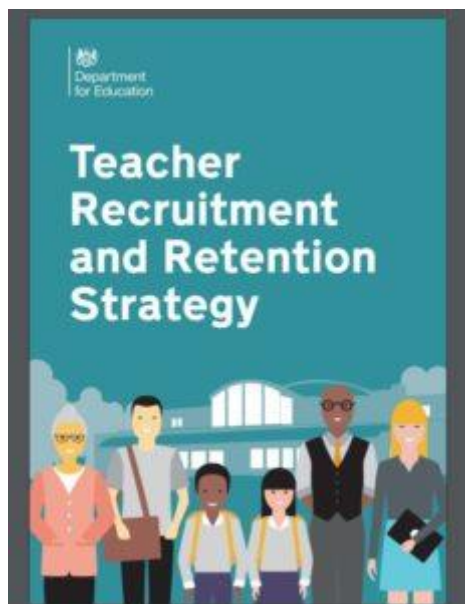


## **BDAT Briefing Note for Schools and Governors: February 2019**

Welcome back to school for Spring 2. With lots of national and BDAT school news we hope you find this newsletter a helpful update. Remember, if you have news you would like to include in future news editions, we would love to hear from you.



### **Damian Hinds publishes new Teacher Recruitment and Retention Strategy designed to have “long lasting impact”**

On January 28<sup>th</sup> the Government introduced a 35-page strategy document that aims to tackle the growing crisis in teacher recruitment and retention.

In his introduction, the Secretary of State writes: ***“But there are no great schools without great teachers. The key to education is the person in front of the classroom..... This document sets out the government’s priorities for making sure a career in teaching continues to be attractive, sustainable and rewarding”.***

The strategy document then goes on to describe a series of ambitions to help retain good teachers in schools and to attract new teachers to the sector. Central to the strategy are plans for an **Early Career Framework (ECF)**, which will fund schools to provide an extra year of induction for new teachers, including a 5 per cent off-timetable requirement. As an Opportunity Area (OA), Bradford is specifically identified as an early roll out area for the ECF from September 2020.

The strategy also sets out a series of reforms to help balance workload and expectations on the sector including pledges to:

- Create a clear and transparent accountability system, where formal intervention will only be the results of an OFSTED inadequate judgement and requires improvement will be the sole trigger for an offer of support (replacing the floor and coasting standards).
- Committing to a period of greater stability in curriculum, qualifications and assessment (no more statutory tests or assessment at primary, reforms to GCSE and A Levels or further changes to the national curriculum).
- A statement that no arm of government will ever ask for data tracking systems, evidence of marking or lesson planning or pupil targets and predictions.
- Provide funding of £10 million to introduce new behaviour hubs to share best practice on classroom management.
- Introduction of a new range of specialist NPQs to support clearer-non leadership career pathways for teachers who want to stay and excel in their classroom (alongside the traditional leadership NPQs).
- Conduct a wholesale review of the Teaching school and system leadership designation – putting MATs with proven record of school improvement more squarely into the school improvement offer.
- Introduce a simpler one-stop application service for ITT and to review the ITT market, to support it to work more effectively and efficiently.

For more information and to read the full policy visit:

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy/teacher-recruitment-and-retention-strategy>

## OFSTED launches draft inspection framework for September 2019

In January, OFSTED launched the consultation on its eagerly anticipated new inspection framework, proposing longer inspections for 'good' rated schools and a plan to send inspectors into schools earlier for "collaborative" preparation time with leaders. The document is the first new rulebook for inspectors issued since 2015 and will dictate how inspections of schools and other educational establishments are carried out from September 2019. For a helpful summary of the key changes proposed in the new framework, follow this link: <https://schoolsweek.co.uk/new-ofsted-inspection-framework-whats-changing-for-schools/>

## NEW Research into MATS and multi-school groups suggests evidence of impact and highlights good practice

**"Sustainable improvement in multi-school groups"** by Professor Toby Greany (Dec 2018) looks at how school improvement providers (such as MATs, federations and LAs) with strategic responsibility for multiple schools have most impact. It identifies high-level practice across a number of academy trusts, which are essential for sustainable school improvement at scale in areas including vision and culture, people and capacity, accountability and assessment, curriculum and pedagogy. The short executive summary is a useful read for anyone with an interest in sustainable school improvement and draws some interesting comparisons with how BDAT has developed over time. <https://www.gov.uk/government/publications/sustainable-improvement-in-multi-school-groups>



### HOW INSPECTIONS WILL WORK FROM SEPTEMBER

Amanda Spielman, the chief inspector, has launched Ofsted's draft new inspection framework, which she claims will focus on the "substance and integrity" of education in England. The consultation runs until April 5. Here are the main proposed changes, due to start in September.

- 1 Inspections of 'good' schools will take two days**  
Short inspections of "good" schools are meant to confirm that it should keep its rating. That principle will not change, Ofsted says, but the timetable will. The watchdog claims the two-day inspections will ensure there is opportunity for inspectors to gather sufficient evidence while on inspection to confirm that a school remains good under the new criteria. As they do at present, inspectors will still be able to upgrade to a full inspection if they feel a "good" school has got better or worse.
- 2 'On-site prep' plan means Ofsted could arrive within 150 minutes**  
Ofsted intends to send its lead inspectors into schools the day BEFORE they're due to be inspected, to prepare for the visit in "collaboration" with school leaders. In practice, this will mean that schools will receive a call from Ofsted no later than 10am, informing them of the inspection, and the lead inspector will arrive on site no earlier than 12.30pm the same day. This time with senior leaders will then be used "to gain an overview of the school's recent performance and any changes since the last inspection". The lead inspector will leave no later than 5pm.
- 3 Behaviour and pupil development will be considered separately**  
The current personal development, behaviour and welfare judgments will be scrapped, and replaced with two separate judgments: behaviour and attitudes, and personal development. It means that a school's efforts to maintain good behaviour and discipline and its efforts to support the development of its pupils will be considered separately. The watchdog hopes this will "enhance the inspection focus on each area and enable clearer reporting on both". Ofsted believes the behaviour and attitudes that learners of all ages bring to learning "is best evaluated and judged separately from the provision made to promote learners' wider personal development, character and resilience".
- 4 New 'quality of education' judgment**  
Ofsted wants the existing quality of teaching, learning and assessment judgments (which the watchdog has admitted is too focused on outcomes) to be replaced with an overall quality of education judgment. This, Ofsted says, will "broaden the inspection focus on performance data and place more emphasis on the substance of education and what matters most to learners and practitioners". The quality of teaching, learning and assessment will still be judged, but will be "viewed in the context of the provider's curriculum". The new quality judgment will be built around a "working definition of the curriculum", which is set out in the draft framework.
- 5 Ofsted won't use internal performance data, but will ask about workload**  
Inspectors will no longer use internal pupil performance data because of the "distortion" and because it does not present an "accurate and valid representation of pupils' learning across the curriculum". Instead, they will gather "direct evidence" on the quality of education, and hold "meaningful discussions" with leaders about the impact of their curriculum. However, inspectors WILL ask schools to explain why they collect the data they do, what they draw from it and how it informs their curriculum and teaching. Spielman believes this will reduce unnecessary workload for teachers and will dispel the myth that schools must "collect data for Ofsted".
- 6 Emergency private school inspections will lead to quicker follow-ups**  
Ofsted's "additional inspections" of private schools will be more likely to lead to a standard inspection. On the back of such inspections, Ofsted has pledged to "recognise and acknowledge success" where schools have improved or declined, meaning the watchdog will be more likely to bring forward the date for a standard inspection. The specialist curriculum of a private school – for example any faith-based teaching – will be taken into account during routine inspections, but only if a "substantial" number of required areas are delivered through that curriculum, or if there isn't enough evidence that they are being delivered at all.

### Understanding your data – a guide for Trustees and Governors

Would you benefit from a quick reminder on what to look out for in terms of benchmarking attendance, a refresh on what kind of education data you should be seeing from your school leader or some tips about how to check your school financial health is up to scratch?

If so, check out the "DfE Understanding your Data" guide – it is not about more data but making the most of the data you already get....

<https://www.gov.uk/government/publications/understanding-your-data-a-guide-for-school-governors-and-academy-trustees>

## **BDAT Business**

### **New internal audit programme with Beckfoot Trust piloted across both MATs**

BDAT and the Beckfoot Trust have recently entered into a cross MAT relationship to perform Financial Peer Reviews as a requirement of the Academies Financial Handbook. A training event was held at Beckfoot Trust for the twenty volunteer participants led by the Finance Directors of both Trusts. The peer reviewers have now completed 20 financial audits and the results for both Trusts have provided additional positive compliance enhancements as well as a unique practical CPD opportunity. A full debrief will take place during March where all the participants will have a chance to provide feedback to enhance the programme for 2019/20. Thank you to everyone involved (pic left).



### **Trust schools benefit from Minister's Little Extra Fund**

BDAT schools received an additional £397k across the Trust as part of the Minister's Little Extra funding top up. This amount ranges from an additional £6k for our smallest primary to approximately £75k for our larger secondary schools. The funding has been added to DFC and can be used by schools for capital improvements.

We have introduced a new mechanism in this round of SCA bids to enable schools to use the little extra funding to match fund SCA bids to help secure non-essential work, which they might not otherwise be able to afford.

### **Have you logged onto BDAT Benefits recently?**

We recognise our people are our most valuable resource and because our staff work above and beyond in order to achieve the best for our students, we have launched **BDAT Benefits** for employees as a little thank you for everything you do. Whether you want to save money on your shopping or childcare, access discounted gym membership and health cash plans or be a bit more environmentally friendly through our bikes to work scheme, there is something for you. Visit <https://www.mybdatabenefits.org>



### **Welcoming our next generation of teachers....**

Demonstrating the true spirit of Trust working, the majority of the 13 BDAT primary schools came together for a busy and engaging recruitment fair last month hosted by St Johns primary. Attended by a number of quality PGCE students, the event allowed potential recruits to hear from the Trust, meet our Heads and find out about each of our schools in a lively 1-minute carousel of presentations from across the schools. We definitely look forward to extending and repeating this event in the future.



### First nine applicants secure “BDAT Leader of Education” status

As a Trust, we recognise we have some amazingly talented, hard-working and committed staff who go above and beyond to support their schools and the Trust. The BDAT Leader of Education (LE) is a new award, which has been piloted across the secondary phase this year to identify, recognise and acknowledge staff who go that extra mile. It was led by the BDAT Secondary Talent Management workstream who set up the criteria for the award calling on the SLE (Specialist Leader of Education criteria) and decided the shape of the selection process.

In the pilot, applicants were nominated by the Heads and nine met the criteria, passed through the assessment process and have been awarded BDAT LE status. Their areas of expertise are wide ranging, for example, two are involved in cross trust events, namely the Maths challenge and BDAT Be There events, others are involved in developing the NQT programme, and the remaining people are leading Subject Networks or are directly involved in school to school improvement work.

The general consensus from the applicants was that whilst the process was extremely tough, it was one of the best pieces of personal development they had undertaken. The programme will roll out across secondary and into primary later in the year. More information will be provided soon.

### News from our schools

#### School to Support through the Opportunity Area (OA)

In addition to the three schools (**BBEC, Academy at St James, and Westminster**) identified for extra support and funding through the Opportunity Area, DfE has also confirmed that **Shipley CE** will be eligible for funding. This brings the total OA funding for school improvement support for the four schools to £240k. All four schools are currently finalising their action plans to release the funding which needs to be spent by September 2020.

Two of our primary schools (**St Philip's and St Oswald's**) have also been identified as pilot schools for an Opportunity Area school improvement programme targeted at improving primary literacy. Both schools will be entitled to a grant of £17,500 to support the development and delivery of a school literacy action plan that can be targeted to meet the specific needs of the schools.



Find out more about all the reasons to work at one of our fantastic schools in Bradford by visiting:

<https://www.bradfordteaching.org>

### Christ Church Academy staff walk '200 miles for 200 breakfasts a day.'

Staff from Christ Church Academy Primary School in Shipley completed a sponsored walk to raise money to help them continue their **Fuel for School** project, certainly showing that they go the extra mile.

The staff started their walk in the half-term holidays from the Pudsey sharehouse, where the staff from 'The Real Junk Food Project' had boosted their energy levels through providing teas, coffees and breakfast for all involved. The Christ Church Academy staff then walked a lengthy route to the centre of Leeds where they joined the Leeds-Liverpool canal. They then walked along the canal back to school and by doing so, had completed a collective 200 miles in total.

The school started working with Fuel for School in January 2016 and since then, they have given over 100,000 free breakfasts to children before they start their learning. They also provide a very popular weekly market stall for parents and staff, where they take food on a 'Pay as you Feel' basis.



The school has so far raised £900 to continue providing breakfasts to their children whilst also helping reduce food waste and tackling food poverty. Richard Ireland, Deputy Headteacher at Christ Church Academy stated, "Our school is committed to giving every child the best possible chance to succeed at school. For the last three years, we have ensured that no child feels hungry at school. The generosity of all of our sponsors shows that they share our commitment and we thank them for their support."

The school will continue to look for innovative ways to raise money to support their work in school. Well done to everyone involved.

### "BDAT Be There" 2019 really was "The Greatest Show"

Impressive as ever the second "BDAT Be There" showcased the amazing talents of the secondary students from BBEC, Immanuel, Belle Vue and Bradford Forster. With a greatest show sub theme called "This is Me" the event was a proud collaboration from our family of four secondary academies. Looking forward to 2020 already!



Keep up with the latest news and share your stories [#wearebdot](#)