

BDAT Briefing Note for Schools and Governors: November 2019

Welcome back to your second BDAT Briefing for 2019-20. This briefing brings you an update on some of the latest statistics and reading around workforce and workload, an insight into some of the trends emerging from the new OFSTED framework plus a double SIAMS bill following the recent inspections at two Trust primary academies. Happy reading.

Workforce and Workload.... The latest research brings good and bad news for the teaching profession

Prior to the summer holidays, the DfE published their **Annual Workforce Census 2018** which strongly suggested more still needed to be done to attract and retain talented teachers in our schools. Key findings identified that while the number of teachers in schools (453K FTE) has risen by 0.3% between 2017 and 2018, the number of pupils in the school system has risen by 0.8%. Retention was also found to be worse with 1 in 3 teachers leaving in their first five years, down to 67.7% of those who qualified in 2013. (Source: <https://schoolsweek.co.uk/teacher-retention-rates-are-worsening-and-7-other-school-workforce-findings/>)

However, hot on its heels the **2019 Teacher Workload Survey** published in October did bring slightly more positive news which suggests the efforts of leaders to reduce workload is having a positive impact. Key findings from the large-scale nationally representative survey of teachers, middle leaders and senior leaders found:

- Teachers and middle leaders report working fewer hours in total in 2019 than they did in 2016, but this still leaves a workload of on average 50 hours per week in primary and 49 per week in secondary.
- Senior leaders also reported working fewer hours in total in 2019 than they did in 2016.
- Primary and secondary teachers and middle leaders reported spending broadly similar amounts of time on teaching in 2019 as they did in 2016, but reported spending less time on lesson planning, marking and pupil supervision in 2019 than in 2016.

(Source: <https://www.gov.uk/government/publications/teacher-workload-survey-2019>)

One further piece of good news for Bradford and schools within BDAT did however come with the announcement of the **Early Career Framework (ECF) Pilot on 11th October**, of which Bradford is an early roll out area from September 2020. The ECF is a new programme designed to provide further support and training for teachers in the very first years of teaching. It provides further support for new teachers on what they need to know and be able to do as they embark on their career, gives access to high-quality ECF curricula and training materials and ensures both new teachers and their mentors have fully funded time to support their learning.

BDAT are delighted to confirm that we are one of two local delivery partners (the other being Dixons) who will be working alongside the Ambition Institute to roll out the programme to our schools as part of the early roll out phase. More information – including opportunities for schools and for mentors will follow shortly.

For more information on the Early Career Framework visit:

<https://www.gov.uk/government/publications/supporting-early-career-teachers>



What we know about the new OFSTED Framework

In previous newsletters we talked to you about the new OFSTED Early Inspection Framework which came into force in September. Over the last two months a number of schools have been inspected under the new framework and there are some interesting early findings and themes emerging....

1. **The pre-inspection call is a vitally important in setting the context for your inspection and can be very long!** From September, Head teachers will be expected to hold a substantive discussion with the lead inspector lasting 90 minutes (although we have heard reports of them lasting up to 2.5 hours!), most likely within an hour or two of the formal notification. This call has been described as absolutely critical in setting the tone for the inspection and identifying the trails for the following days, including confirming the areas for deep dives. It is really important that Heads and senior leaders prepare for this call and remember you don't have to necessarily do it alone - you can take your SLT and Trust team in with you.
<https://schoolsweek.co.uk/the-last-thing-anyone-needs-is-more-paperwork/>
2. The first reports are now published, and **Safeguarding, SEND and pupil experience** are key emerging themes which are being addressed at all levels of conversations with staff. However, unsurprisingly in all the schools that have seen improvements, the **curriculum** features heavily in inspectors' findings. If you have not had a chance yet please do check out the BDAT Curriculum approach published in September <https://www.bdat-academies.org/curriculum/> and make sure you are aware how your school is approaching the "3 Is". For a summary of the first reports: <https://www.tes.com/news/first-look-ofsted-new-inspection-reports>
3. **Trustees and governors are a key part of the school leadership judgement.** The sources of evidence specific to leadership and management will now be meetings with leaders (including MAT senior staff including the CEO or the CEO's specified delegate) to discuss how well they know the school, meetings with governors, meetings with Trustees and interviews with staff and pupils. A key area also being picked up under the leadership judgment is **workload** and not placing unnecessary burden on school staff. All governing bodies should now have had training on the new framework, however if you missed this or want a copy of the slides, email governance@bdat-academies.org
4. **The reports are very different – make sure you take notes.** Short and concise may be the best way to describe the new report formats which have been deliberately reformatted as a simplified letter for parents outlining what it is like to attend the school, rather than as tool for school improvement and future development. Feedback from a local Bradford Head confirmed that *"The final report bore no relevance to the quality of discussions that were held at the end of day 2."* Advice from OFSTED confirms that final feedback can now be attended by leaders, governors and a **clerk** to take notes.
<https://schoolsweek.co.uk/heads-told-to-take-notes-as-new-parent-focused-ofsted-reports-omit-details/>

New Ofsted Framework

Quality of
education

Behaviour
and attitudes

Personal
development

Leadership
and
management





Another helpful read which came out over the summer was from David Carter (the previous National Schools Commissioner) who published a free blog on the First 100 Days of a New Headship.

Punchy and packed full of useful tips, anecdotes and just simple good advice, this is well worth a read for any new or aspiring Headteachers, or for our more experienced Heads who want to reminisce on some of the lessons learnt.

<https://leadingtogether.wordpress.com/2019/08/14/the-first-100-days-of-a-new-headship/>

BDAT Business

Governance at BDAT – updated for 2019

Following a number of questions at the end of last year we have updated our governance Q&A to answer the most commonly asked questions including who the Board are, how do they fit with local governing bodies and what functions are delegated to school level. It can be accessed at:

<https://www.bdat-academies.org/employer-of-choice/governor-opportunities/>

First staff voice meeting leads the charge on staff wellbeing

At BDAT staff wellbeing is a key driver this year. However, to make it meaningful, we need to hear from staff about what matters to them and what are the barriers or challenges to work-life balance and staff satisfaction. The new staff voice group met for the first time in October, made up of representatives from schools and the Trust to discuss and reflect upon issues affecting staff wellbeing and what we can do differently. There were some great ideas shared and the group will also be launching a new staff survey later in the year to hear from more of you. We are still looking for more ambassadors from our schools to join the group, so if you are interested in getting involved and want to have your say, please email peter.thompson@bdat-academies.org



Careers Map for Associate Staff now live

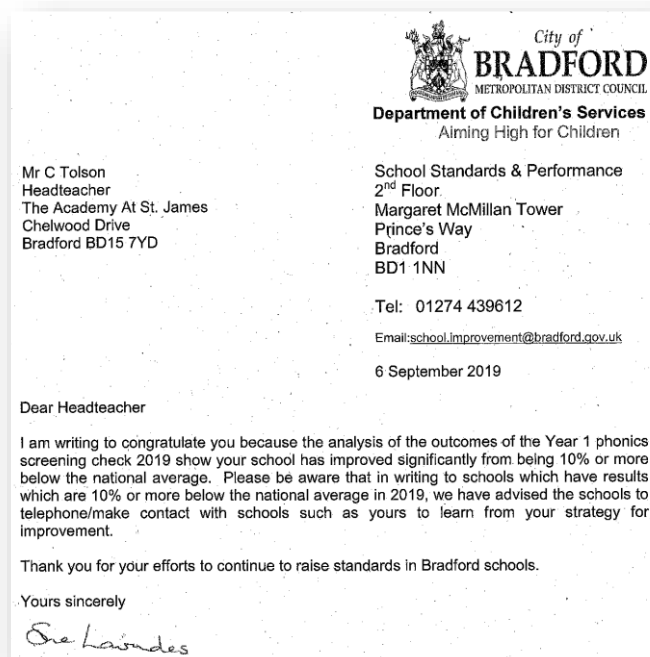
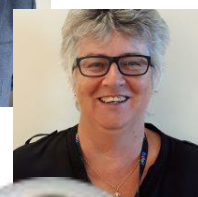
Following the launch of the Teacher Careers Map in the summer, the Careers Map for Associate Staff is now complete and is on the BDAT website. Thank you particularly to Lesley Burton and Damian Chubb for concluding this great piece of work. The two Careers Maps have been developed to help employees identify the various stages that exist within a career pathway in schools. They set out the various opportunities that are on offer to develop you as a leader within your current role, or on your next step up the careers ladder. They can also be used by line managers to support both appraisal and annual careers discussions.

<https://www.bdat-academies.org/employer-of-choice/leadership-and-career-progression/>

Movers and Shakers

The central MAT Executive Team has had a bit of a shake-up this term with some new faces set to join us and a few familiar faces changing roles.

- **Damian Chubb** has stepped back from being Deputy CEO for BDAT as part of a longer-term phased plan to move to be full time CEO of the Dales Academies Trust. Damian will continue to do some work for the Trust for the rest of this year, continuing to lead on a number of key Trust projects including the Careers Map, areas of Talent Management, the Trust Data Dashboard and strategic link to our Teaching School Partners.
- As previously mentioned, **Jason Kenneally** will join us as Director of Secondary from December 1st and **Helen Griffin** steps down in a further attempt to retire at the end of December. Helen will not however be completely leaving BDAT and will be doing a number of days for the Trust, working on the roll out of the BDAT LE to primary and secondary and leading on some targeted Trust recruitment and induction activity. We will hear more from Jason in the next newsletter.
- We are delighted to confirm that we have appointed **Katie Waring** as our new Director of Professional and Career Development from January 2020. Moving forward, Katie will lead on all areas of staff development across the MAT from ITT, the Early Career Framework (ECF) pilot and Talent Management.
- Full details on the MAT Executive Team roles and responsibilities will be shared in the next newsletter.
- We have also appointed two part-time PAs to support the education team:
 - **Gillian (Jill) Geering** has been appointed as PA to Director of Primary Education (Craig Lee)
 - **Emma Williamson** as PA to Director of Secondary Education (Jason Kenneally/Helen Griffin)
 - Both Jill and Emma will be working 24 hours per week (usually Tuesday-Thursday)



Academy at St James praised for improvements in phonics

Amongst some great results this summer, the Academy at St James was highlighted by Bradford LA on their improvements in phonics and are now being signposted as a source of good practice. Well done!

Congratulations and well done to all our schools on another good set of data this summer. A lot of hard work and dedication achieved some fantastic outcomes for our students 😊

Successful SIAMS inspections at Clayton St John and The Academy at St James

Following the spate of OFSTED inspections before the summer, this half term has been marked by a couple of SIAMS (Statutory Inspection of Anglican and Methodist Schools) at both **Clayton St John** and the **Academy at St James**.

The report for Academy at St James has been published and the school is graded **good**. (27 Sept 2019)

Key findings included that the *“leadership team passionately articulates how the school’s Christian vision drives the actions of the school”, “staff care deeply that every child is nurtured so they can achieve their best” and “the curriculum has been expressly designed to meet the needs of the community”.*

The inspector also commented how the school had flourished being part of BDAT and has benefited from the robust partnerships with other schools in the Trust through shared training and planning. This is of course a benefit of the Trust SLE and partnership with our colleagues in the Diocese of Leeds - and in particular Janet Tringham who supported both these academies.



Clayton St John was then inspected on the 10th October and the school was graded requires improvement. The staff at both the Trust and school and the local governors were pleased with this result as it aligned with our own self-evaluation. The feedback also acknowledged the journey the school had been on, the improvements being made, and the inspector describes the school as an *“optimistic place”*. The key findings in the final report opened with the comment *“Clayton St John is a welcoming place where improvement is tangible. Following a period of turbulence, the school is now making progress towards enabling pupils and adults to flourish. This is inspired by the highly committed Executive Headteacher and leadership team through their unwavering emphasis on pupil behaviour and achievement. BDAT has been significantly influential in sustaining this journey and raising the quality of teaching and learning”*.

Well done to all the staff and students at both schools for representing your school so well and making the Trust very proud.

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