

Head Teachers' Bulletin – 21st June

Dates for the diary

- 26th June – Dyscalculia work group 1.30 -4 @ Pastoral Centre
- 5th July – EYFS Workshop – Lesson Observations – 12-3 @ St Catherine's
- 11th July - Admissions Meeting 9.30-11.30 @ Pastoral Centre

Actions from Bulletin

- Complete the MS form to let us know about your initial plans for the Trust Mass
- Complete the MS form about teacher pay progression; <https://forms.office.com/e/dKFAcsfshC>

New Updates (since last bulletin)

Trust Mass 2024 – Thus 17th Oct 10am @ St Marie's Cathedral

We are excited about plans for our forthcoming Trust Mass in October. In order to enhance the liturgy for children, we are planning to bring together some of the finest singers in our Trust! If you have a handful of budding and enthusiastic singers, who you think would enjoy being part of this choir, we want to hear from you. Ideally, every school in the Trust would take part.

What we need to know from you at this point, is:

Whether you expect children and staff from your school to be able to attend the mass

The name and email address of the best person to liaise with for mass arrangements

If you are able to contribute to the choir, how many children do you intend to include? We could accommodate up to 5 children from each school.

What support does your school require in order to participate in the choir?

Schools can either:

- Receive resources (copy of music and teaching videos) and prepare children in their school themselves. Also have the capacity and confidence to support other schools in the Trust
- Receive resources (copy of music and teaching videos) and prepare children themselves
- Receive resources and have a short CPD meeting (probably online) with Rebecca Reeves from St Mary's High Green.
- Rebecca Reeves (or another supporting teacher) undertakes 1x visit to school to teach the children/provide CPD/leave resources for the school to continue practicing on their own.

Please pass on the information requested above by the end of the day on 28th June via [this link](#).

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Pay progression guidance

Thank you everyone who has already completed the MS form highlighting any issues with regard to the management of teacher pay progression in the Autumn. We will get general guidance out in relation to any common points raised and will get in touch with individual schools where there are specific cases that require an individual approach. If you haven't responded yet, please do so as soon as possible.

One common issue raised at the Heads' Forum on Tuesday was that of teachers on the upper pay spine in where the practice has been to consider progression every two years. I am checking on this, but as things stand our guidance is that the reasonable thing to do is follow current practice, so if someone on the upper pay spine moved onto their current point last year, they wouldn't be eligible for progression on current policy and therefore wouldn't progress automatically. However, someone who moved onto their current UPS point 2 years ago should move up to the next point by default.

The point of the change in teachers' pay and conditions is related to workload. It is about removing the burden of providing evidence to support progression by removing the requirement for pay to be reviewed on the basis of performance. We believe the approach above is the sensible application of this principle until we are able to put in place a fully revised pay policy in the light of expected guidance.

So in short, the default will be automatic progression of one point for any teacher who is not at the top of the scale on their current pay spine (Main, Upper or Leadership) where they would under current established practice have been eligible for progression this year (which should be everybody apart from some staff on UPS).

As noted in last week's bulletin and in the Heads' Forum, this gives some greater freedom this year in the way we approach appraisal. Appraisal must still happen of course, and we want to take the opportunity of the break in the connection to pay to really make this a high-quality conversation drawing on the work we have been doing in conferences and forum. As noted, Jes will be joining us again on 24th September to work with us on this and that will feed into development of our fully revised appraisal policy.

St Clare Trust Formation and Professional Development Evaluation Form

It is important that we evaluate the impact of Trust Formation and Professional Development activity on participants, participants' schools and pupils.

For this reason, we want participants to discuss and then complete [this evaluation](#) together with their Headteacher.

A general 'theory of change' model requires participant learning to happen before organisational changes take place and/or participants are able to apply their new learning. Similarly, this in turn needs to happen before you can expect to see meaningful changes in pupil outcomes. The questions in this evaluation are designed to follow this theory of change model. As a result, you are likely to find it easier to complete the earlier stages of the evaluation. However, the questions further on are written to encourage high quality professional dialogue that help think about next steps in order to ensure that professional development activities end up impacting positively on pupils.

We have also included questions that help inform future Trust activity.

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School Improvement Visit 1 for schools currently in the Trust

John and Fiona have reserved week commencing 5th September for the first School Improvement visits. Please indicate on the form [here](#) ALL dates that would be convenient for them to visit your school for half a day.

Funded EEF Trial of the Primary Science Quality Mark

Attached with this bulletin is information about a funded EEF trial for the Primary Science Quality Mark that Delia has shared. There is always a lottery with this kind of trial in that participating schools may get assigned to the 'control' group, but there is some financial compensation if you end up in the control group. Delia would be happy to speak to anyone about their experience of this. If you make a decision to apply for this, can you let John and Fiona know please.

KS2 Data Report and MATPad Registration

Primary schools currently subscribing to Learn Sheffield may have received a communication from Learn Sheffield about setting up logins for MATPad in order to access the new KS2 reports that Learn Sheffield are producing.

The good news from MATPad is that *'all existing logins will work with the KS2 service. The new report will automatically be added as a static report and dashboard'*. I.e. they are saying you should be able to access these with your existing MATPad login. Any problems with this, please just let Anita know and we will see if we can bottom it.

Headteachers' Area on Website

We have added a password protected area under the 'News' section of the St Clare Website which will hopefully make the links to forms quicker to find. We will put links to all the forms from recent bulletins here, including the link to forms that are used regularly (e.g. the Authority to recruit form, Apprenticeship levy request, Capital Investment proposal). Anita will send the password separately.

Items from previous bulletin for reference

Governor Event

Thank you to everyone who attended our Governor event before the half term. All of the guidance materials that we discussed in the meeting are available on Governor Hub, ready to help planning your Local Academy Committee meetings for next year.

The conversations and feedback on next steps for governance were really helpful. Our governance leadership team have been reviewing the priorities and suggestions and have some draft plans for next year. They will be formalising these into some actions and proposals at the next meeting on 25th June after which I will share them with you and with chairs.

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Notice of date change on next year's calendar

Please note that the first Heads' Forum of next academic year is moving to Tue 24th September. This is a week earlier than the current published date.

The reason we are making the move is that Jes is available to join us again to do some follow up on the leadership development session we had last term. We will be focusing that on preparation for appraisal conversations which leads neatly into.....

Pay Progression Decisions for Teachers (Guidance for schools in the Trust)

As you will be aware, the government has already announced that the requirement for performance related pay has been dropped from Teachers' Pay and Conditions. We had been promised guidance on how this would be applied and as a result, postponed review of our appraisal policy. With the general election, we cannot expect any guidance in time to properly review and implement changes to policy in time for annual reviews.

We therefore have to take a pragmatic approach of applying existing approaches, but with modifications. We have discussed this with unions, and they support this approach.

First of all, the assumption will be that pay progression will happen for anyone who is eligible*. There does not need to be any discussion of this as part of appraisal and there does not need to be any process for approval of progression as the default is that it will happen.

We understand that there may be some individual cases where you have questions about this, particularly if there are teachers where you may not have expected to support progression under the current policy. Alison, our HR lead, will be able to advise. It will help her first to understand how many such cases we have across the Trust, so we ask you to fill in the very short MS form at the link below. We can then set up contact with schools as needed.

<https://forms.office.com/e/dKFAcsfshC>

As the default will be for pay progression to happen for eligible staff, then there is no need for this to form part of the appraisal conversation. This gives us an opportunity to think a bit differently about appraisal this year and set the scene for review of the policy ready for next year. This will be the focus of the session that Jes will lead in the Heads' Forum on 24th September. I would therefore recommend that, if possible, you delay teacher appraisal conversations until after this date. I understand that may not be possible in all schools for all teachers, but where it is possible please consider this in order to make the most out of the session with Jes.

*By eligible, we mean a member of staff who is not at the top of their pay range (Main, UPS or Leadership). Progression from main scale to UPS will not be automatic and schools are advised to use your established approaches for staff who wish to be considered for progression.

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SEND Direction of Travel

Please see below a link to a presentation by Nick Whitaker which was given at a recent leader briefing. The presentation is 22 minutes long and I would recommend that Heads and SENDCOs find some time to watch it.

<https://sway.cloud.microsoft/TGfpWTVbWqh0yvH1?ref=Link>

For Sheffield schools, this gives a sense of the direction of travel within the city. For all schools in the Trust family, it links to the sorts of ideas that are emerging from our exploration of SEND together and points toward the type of long term work we need to consider together. I hope that you find it helpful.

All Saints Ethos Day, 26th June

A reminder that All Saints have opened up the invitation for up to 2 colleagues from each school in the Trust to attend their Ethos Day on 26 June which will be delivered by David Wells. Please can you complete the microsoft form <https://forms.office.com/e/kminyq1BWi> to confirm whether or not you (or your colleagues) will be attending and if so, how many. (Apologies if you have already emailed Sean to confirm but it would help to fill in this form too). Further details regarding the structure of the day will be sent out to participants nearer the date.

If you are attending and you have any specific dietary requirements, would you please let Jo Thorpe know before 20 June, by email at j.thorpe@allsaints.sheffield.sch.uk

Asthma Friendly Schools

Over the half term, I met with an Asthma specialist from the Sheffield Children's Hospital to talk about the Asthma Friendly Schools programme. They had written to me a few weeks before to see if our Trust would like to get involved with the project which is having a major push at the moment. The initiative is focused on promoting relatively simple steps that schools can take to improve the way that asthma care can be joined up between the NHS, schools, children and their parents.

I am very keen for this to support this across the Trust, but as always, want to work with you and want to ensure that this works with all the other priorities you juggle. The main implications for school would be to adopt the model policy (and of course put in place the steps it requires) and create the time for all staff to engage with the training, which takes about an hour and can be done online.

My ask at the moment is that you take a few moments to look at the website for South Yorkshire Asthma friendly schools ([Join South Yorkshire's Asthma Friendly Schools Programme to improve health outcomes for children & young people with asthma. \(sybhealthiertogether.nhs.uk\)](https://www.sybhealthiertogether.nhs.uk)) If you would be ready to join with this programme, then I would need you to put forward a contact person in school who could act as a link through me with the NHS. The people leading the project will then arrange to talk with the reps from each school to run through the policy and the training, so that there is someone informed in school who can help with the steps that are needed.

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Please get in touch with me directly or via Anita if you are ready to be involved and put forward the name of the rep you would like me to contact in school. Many thanks.

Internal Audit – Curriculum Planning

As part of the Trust's Internal audit programme, we have commissioned our auditors (Wiley Bissett) to review 'curriculum planning'. In this context, curriculum planning is looking particularly at the way we plan for the numbers of staff and other resources that are needed to deliver our curriculum as part of the planning process. The audit is there to help us recognise strengths in what we do and to identify any weaknesses in our work that could lead to plans which we cannot deliver.

Adnan outlined this next part of our internal programme during this Wednesday's SBM briefing. I have attached for your information the plan from the internal auditors that Adnan has already shared with SBMs.

We need a small number of schools to be involved in the sampling work. Adnan asked SBMs to look at the plan of what would be involved and to get back to him if your school would be willing to take part. Please do talk to your SBM about this and as Adnan notes, get in touch with him if you have any queries. Thank you in advance for offers.