoned through to the Hub via the Priority Line. The foh@essex.gcsx.gov.uk email route will close at 5pm on Friday 13 April 2018.

Child Protection Policy – April 2018 model

A new model child protection policy has been produced for schools – this reflects the latest statutory and local guidance and should be adapted and adopted for use in your school.

ESCB Safeguarding audit for schools

You will be aware from previous communications that schools are required to complete the 'Schools and Colleges Safeguarding Audit 2017-18' this year, as they are now working to a 2-year reporting cycle to the ESCB. This year's audit was live from Monday 30 October 2017 and schools and colleges have until **Thursday 31 May 2018** to complete it. Once completed, it should be returned to section11.escb@essex.gov.uk along with any supporting documents as additional evidence. At the end of the spring term only around a quarter of schools had completed the audit, so if you have not done so, please ensure that this is on your do-list for the first half of term.

This year the audit tool is in the form of an excel spreadsheet. This has been emailed to schools and colleges but is also available to access here:

https://schools-secure.essex.gov.uk/pupils/Safeguarding/Safeguarding_Audit_for_Schools/Pages/Section-11-Audits.aspx

Safeguarding forums for schools – summer term

SOUTH	Wednesday 13 June	Holiday Inn, Basildon
N-EAST	Thursday 14 June	Weston Homes Community Stadium
WEST	Wednesday 20 June	Weston Homes Business Centre, Takeley
MID	Thursday 21 June	Chelmsford City Football Club

[https://schools-](https://schools-secure.essex.gov.uk/pupils/Safeguarding/Termly_Safeguarding_Briefings/Pages/default.aspx)

[secure.essex.gov.uk/pupils/Safeguarding/Termly_Safeguarding_Briefings/Pages/default.aspx](https://schools-secure.essex.gov.uk/pupils/Safeguarding/Termly_Safeguarding_Briefings/Pages/default.aspx)

How to promote positive emotional well-being and reduce the risk of suicide in children and young people – ECC guidance – Spring 2018

This guidance has been produced to support schools in promoting positive emotional well-being and mental health and to reduce the risk of suicide in children and young people. However, it may be used by any professional working with children and young people as a source of information and support. In addition, the advice contained within it to support pupils will be relevant to a range of issues. It has been produced by a multi-agency group and has undergone consultation with young people, schools and other professionals (see Acknowledgements section). Further guidance specifically to support schools with issues around self-harm is available in the 'Let's Talk' - self-harm management toolkit for educational settings.

EWMHS telephone helpline for Essex Primary Schools

This service started on Nov 1st 2017 as part of the EWMHS schools project and offers a weekly telephone helpline on Wednesday afternoons. It is for any school staff with concerns about the emotional well-being of children they work with. The child does not need to be open to EWMHS. It

offers confidential opportunities for consultation, case discussion or sharing concerns in pre-booked 35 minute slots.

The eight bookable slots offered each Wednesday afternoon are as follows: 12.00pm, 12.45pm, 1.30pm, 2.15pm, 3.00pm, 3.45pm, 4.30pm & 5.15pm.

It is not intended for referrals or signposting as the EWMHS Single Point of Access already offers this - on 0300 300 1600

The helpline is run by Jon Large - an Ed Psych who has worked in Essex child mental health and youth offending teams. Slots can be booked by emailing jonathan.large@essex.gov.uk. Please say which slot you need and a 2-line summary of concerns.

A number to call will be shared once a booking is confirmed. Alternatives will be offered if a requested slot is unavailable.

All discussions on the helpline are anonymous so the child in question will not be identified. Thus written parental permission isn't needed to book a slot. However, it is good practice to inform parents whenever possible. If a child is open to EWMHS, permission to discuss with EWMHS staff can be assumed.

Government Consultation: Home Education – Call for Evidence and revised DfE guidance

No-one knows for certain how many children are electively home educated in England, estimates range from 20,000 - 30,000 a decade ago, to over 50,000 now.

The government has launched a consultation to find evidence for there to be greater oversight of these children. The background to the consultation considers some of the related issues, for example, the anecdotal evidence that parents of children who are a risk of permanent exclusion are being pressurised by some schools to educate their child at home. Some parents of pupils with SEND are feeling that home-education is a better solution than a mainstream school with no support.

The consultation has two parts. Firstly, a call for evidence, in particular about the registration of children educated at home; the monitoring of home education provision; and support for home-educating families. Secondly, the consultation asks for comments on the draft versions of two DfE guidance documents one designed for local authorities and one for parents

You can find the online survey and the consultation documents here:

<https://consult.education.gov.uk/school-frameworks/home-education-call-for-evidence-and-revised-dfe-a/> Consultation closes 2 July 2018

Designated teacher for looked-after and previously looked-after children DfE February 2018 Promoting the education of looked-after children and previously looked-after children DfE 2018

See below, under DfE section

Working Together to Safeguard Children – consultation closed

The DfE ran a consultation, which closed on 31 December, on

- significant revisions to Working Together to Safeguard Children, the statutory guidance on what's expected of organisations to safeguard and promote the welfare of children
- two sets of statutory instruments (regulations) needed to support the new arrangements
- new child death review guidance

These revisions reflected the legislative changes introduced through the Children and Social Work Act 2017. Following this consultation, the government proposes to update and replace the current statutory guidance, Working Together to Safeguard Children 2015. It should be published in May 2018.

The consultation response document is available at

<https://www.gov.uk/government/consultations/working-together-to-safeguard-children-revisions-to-statutory-guidance>

Keeping Children Safe in Education 2018

The government has published the 'for information' copy of the *Keeping Children Safe in Education 2018* that will come into force on 3rd September 2018. Until then, the *Keeping Children Safe (2016)* is the guidance that schools should follow.

In this guidance, there's very much emphasis on thinking about children with SEN and disabilities, those who were care leavers, and those children who were previously looked after, in the main those children are adopted children. This links into the guidance for designated teachers for looked after children and previously looked after children. The new guidance is also very clear about peer-on-peer abuse, and indeed on sexual violence and sexual harassment.

Keeping Children Safe in Education 2018 provides clarity that schools should have their own individual safeguarding policy. This policy should meet the needs of their children in their community, with the particular kinds of issues that may be most important for them. Multi-Academy Trusts may have an overarching policy, but each school must be able to include procedures and information that is particularly relevant to them.

Annex A now includes four key topics that were not included previously:

- Children and the court system, when children are appearing as witnesses;
- Children will family members in prison;
- Criminal Exploitation of children (County Lines); and
- Homelessness.

Next Steps for September 2018

- Update your child protection policy – an ECC model will be produced later in the term
- Update the safeguarding and learning development programme for your staff
- Check that there is more than one emergency contact number for the children
- Create and complete risk assessments for volunteers
- Check that all Section 128 checks have been completed for any departmental heads
- Obtain written confirmation from Alternative Providers that they have completed relevant checks
- Check any future home-stay arrangements include Enhanced DBS checks for parents where overseas pupils stay

Relevant Documents and Guidance

- ECC Model Child Protection Policy – April 2018
- How to promote positive emotional well-being and reduce the risk of suicide in children and young people – Spring 2018
- Working Together to Safeguard Children - February 2017
- Keeping Children Safe in Education – DfE September 2016 **and, in draft, September 2018**
- ESCB Effective Support for Children and Families in Essex – July 2017
- Emotional Wellbeing and Mental Health Information Portal for Schools
https://schools-secure.essex.gov.uk/pupils/Emotional_Wellbeing_and_Mental_Health_Information_Portal_for_Schools/Pages/default.aspx
- Schools and colleges audit tool
- https://schools-secure.essex.gov.uk/pupils/Safeguarding/Safeguarding_Audit_for_Schools/Pages/Section-11-Audits.aspx
- Gov.uk safeguarding resources
<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- EPHA Seven-minute safeguarding staff meetings <https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings>

Your “do-list”

- Adapt and adopt the latest Child Protection model policy
- Start to consider steps to implement the new version of KCSiE
- Complete the ESCB safeguarding audit for schools and colleges, **by 31 May 2018 at the latest**
- Download and refer to the new ECC guidance *How to promote positive emotional well-being and reduce the risk of suicide in children and young people*, as part of your toolkit of mental health resources
- Consider responding to the DfE Home Education consultation
- Ensure that you are signed up to Andrew Hall's invaluable weekly safeguarding briefing
<http://www.safeguardingschools.co.uk/>

DfE updates and publications

Key information

Damian Hinds speech to NAHT conference May 2018

The education secretary has recognised the extent of funding pressures in England's schools after hearing warnings of a "financial crisis".

"It is challenging for schools making the numbers add up," Damian Hinds told a head teachers' conference.

And he said he accepted that "society asks much more of schools than we did a generation ago".

"School funding is in crisis. Most people see it," said heads' leader Paul Whiteman.

Speaking to the National Association of Head Teachers in Liverpool, Mr Hinds offered more support to improve teacher recruitment and retention.

The education secretary said that schools were better funded - but he acknowledged that they now faced increased financial pressures and also more social pressures, such as children's mental health problems.

"I certainly don't pretend I can just stand up here at this podium and say a few words that will solve all of the challenges that you face in schools today," said Mr Hinds.

"It is true that schools get more funding than they used to but it is also true that society asks much more of schools than we did a generation ago."

Teacher shortages

Mr Hinds, whose speech received applause from the conference, said he recognised the financial difficulties.

"There have also been real cost pressures on schools - pensions, National Insurance.

"So yes, it is challenging for schools making the numbers add up and I do pledge to work with you to bear down on some of the cost pressures as best as we can," he said.

But he did not offer any prospect of extra cash in the short term.

Instead he suggested making the case for school funding in the next review of public spending.

Mr Hinds promised to work with school leaders to reduce workload and to make tackling teacher shortages a priority.

He also indicated a significant shift away from forcing schools to become academies.

'Stress and anxiety'

Only two years ago, it had been government policy to force all schools to become academies, a plan that had been rapidly sunk by a rebellion by backbench MPs.

Mr Hinds's speech emphasised how much the attitude had moved since then, saying he did not want teachers to face "stress and anxiety" from the "fear of being forcibly turned into an academy".

Only schools that were judged as inadequate by Ofsted inspectors would be required to become academies, he told head teachers.

"I don't want that spectre hanging over people if they're doing a good job," said Mr Hinds.

He also indicated more scrutiny of the trusts that run academies.

There are now more than 2,000 separate trusts running academies and he told heads there would be "far more robust oversight" of the finances of academy trusts.

Head teachers welcomed the education secretary's announcement of plans for a new single threshold for when schools were judged to be struggling and in need of intervention.

The conference also heard warnings about schools struggling to cope with rising levels of mental health problems.

Mr Whiteman warned of a "system in crisis, where unsupported children and young people are at best struggling to learn and at worst are at serious risk".

"School leaders are reporting a serious and growing concern for children's well-being," he said.

The NAHT leader said that the demand for mental health services had increased, but "funding has plummeted".

Nick Gibb dodges teacher pay funding questions - 14 May

The schools minister has refused to say whether more cash will be made available for larger pay rises for teachers.

Nick Gibb used education questions in the Commons today to dodge questions on schools' ability to afford pay rises now that the public sector pay cap has been lifted.

This year, the School Teachers Review Body (STRB), which advises the government on teacher pay scales, has been given the flexibility to recommend a rise above the one-per-cent cap that has restricted

increases for school staff since 2011.

Teaching and leadership unions have [demanded an immediate five-per-cent raise for their members](#), but warned that this must be fully funded to prevent the financial burden falling on already-struggling schools. Gibb was asked of Chester MP Christian Matheson about how pay rises will be funded.

“Will ministers confirm that when the hated one-per-cent pay cap is lifted, that the balance will be paid entirely from central funds, and not be foisted onto the schools themselves?” Matheson said.

Gibb replied that the government’s position over pay flexibility was “clear”, but failed to address the matter of extra funding for schools.

“The public sector pay cap is no longer in place, and we have adopted a more flexible approach to public sector pay. We have asked the School Teachers Review Body to use this flexibility to target the next pay award to promote recruitment and retention,” he said.

The STRB is expected to submit its report to the government imminently.

Reception baseline assessment

In response to the 2017 primary assessment consultation, the government has announced plans to introduce a statutory reception baseline assessment in autumn 2020.

Schools will administer the assessment soon after pupils enter reception. It will be an activity-based assessment of pupils’ ability in:

- communication, language and literacy
- early mathematics skills

The assessment will be age appropriate, last 20 minutes and teachers will record the results. It will not be used to judge, label or track individual pupils.

The National Foundation for Educational Research (NFER) is the preferred supplier to develop and deliver the new assessment. This includes the trial and pilot phases and the first 2 years of statutory delivery.

<https://www.gov.uk/guidance/reception-baseline-assessment>

SATs test dates from 2018 2017 to 2018 academic year

Key stage 1

May 2018

Key stage 1 test period

Week commencing Monday 11 June 2018 Phonics screening check week

Key stage 2

Week commencing Monday 14 May

Science sampling tests

Schools selected for science sampling will need to be available to administer the tests within the 2 week period from Monday 4 June 2018.

2018 to 2019 academic year

Week commencing 13 May 2019

Key stage 2 tests week.

Week commencing 10 June 2019

Phonics screening check week.

There is no science sampling for the 2018 to 2019 academic year.

Exclusions review – call for evidence

All state funded schools in England operate under the same exclusions framework, as set out in legislation and statutory guidance. Despite this, there are differences in exclusion rates between schools, areas of the country, and pupils with different characteristics. This review will examine the factors that drive those differences. It will also explore and evaluate best practice for those areas where the disparities are less significant.

The review will consider the exclusion of groups of pupils that are identified in the national data as more likely to be excluded. For example, those ethnic groups highlighted in the [Ethnicity Facts and Figures website](#); pupils who are eligible for free school meals, or have been eligible for free school meals in the last six years; pupils with special educational needs; looked after children; and children in need.

Online consultation

<https://consult.education.gov.uk/school-absence-and-exclusions-team/exclusions-review-call-for-evidence/>

Update on the Sports/PE funding grant

A change around the potential use and accountability of the PE fund, in relation to swimming. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport you offer.

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

You must publish details of how you spend your PE and sport premium funding. This must include: the amount of premium received

- a full breakdown of how it has been spent (or will be spent)
- the impact the school has seen on pupils' PE and sport participation and attainment

how the improvements will be sustainable in the future

For the 2017 to 2018 academic year, there is a new condition requiring schools to publish how many pupils within their year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

Education Select Committee enquiries

The Education Select Committee has just launched two critical inquiries, one into school funding, the other into the success (or otherwise) to the 2014 SEND reforms. As you can see, key questions about both areas are being explored and it will be important for school leaders, staff and governors to have their say.

School and college funding

This inquiry aims to examine whether a longer-term plan is needed for investment in education and what resources are required to ensure schools and colleges get the support they need. The inquiry will also look at the effectiveness of targeted funding such as the pupil premium and how the new national funding formula will be implemented. The Select Committee, led by Robert Halfon MP, is specifically looking for feedback and evidence on the following points:

- What the Department for Education's priorities should be for the next Spending Review period as they relate to schools and colleges
- Whether the spending review cycle is the best mechanism for determining overall expenditure on schools and colleges, and what that level should be
- The effectiveness of targeted funding such as the pupil premium, and its relationship to core education funding
- The practical implementation of the national funding formula

Closing date for written submissions is Wednesday 30 May 2018. Follow this link to submit evidence:

<https://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2017/school-and-college-funding-inquiry-17-19/>

Special educational needs and disabilities

In 2014, the Government introduced wide-reaching changes to the SEND system, with the intention of offering simpler, improved and consistent help for children and young people with SEND. The Government claimed these changes would give families greater choice in decisions. The Committee's new inquiry is intended to review the success of these reforms, how they have been implemented, and what impact they are having in meeting the challenges faced by children and young people with special educational needs and disabilities.

The Committee is inviting written evidence on the following points:

- Assessment of and support for children and young people with SEND
- The transition from statements of special educational needs and Learning Disability Assessments to Education, Health and Care Plans
- The level and distribution of funding for SEND provision
- The roles of and co-operation between education, health and social care sectors
- Provision for 19-25-year olds including support for independent living; transition to adult services; and access to education, apprenticeships and work

Closing date for submissions is Thursday 14 June 2018.

<https://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2017/special-educational-needs-and-disability-inquiry-17-19/>

Recently published documents and guidance

Designated teacher for looked-after and previously looked-after children DfE February 2018

This is statutory guidance from the Department for Education, issued under sections 20(4) and 20A(4) of the Children and Young Persons Act 2008. This means that the governing bodies of maintained schools, academy proprietors and the designated staff member at maintained schools and academies must have regard to it when promoting the educational attainment of looked-after and previously looked-after children. This guidance replaces previous guidance under the name, *The role and responsibilities of the designated teacher for looked-after children*, issued in 2009.

The governing body of a maintained school and the proprietor of an academy must ensure that an appropriately qualified and experienced member of staff (hereafter referred to in this guidance as the 'designated teacher') undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school's roll. They must also ensure that the designated teacher undertakes training that is appropriate to carrying out this duty.

Promoting the education of looked-after children and previously looked-after children DfE 2018

This guidance sets the framework through which local authorities discharge their statutory duty under 22(3A) of the Children Act 1989 to promote the educational achievement of looked-after children. That includes those children placed out of authority. The Children and Families Act 2014 amended section 22 of the Children Act 1989 to require every local authority in England to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote the educational achievement of its looked-after children is properly discharged.

Schools causing concern DfE February 2018

This is statutory guidance for local authorities given by the Department for Education, on behalf of the Secretary of State. Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect of maintained schools causing concern, to have regard to any guidance given from time to time by the Secretary of State.

This guidance covers:

- maintained "schools causing concern" (within the meaning of section 44 of the Education Act 2005);
- maintained schools that are "eligible for intervention" (within the meaning of Part 4 of the 2006 Act);
- other maintained schools about which the local authority and/or Secretary of State have serious concerns which need to be addressed¹; and
- academies causing concern.

Health and Safety in Swimming Pools 2018

This revised document updates the guidance on health and safety in swimming pools.

It complements the requirements of BS EN 15288–1 Swimming pools

If you are a swimming pool operator this guidance is aimed at you, to help you comply with your duties under the Health and Safety at Work etc Act (the HSW Act) and the regulations made under it.

Statutory NQT Induction Guidance - April 2018

This is statutory guidance from the Department for Education. This means that those involved in managing statutory induction arrangements must have regard to it when carrying out their relevant duties. The guidance covers those settings which are both required to or choose to offer induction to their newly qualified teachers.

Factors affecting teacher retention: qualitative investigation

DfE report following a survey of (secondary) teachers who had left the profession.

Reasons for leaving teaching

Workload remains the most important factor influencing teachers' decisions to leave the profession and most suggested solutions to addressing retention were linked to workload in some way. There is evidence that early career teachers made the decision to leave the profession quickly, typically within three months of when they first started to consider leaving. By contrast, more experienced teachers were more likely to consider their decision over one to two years.

Teachers' decisions to leave the profession were generally driven by the accumulation of a number of factors, over a sustained period of time. However, for some teachers, there had been a specific 'trigger' point, for example around teaching performance resulting in involvement from the senior leadership team (SLT), feeling undervalued after an issue had been highlighted or a specific behavioural incident involving pupils and parents/carers.

Possible solutions offered by interview participants

Teachers found it challenging to provide solutions to retention issues or suggestions for how issues they had faced could have been resolved. Nevertheless, they did provide some top-level ideas for consideration. These related to:

- Improving in-school support for teachers
- Greater focus on progression opportunities
- Reducing workload at a school level
- Improved working conditions
- Professional recognition and greater autonomy

Relevant Documents and Guidance

- Designated teacher for looked-after and previously looked-after children DfE February 2018
- Promoting the education of looked-after children and previously looked-after children DfE 2018
- Schools causing concern DfE February 2018
- Statutory NQT Induction Guidance April 2018
- Factors affecting teacher retention: qualitative investigation
- Exclusion from maintained schools, academies and pupil referral units in England –September 2017

Your “do-list”

- Download latest DfE guidance as listed above.
- Share LAC guidance with your Designated Teacher
- Take part in the “call for evidence review” about exclusions
- Have your say to the Select Committee on school funding and SEND
- Make sure that you are using the current Exclusions guidance published in September 2017

General Data Protection Regulations (GDPR) update

Key information

On 25 May 2018 a new data protection law came into force across all of Europe – the GDPR (General Data Protection Regulation). Many of the GDPR's main concepts and principles are much the same as those in the current Data Protection Act (DPA). However, there are new elements and significant enhancements.

The GDPR contains principles for good management of personal data, rather than specific rules on how you must do things. It doesn't set out record retention periods or particular security measures that need to be put in place.

Main principles

The GDPR sets out the **key principles** that all personal data must be processed in line with.

Data must be: processed lawfully, fairly and transparently; collected for specific, explicit and legitimate purposes; limited to what is necessary for the purposes for which it is processed; accurate and kept up to date; held securely; only retained for as long as is necessary for the reasons it was collected

There are also **stronger rights for individuals** regarding their own data.

The individual's rights include: to be informed about how their data is used, to have access to their data, to rectify incorrect information, to have their data erased, to restrict how their data is used, to move their data from one organisation to another, and to object to their data being used at all

The main changes are:

- Schools must appoint a data protection officer, who will advise on compliance with the GDPR and other relevant data protection law
- Privacy notices must be in clear and plain language and include some extra information – the school's 'legal basis' for processing, the individual's rights in relation to their own data
- Schools will only have a month to comply with subject access requests, and (in most cases) can't charge
- Where the school needs an individual's consent to process data, this consent must be freely given, specific, informed and unambiguous
- There are new, special protections for children's data
- The Information Commissioner's Office must be notified within 72 hours of a data breach
- Organisations will have to demonstrate how they comply with the new law
- Schools will need to carry out a data protection impact assessment when considering using data in new ways, or implementing new technology to monitor pupils
- Higher fines for data breaches – up to 20 million euros. However, the Information Commissioners Office has said it will use its powers "proportionately and judiciously"

It is important to use the Information Commissioner's Office (ICO) resources provided on the website to work out the main differences between the current law and the GDPR. Over the next few months the ICO will produce more guidance and other tools to assist preparation. The Article 29 Working Party will also be producing guidance at European level. <https://ico.org.uk/>

The ICO has just produced a response to FAQs for schools

<https://ico.org.uk/for-organisations/education/education-gdpr-faqs/>

DfE Toolkit for schools – April 2018

Schools will be at different stages in preparation for legislative change on data protection. The use of data and related technologies varies significantly across our schools, and this toolkit is intended to support schools in developing the policies and processes that are right for them. It has been developed by the Department for Education (DfE) working in collaboration with schools, multi-academy trusts (MATs), local authorities (LAs), system suppliers, GDPR support providers, the National Cyber Security Centre and the Information Commissioners Office (ICO).

The document provides 9 steps that, we (DfE) think, can help schools efficiently develop the culture, processes and documentation required to be compliant with the strengthened legislation and

effectively manage the risks associated with data management.

The 9 steps outlined a suggested sequence of activities that will enable schools to identify and monitor the use of personal data, undertake the necessary processes for auditing and assessing risk, and assist with compiling policies to ensure schools can sustain compliance. Each step is structured to provide the intended outcomes of each step, a suggested 'how to' approach, top tips, case studies, and links to the most relevant resources for that step that have been identified to date. It is important to note that this document provides tips and guidance only. It is intended to support schools draw out areas of risk. Where the term 'school' is used, multi-academy trust could equally apply where relevant, as the legal entity with the responsibility for data protection for their schools. **It does not constitute formal legal guidance, and as a data controller in its own right, a school is ultimately responsible for its own data protection procedures and compliance with legislation.**

The nine steps are:

- 1 Raising awareness
- 2 Creating a high level data map
- 3 Turn your data map into a data asset register
- 4 Documenting the reasons for processing data
- 5 Documenting how long you need to retain information
- 6 Reassurance and risks
- 7 Decide on your Data Protection Officer role
- 8 Communicate with data subjects
- 9 Operationalise Data Protection and keep it living

New guidance from EPHA

Introduction to GDPR – 7-minute staff meeting

This 7-minute staff meeting gives a brief guide to the GDPR, and asks staff to discuss

What personal data do you gather and manage in your day to day role in school? (This will vary for different members of staff)

Do you know how to manage, store, share and dispose of that data?

Within the presentation there are detailed notes giving examples of personal data, so that staff can realise what personal data they manage.

Staff and governors need to know and understand

- What personal data they manage in school on a day to day basis
- How to manage, keep and dispose of data
- The school's procedures in relation to pupil records, email, social media, taking photos in schools, mobile technology and the school website
- When they are allowed to share information with others and how to make sure it is kept secure when shared.

This Powerpoint and handout are about the introduction of the GDPR – to develop the staff understanding of data protection and information management, follow up with the additional 7-minute staff meetings:

- Information sharing
- Data management and Information security
- Data protection principles

Data Protection Officer checklist

This is adapted from the ICO website checklist. It assumes that schools are public authorities (as per the Human Rights Act) and so will need to appoint a DPO. (There has been no information to the contrary from the Public Bill Committee, despite representations from education).

Individuals' rights – the difference between the Data Protection Act and GDPR

The rights that individuals have over their data in the 1998 Act are carried over to the GDPR, but in some cases these are strengthened and have been added to, as set out in this document.

You can use the ICO's helpline or 'live chat' function to ask any specific questions you have about the GDPR.

ICO helpline: 0303 123 1113

Two other useful video clips for staff training

GDPRiS Training: GDPR Awareness for School Staff

https://www.youtube.com/watch?v=4yPxs4D9u_c

GDPR for schools – introduction to GDPR

<https://www.youtube.com/watch?v=Hevll3zqc44>

Information Sharing Protocol

EYFS-KS5

Lauri Almond (IGS) wrote out to all primary headteachers last half term with information about a data sharing protocol that needs to be signed between schools and the health providers; Provide and EPUT. This caused some confusion so the position needed to be clarified. Firstly, schools need to sign up to the [Information Sharing Protocol](#) with Provide and EPUT as it is a GDPR requirement. This will enable compliant sharing of monthly data regarding pupils starting or leaving to make sure they can access health services. The following pages on [Infolink](#) provide a full explanation but please can all primary schools ensure that they have completed section 14 of the protocol, sign and send to Provide, along with any queries to provide.enquiries@nhs.net or call them on 0300 303 9999.

HR GDPR guidance for schools

HR has produced guidance for their subscribing schools. This guidance relates only to Human Resources (HR) matters. In general terms you are permitted to collect and retain information relating to staff which is necessary for the operation of the employment contract and you do not need their express consent for this, nor do you need their consent to share the information with HR (except in some cases e.g. relating to DBS and Health).

You will need to give a Privacy Statement to the person you appoint. A model has been produced by HR which you will need to amend as appropriate where indicated. You will also need to make your current staff aware of this Privacy Notice (e.g. by posting on the staff intranet), but you do not need to issue an individual Notice to each employee. Applicants for jobs will be given a Privacy Statement as part of the application process.

Whether a Maintained School or an Academy, the school is the Data Controller. You own and are responsible for any and all records relating to your staff and it is therefore essential that you keep appropriate records and that you store, process and destroy these in accordance with the Data Protection Principles and as set out in the Data Retention Schedule (available from HR). You will be in breach of the Regulations if you destroy records prematurely as well as if you keep them for longer than permitted.

What you need to do

- Review your personal files in line with the attached retention schedule.
- Review who has access to personal files to ensure appropriate restrictions are in place as set out in the retention schedule.
- If you have archived staff files which are older than leaving date +6 years these will need to be destroyed. However you will need to filter out and retain any papers relating to safeguarding allegations, accidents at work and pensions in line with the schedule as these have longer retention periods. These may be held in paper archives or electronically.
- Review any central SCR files you may have to ensure that they only contain permitted

information (see schedule “other individuals” section).

• Complete the Privacy Statements. These will need to be in use from May 2018 and you will need to make existing staff/volunteers aware of these, and the retention schedule.

What else HR is doing?

• Reviewing the application form and recruitment procedures to build in appropriate GDPR requirements. Only minor changes are anticipated.

• Reviewing the DBS Consent form to ensure compliance with GDPR requirements.

• Working through relevant model letters, forms etc. to identify any additional data protection implications and modifying any documents accordingly.

• Review all policies and procedures to ensure data retention information is in accordance with requirements.

• Reviewing internal HR procedures and records management to ensure compliance in accordance with our Data Processing and Retention Schedule

Schools do not need consent to retain employment records and there may just be some minor adjustments to current practice to ensure full compliance. We are also in the process of revising the standard application form and will be issuing guidance about minor adjustments to recruitment procedures shortly.

Finally, as a service provider, EES for Schools and HR are required to confirm our compliance with the GDPR. Revised Terms and Conditions will shortly be available from the HR website which will set out their compliance measures.

Relevant Documents and Guidance

- EPHA website – dedicated page <https://essexprimaryheads.co.uk/info-and-documents/data-protection/>
- DfE Data Protection/GDPR toolkit for schools
- ICO helpline: 0303 123 1113
- Information Commissioner’s Office <https://ico.org.uk/>
- EPHA 7-minute staff meeting – introduction to GDPR
<https://essexprimaryheads.co.uk/info-and-documents/data-protection/>
EPHA GDPR briefing paper
- GDPR readiness tracker
- Individuals’ rights – the difference between the Data Protection Act and GDPR
- Data Protection Officer checklist – EPHA guide
- Information Management Toolkit for Schools 2016
- Information sharing advice for safeguarding practitioners March 2015
- DfE privacy notices
- <http://www.eesforschools.org/hr-latest-news/gdpr-2018>

Your “do-list”

- Download the DfE Data Protection/GDPR toolkit
- Deliver the Introduction to GDPR– EPHA 7-minute staff meeting to raise staff awareness
- Update your privacy notices
- Make sure you have a DPO appointed – remember, you can change the appointed person at any time
- Complete Section 14 of the Information Sharing Protocol, sign and send to Provide
- If you are subscriber, use the information from HR to ensure that you are following GDPR-compliant procedures in relation to HR matters.

Policies, school websites and HR information

Key information

EPHA has developed lists of statutory and mandatory policies for schools and academies.

The checklists are based on the following guidance for schools:

- DfE statutory policies for schools (September 2014)
- Keeping Children Safe in Education (September 2016)
- SEND Code of Practice
- EYFS Framework
- Data Protection Act 1998
- Academies Financial Handbook
- Governance Handbook

The checklists include information about review frequency, the level of approval and additional notes.

<https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

This term you need to review and adopt:

- Child Protection Policy – new policy published April 2018
- Code of Conduct – review to reduce length and make more user friendly - updated by HR in February 2018
- Whistleblowing Policy - updated by HR in February 2018

All policies updated by HR

As you will be aware, the General Data Protection Regulations (GDPR) will come into effect on 25th May 2018. In preparation for this, we have updated the relevant HR policies and procedures to ensure compliance with GDPR.

The following updated policies are therefore available from the HR area of the EES for Schools website:

- Capability Procedure
- Discipline and Dismissal Procedure
- Equality and Diversity in Employment Policy
- Flexible Working Policy
- Grievance Procedure
- Leave of Absence Policy
- Pay Policy
- Performance Management Procedure
- Probation Procedure
- Recruitment Procedure
- Redundancy & Restructuring Procedure
- Sickness Absence Management Procedure
- Sabbatical Policy
- Whistleblowing Policy

These policies will need to be re-adopted by your school, ideally before the GDPR takes effect. All policies have a summary of changes on page 2.

In most cases there are no material changes to the content of the policy/procedure with the exception of the Flexible Working Policy (where a few minor updates have been incorporated as listed on page 2) and the Sickness Absence Management Procedure (where reference to obligations in relation to disabled employees has been inserted).

We do not consider these minor changes necessitate any staff consultation, however, you should notify staff that these policies have been updated.

Updated version (June 2018) of the website checklists

I have updated the website checklists for both maintained schools and academies – available on the EPHA website.

<https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

Gender Pay Gap Reporting

For clarity, this only applies to individual schools with 250 or more staff (and Multi Academy Trusts with over 250 staff across the Trust). Maintained Schools are not counted as part of the Local Authority, but

as standalone 'employers' for the purposes of this legislation. We do not believe therefore that any Maintained School will meet the staff number threshold and be required to report. The Gender Pay reporting legislation (Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017) is concerned with differences in the average earnings of men and women. There are six basic calculations to carry out and schools and Trusts will need the input of their payroll provider to obtain the data. Reporting must be published on the Academy/Trust Website and a government website by 31 March 2018 and each year thereafter.

ACAS has published guidance to assist employers to meet this duty www.acas.org.uk/genderpay.

The guidance covers:

- Who counts as an employee (as this has an extended definition)
- The information that must be reported (step by step guidance)
- How to publish the results
- How to implement plans to manage any gender pay gap.

Further information on the reporting requirements is available here:

<https://www.gov.uk/government/news/gender-pay-gap-reporting>

Local Government Pay Offer 2018-2019

The [Local Government Pay Award](#) has now been agreed for 2018 and 2019. HR will issue further guidance about the configuration of the new pay points for 2019 within the Pay Band structure in due course.

If you use Essex Payroll, they will implement any pay increases for the Local Government Service Salary Scales effective from 1 April 2018 in the May 2018 payroll as detailed below. Retrospective payments will be automatically calculated.

Employees on the National Joint Council (NJC) for Local Government Services pay scale Essex Payroll maintains a pay scale for NJC LG Services grades and pay points that customers can elect to use to pay their support members of staff ([click here to view April 2017 pay scales](#)). Where the customer elects not to use the national pay scales, staff must be transferred to annual (spot) salaries. Essex Payroll must be notified no later than 30th April 2018, before the school applies these transfers on ePayroll to ensure any record changes do not affect other linked payments.

Employees on the annual salary (spot salary) and not scale points

Increases for pay awards paid to staff on spot salaries (salary annual pay basis) are processed by the customer using the self-service application.

Essex Maintained schools must adopt the Local Government Pay offer.

Schools currently using Thurrock or Havering pay scales will be contacted by Payroll shortly.

If you do not use Essex Payroll, you will need to notify your provider of these changes.

Relevant Documents and Guidance

- EPHA website requirements checklists <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>
- EPHA statutory/mandatory policy checklists <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>
- 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"

- Adopt the Code of Conduct and Whistleblowing Policies - updated by HR in February 2018
- Update all of your HR policies in line with GDPR
- Download the EPHA statutory/mandatory policy checklist and ensure that you are compliant
- Update Essex Payroll or your provider of the changes as a result of the Local Government Pay offer.
- Update your website in line with most recent guidance, using the checklists provided by EPHA (June 2018).
- Report your gender pay gap information – if you have 250 or more staff

Academies Update

Key information

Academy general annual grant allocation guide: 2018 to 2019 academic year

A guide for mainstream academies and free schools open before 1 April 2018

This operational guide helps you understand how the Education and Skills Funding Agency (ESFA) has calculated your 2018 to 2019 academic year funding.

The guide supports the general annual grant (GAG) statement. It sets out the funding an academy will receive, how ESFA has calculated it, the factors that have been applied and the source of the data used. 2018 to 2019 is a significant year for the schools funding system. For the first time there is a national funding formula (NFF) for schools and for high needs, which has been used to allocate budgets to local authorities.

It is important to note that the NFF school-level allocations that we published in September 2017 were notional allocations only. In 2018 to 2019, local authorities have continued to set a local formula which has determined individual school and academy budgets in their authority. As in previous years, local authorities have submitted this local formula to the ESFA so that it can produce and issue academies allocation statements. The GAG statement reflects the local formula.

Key changes summarised on pages 5 and 6.

Information: academies budget forecast return outturn (BFRO)

The online form for the academies budget forecast return outturn (BFRO) is now available for use. The deadline for trusts to submit their BFRO, which collects financial outturn information, is 21 May 2018.

Remaining return deadlines 2017/18

Remaining returns for 2017/18	Guidance made available	Online form launch date	Deadline for submission
Financial statements, auditors' management letter, accounts submission coversheet online	13 June 2017 (via Academies Account Direction)	6 October 2017	31 December 2017
Accounts return	1 September 2017 (via Academies Account return)	1 October 2017	19 January 2018
Budget forecast return outturn	28 February 2018	19 March 2018	21 May 2018
Budget forecast return	1 June 2018	1 June 2018	27 July 2018

In later years, this will also include the Land and Buildings Collection Tool (LBCT), but this has been omitted for the first year. The next LBCT will have a deadline submission date of 31 October 2018 in the 2018/19 academic year.

Model Articles of Association for Academy Trusts

Template documents with standard articles of association for different types of academy trust, updated 22 December 2017. Removed suspension clauses from the model articles.

<https://www.gov.uk/government/publications/academy-model-memorandum-and-articles-of-association>

Automatic disqualification rule changes: guidance for charities

This guidance for charities explains the changes to the automatic disqualifications rules and how to prepare for them. These take effect on the 1st of August 2018.

<https://www.gov.uk/guidance/automatic-disqualification-rule-changes-guidance-for-charities>

Relevant Documents and Guidance

- Academies Financial Handbook 2017
- ESFA <https://www.gov.uk/government/organisations/education-and-skills-funding-agency>
- MAT2MAT Headteachers and CEOs can access these resources at <https://www.hivelearning.com/mat2mat/> The passkey is M@T2M&T2017
- Academies compliance documents <https://www.gov.uk/government/collections/academies-funding-payments-and-compliance>
- ESFA bulletins <https://www.gov.uk/government/collections/efa-e-bulletin>

Your "do-list"

- Ensure that returns are submitted by the required deadline dates.
- Note the changes to the automatic disqualification rules, effective from 1st August.

The Governing Body

Key information

GDPR and governors

It is very important that governing boards are putting strategies in place to meet their obligations under the GDPR (from 25th May)

Which email account should governors use?

Although there is no statutory guidance indicating which email accounts governors should use when discussing governing board business, there are a number of risks associated with using personal email accounts, such as the following:

- Accessibility of emails
- Maintaining confidentiality
- Security of emails

Using personal emails also affect the reputation of the school as it appears unprofessional and, as such, may affect the way in which the governing board is viewed by others.

Governors should also avoid using joint email accounts, such as ones that they share with a spouse, as this could lead to a breach of confidentiality; the business of the governing board should not be shared with any other persons than those necessary.

As a method of good practice, members of the governing board should use school-based email accounts which are able to be monitored by the designated member of staff, usually the e-safety coordinator, who can ensure that these are secure and are not accessible by others.

There are a number of benefits to using a school-based email address for governing board business, including:

- Governors will not have to give out their personal or work email addresses, which will help to protect their online privacy
- School-based email addresses can help to protect confidential information by ensuring that their accounts are not accessible by others and that a high level of security is maintained at all times
- Governors can be asked to sign the school's Accessible Use Agreement to ensure that they agree to the terms of use for the account, including what can be discussed and how.

In addition, schools could employ the following security measures to ensure that it is only governors who have access to information sent in emails (particularly confidential items), such as:

- Encrypting emails – this can be changed according to the sensitivity of the email
- Adding password protection on documents emailed to governors

Governors may decide to circulate their minutes by email; however, when doing so, they should ensure that appropriate security measures are applied.

- Consider whether the content of the email should be encrypted or password-protected – you can apply different levels of encryption depending on the sensitivity and importance of the email.
- Ensure that you always select the right recipients and check the email addresses are correct before sending.
- Ensure that when sending emails in which you would like to include other recipients, you blind carbon copy (BCC) rather than carbon copy (CC), so that their addresses are not revealed to the main recipient.
- Take extra care when using group email addresses – always check who is in the group and be sure that you want to send the email to all those in the group.
- Check the recipient's email security before sending – sending sensitive emails from a secure to an insecure server means that the security of the email will be compromised.

Extract from the DfE Data Protection Toolkit April 2018

In addition to staff training, **awareness for governors and MAT trustees** should focus on the following areas:

- That the ultimate responsibility for compliance sits with governors and trustees.
- School governors will also have an oversight role in making sure their school has good network security to keep the personal data they hold protected. This should also include having a business continuity plan in place that has cyber resilience as a consideration.
- That the new legislation moves schools from being required to 'comply' with data protection, to being required to 'demonstrate' compliance with legislation.
- To actively demonstrate compliance, schools need to document all their assets of personal data and ensure they are being appropriately managed and secured.
- Preparation requires a thorough 'audit' or 'housekeeping' exercise on current data processes that should already be in place in relation to the Data Protection Act. In particular, it is likely that data retention policies need more consideration.
- Following the data audit, an assessment of risks to data protection that will be considered by the school to be high or medium should be maintained. Schools should clearly identify what these risks are and how they are being addressed. This could include identifying any shortcomings in the school's network security infrastructure and keeping IT security policies up to date. This should be documented as evidence towards compliance.
- Schools need to review how they communicate their use of data with pupils/parents, and the rights of data subjects, with clear explanations regarding the strengthened rights (including Subject Access Requests (SARs)). Schools need to have agreed procedures for dealing with SARs.
- A need to appoint a Data Protection Officer who has the ear of governors (and vice versa) and is somewhat distanced from the management structure that develops and maintains data policies. (Step 7 has more information).
- A review of data protection policies in light of any changes to procedures and processes arising from the data audit and risk management.
- Reviewing data protection is an ongoing process requiring the whole school to be continually mindful of their responsibilities. Formally scheduling an annual review of current practice through an internal or external audit may be something schools wish to consider.

Relevant Documents and Guidance

- "Get information about schools" <https://www.get-information-schools.service.gov.uk/>
- National Governors Association <http://www.nga.org.uk/Home.aspx>

Your "do-list"

- Access the new information system for schools –and check and update yours if necessary.
- Consider the security of communication to and from governors to increase data protection
- Encourage your governors and clerk to attend training

The Local Authority

Key information

Dave Hill, Executive Director for Social Care and Education, leaves Essex on 4 May, to move to Surrey County Council. Helen Lincoln, who is now the statutory Director of Children's Services, will now step into the role of overseeing the Education portfolio, line managing and working closely with Clare Kershaw as Director of Education.

Proposed sale of EES

A recommendation has been made to sell Essex Education Services (EES) via a competitive auction process, which includes the disposal of the asset, liabilities and contracts of EES. On 22nd May, the Cabinet made the decision to proceed with the sale, although this decision was called in for a number of days. The sale includes the disposal of a number of services:

- Target Tracker
- Education Finance Support
- Support for Governors
- Clerking Agency
- Schools HR
- Professional development
- Educational Visits

EES manages Essex Outdoors and Initial Teacher Training which are branded within EES and recruitment advertising. The recommendation is that the management of these services will be transferred to other Council services.

In addition other services in ECC use EES resources to support invoicing and marketing their traded services to schools (Essex Legal Services, Health and Safety, Early Years). This will cease after the transition agreement period when the new company can decide to offer this service to the Council if still required. This may impact on other council services in terms of maintaining market share and retaining customers. However, EES may decide to compete against ECC services and offer these services.

EPHA has particular concerns about the sale of Schools HR and has met with Councillor Ray Gooding to discuss the proposed sale. Please send your comments and concerns to Pam to be sent on to Councillor Gooding.

Education Team Restructure

The next stage of the education restructure is in part driven by a new ECC strategy and also the need for the Council to save further funding (there is still a £30m gap). There has been a restructure of the whole education team aimed at re-configuring services within quadrants, to work around schools.

Four Education teams – one per quadrant – will include the following services:

- Statutory Assessment Service
- Education Psychology
- Specialist Teacher Service
- School Improvement
- Early Years and Childcare
- School Attendance
- Alternative education

Quadrant Teams – appointments so far – implemented from 16 April 2018

* Acting up or Interim

South

Assistant Director – Lisa Fergus 07557 167962

Head of Education and Early Years – Maz Norman*

SEND Quadrant Manager – Kerry Howard*

Mid

Assistant Director – Elizabeth Cornish 07500 990353

Head of Education and Early Years – Alison Fiala 07768 537487

SEND Quadrant Manager – Tony Sale

West

Assistant Director – Nicola Woolf 07872 869522

Head of Education and Early Years – Vacant

SEND Quadrant Manager – Chris O’Nions

North East

Assistant Director – Philippa Holliday (starts in September)

Head of Education and Early Years – Lyn Wright 07747638848

SEND Quadrant Manager – Ros Somerville

Specialist Education Services

Head of Specialist Education Services – Michael O’Brien

Virtual School Head – Gareth Williams-Jones*

Education Access Manager – Simon Carpenter*

Schools Safeguarding Manager – Jo Barclay

SENDIASS Manager – Clare Woodcock

Strategy, Planning and Performance

Head of Strategy, Planning and Performance – Anita Kemp

Workforce Development and Performance – Heather Faulkner

Systems and Intelligence Manager – Emma Toublic

Early Years Sufficiency and Sustainability – Carolyn Terry

School Readiness Manager – Liz Norton

SEND Strategy and Innovation

Head of SEND Strategy and Innovation – Ralph Holloway

SEND Operations Leader – Helen Wall

SEND Tribunal Team Manager – Kate Harvey

SEND Development Leader – Kate Martin / Candice Thompson*

SEND School Effectiveness Leader – Ruth Sturdy

Healthy Schools Benchmarking tool - updated Spring 2018

The benchmarking tool offers a point of reference for self evaluation. It is intended that schools and other establishments will use it to help:

judge the quality of their current provision for children and young people’s health and well-being;

identify any shortcomings that need to be addressed and priorities for further development.

For revalidation purposes schools are asked to confirm that provision in all sections is satisfactory or better, by highlighting the tool and submitting it and the signed summary sheet every two years.

For more information contact Carol Partington Carol.Partington@essex.gov.uk

Essex SEN Survey

Schools may be contacted by parents to discuss the SEN status of their child on the back of the Essex SEN Survey that is currently live. ECC is currently surveying about 8000 parents of pupils with SEN (SEN support and statements/EHCPs), exploring their satisfaction with SEN provision across Education, Social Care and Health. Anonymous findings will inform the High Needs Block review. The survey is run by QA research and sample details were taken from the January 2017 school census.

For further information, please contact Notty Stone, Analyst in the Education Intelligence Team on notty.stone@essex.gov.uk

The Education & Skills Funding Agency (ESFA) have initiated the **Asbestos Management Assurance Process (AMAP) 2018**. Essex County Council have been asked to arrange for Community and Voluntary Controlled schools to enter information about asbestos to a questionnaire on the AMAP website. Academies, Free Schools, Voluntary Aided schools and Foundation schools are being contacted directly by the ESFA. This task is important as this is an official data return which will be used to advise government.

You may delegate this task to your School Business Officer or other suitable person. You retain responsibility for the information provided though. All schools are expected to complete the Asbestos Management Assurance Process by **12:00 midday, on Friday 1 June**. You will need your asbestos management file when you complete this. As long as you have your asbestos management file available and you use the guide, the questions should take less than an hour. ECC has written

guidance to help you to complete this task which is attached to this email. It is also available on the Health and Safety pages of [Essex School Infolink \(secure login so if you need a password reminder, email Password.EIM@essex.gov.uk\)](#). Please do read the guidance as there are some points in the process that we believe required the clarification found in the guidance. Some of these questions are similar to the those in 2017/18 HISM questionnaire.

You will be asked what type of school building you have. Attached to this email is a list of how ECC records show each school in Essex is constructed. Please use it to find your school and enter the percentage (last column) of each construction type for your school. If you feel the records are wrong, please enter information you believe is more accurate – and let me know so I can adjust ECC records.

The link to the website is:

https://onlinecollections.des.fasst.org.uk/onlinecollections_ns/EnterCredentials.jsp

The information required to log in to the website is:

- The schools normal unique six digit URN (available here: <https://get-information-schools.service.gov.uk/>)
- AMAP Code: AMAP_77528_161A53C3

LA priorities for the year

Inclusive Essex – securing positive outcomes for all through partnership working.

1. SEND:

2. Establish a School-led Improvement System across the county.

3. Outcomes for vulnerable children, particularly disadvantaged

4. Ensuring there are sufficient school places in Essex.

5. All schools to be judged good or better.

6. Teacher recruitment and retention.

Nicola Woolf has taken over the responsibility for the Recruitment and Retention Strategy Group following Graham Lancaster's retirement. One of the recent tasks for the group was the development of a "workload charter" for Essex, in an attempt to support the retention of teachers and staff in schools. A number of clusters/partnerships are running 2:4 groups – supporting teachers who are early in their career. There is some funding available for clusters setting these up – contact Pam for more information.

Relevant Documents and Guidance

- Education Essex – weekly newsletter
- Information about the new School Effectiveness Team structure
<http://schools.essex.gov.uk/info/director/Pages/default.aspx>

Your "do-list"

- Send your comments about the proposed sale of EES to Pam Langmead
- Complete the Asbestos Management Assurance Process questionnaire by 1 June
- Download the updated Healthy Schools Benchmarking tool
- Attend the termly headteachers' meetings to be kept up to date on LA plans, strategy and information
- Make sure you read/see Education Essex each week

EPHA events and dates

Key information

According to my information so far, 6 primary schools in Essex have new headteachers this term.

1 of them in South

Terry Flitman Wickford Infant School – interim headteacher in the summer term until conversion to primary in September

3 of them in West

Dale Bateman Coopersale and Theydon Garnon CE Primary

Dr Kate Tether Newport Primary (Interim summer term)

Barbara Young St Mary's CE Primary, Stansted

2 of them in North East.

Richard Cranfield Heathlands CE Primary (Acting)

Jennifer Dignum Montgomery Juniors (Acting)

EPHA meetings 2018 -19

County EPHA Annual General Meeting

Thursday 11 October 2018 Chelmsford City Football Club

Mid EPHA - Chelmsford City Football Club, CM1 2EH

Thursday 21 June 2018

Wednesday 14 November 2018

Thursday 14 March 2019

Thursday 20 June 2019

South EPHA – Holiday Inn, Basildon, SS14 3DG

Wednesday 13 June 2018

Thursday 8 November 2018

Thursday 7 March 2019

Thursday 13 June 2019

West EPHA – Weston Homes Business Centre, Takeley, CM22 6PU

Wednesday 20 June 2018

Wednesday 14 November 2018

Wednesday 13 March 2019

Wednesday 19 June 2019

North East EPHA - Weston Community Homes Stadium, Colchester CO4 5UP

Thursday 14 June 2018

Wednesday 7 November 2018

Wednesday 6 March 2016

Wednesday 12 June 2019

EPHA Primary Headteachers' Support Directory

The document can be found on the EPHA website at <https://essexprimaryheads.co.uk/info-and-documents/welcome-pack/>

Conferences

Deputy Headteachers' conference – Friday 5 October 2018

Headteachers' conference – Friday 22 March 2019 – Stock Brook Country Club

The **2018/19 EPHA funding contribution** has been paid directly from the DSG – therefore there will be no need to collect subscriptions from schools this year.

Relevant Documents and Guidance

- EPHA website www.essexprimaryheads.co.uk
- What headteachers get in return for their EPHA contribution 2018/19 <https://essexprimaryheads.co.uk/about/constitution-and-finance/>
- EPHA Headteachers' Support Directory

Your “do-list”

- Be kind to new colleagues (and existing ones!)
- Book your Deputy a place on the annual conference – programme and booking form being sent to schools in June
- Download the updated EPHA Support Directory for primary heads
- Find documents and information on the EPHA website, including the 7-minute staff meetings
- Contact Pam Langmead, EPHA Professional Officer, at pam@langmead.me.uk for any support or information that you need