

Autumn Term Governance Briefing
Thursday 12th October 2017, 6.30-8.30pm

**Sheffield Hallam University, Institute of Education,
Charles Street, Room 12.6.13**

Ofsted Update

– Helen Lane (Senior Regional HMI)

Sheffield School Improvement 2018 and Beyond & Learn Sheffield Update – Stephen Betts (CEO Learn Sheffield)

Learn Sheffield Update

- Funding School Improvement 2017/18
- Funding School Improvement Beyond 2018
- Key Opportunities / Information

Funding School Improvement (2015-2018)

3 Year Commission (£800k pa)
– Learn Sheffield



Vision

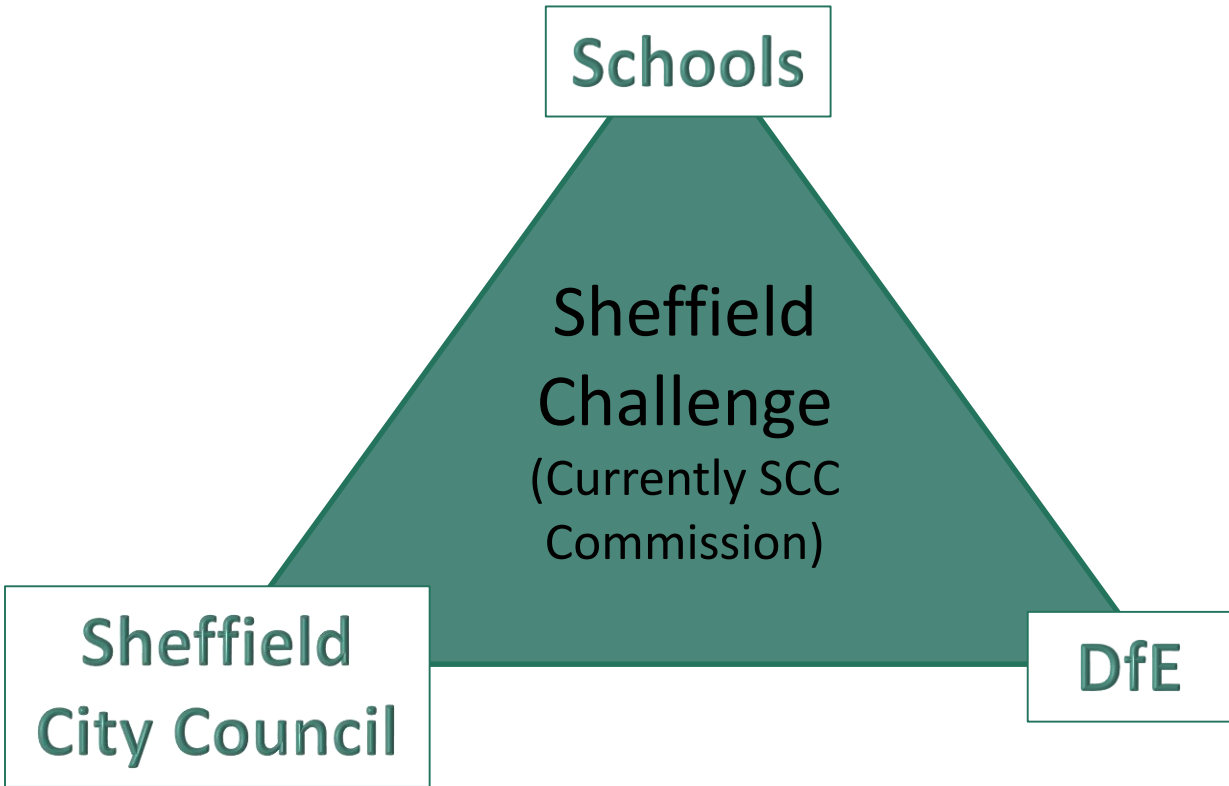


Strategy



Vision & Future Sessions (June/July 2017)

Potential Next Steps – Sheffield Challenge



Vision

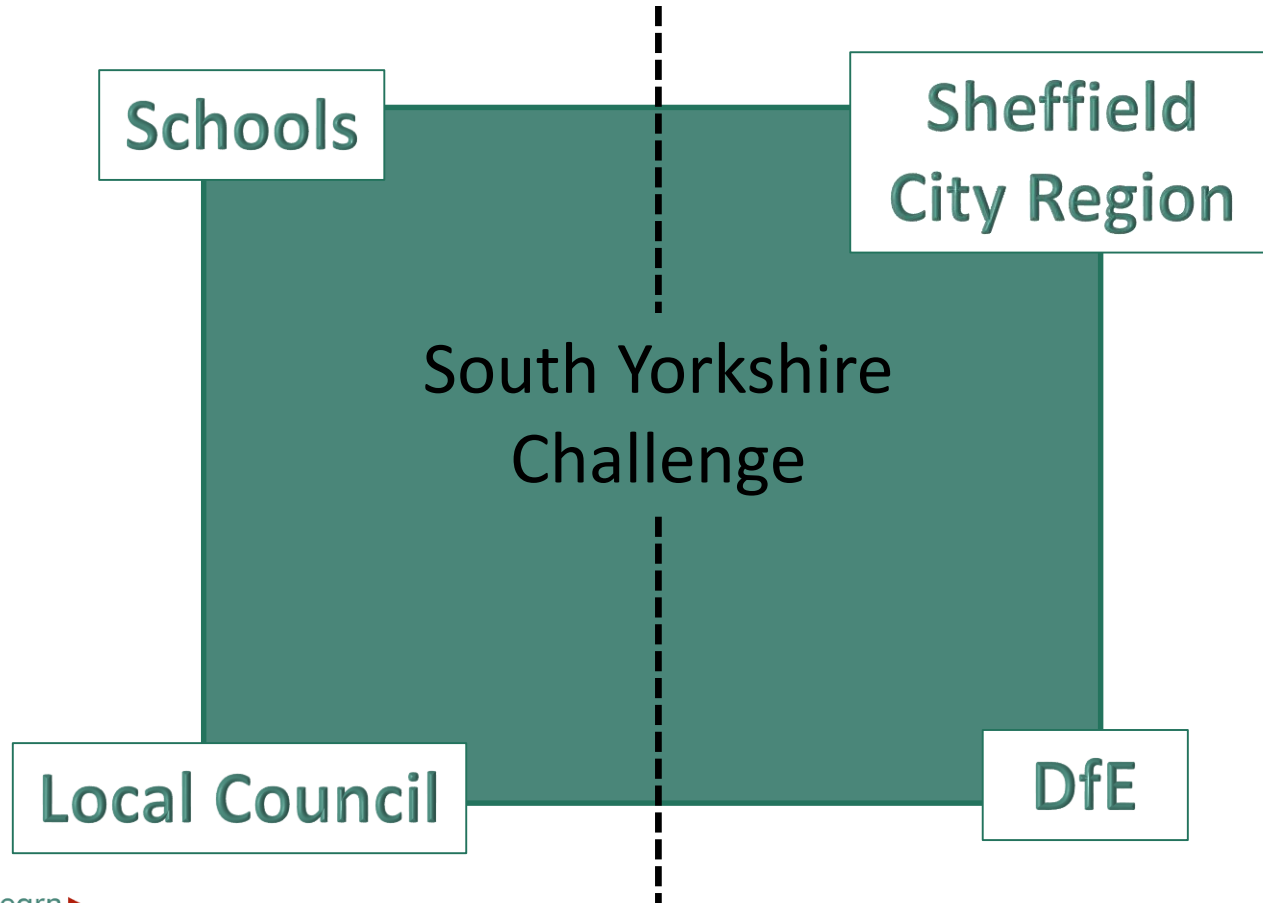


Strategy



Vision & Future Sessions (June/July 2017)

Potential Next Steps – South Yorkshire Challenge

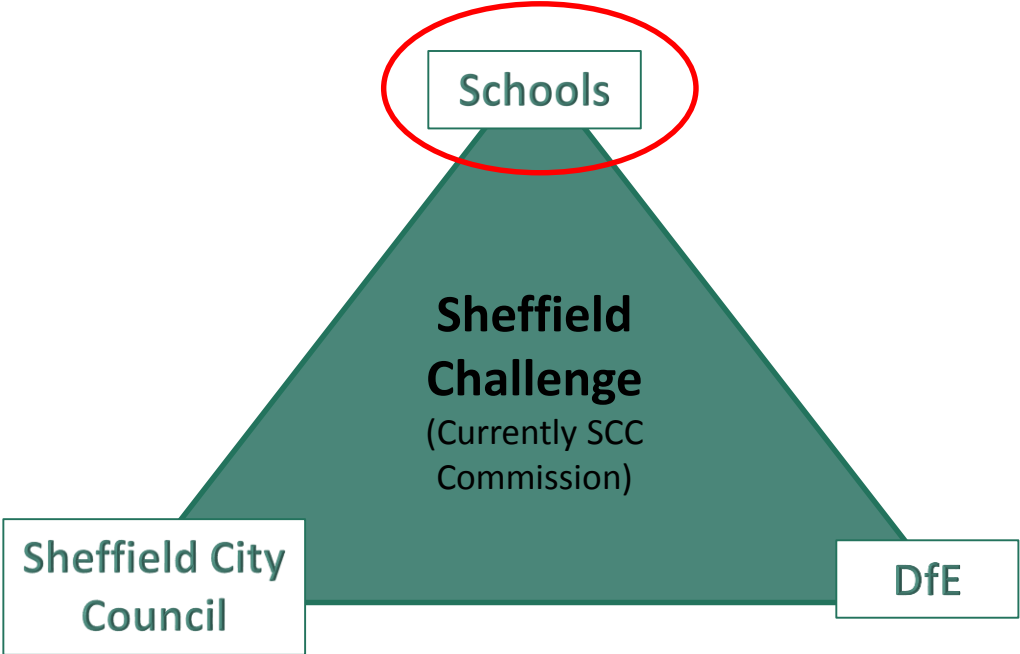


In order to realise the transformational scale of change required we will need to prioritise. From our inquiry and discussions six areas have emerged which are seen as most critical to the achievement of sustained inclusive growth.

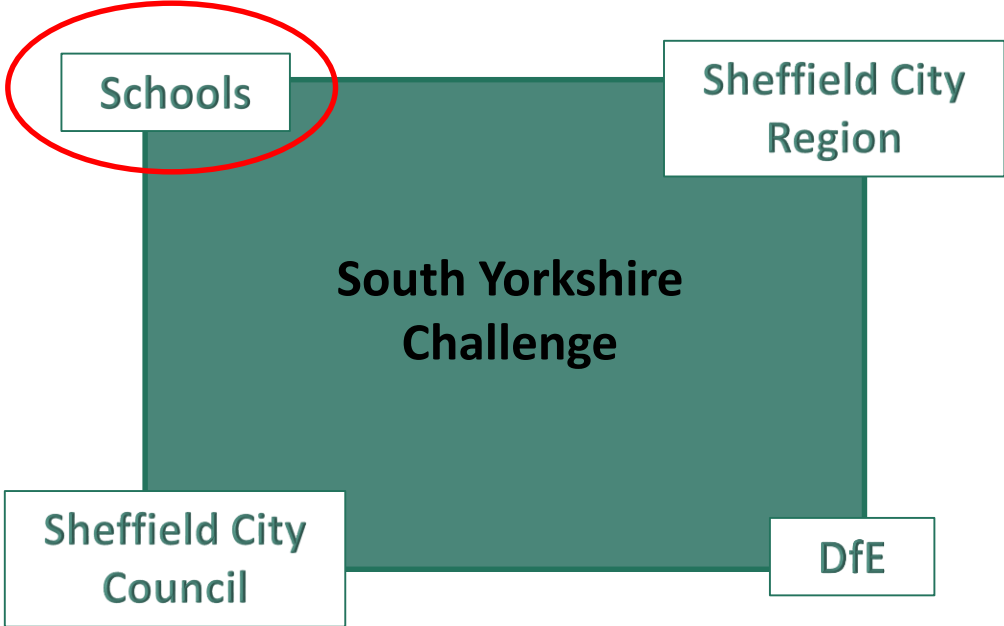
Notes

- Model would need to retain local control of delivery and funding – within a model.
- Strategic priorities widen to create better incentives and deliver the outcomes we need for inclusive economic growth.
- This does mean pupil/school outcomes but also the skills/readiness agendas.
- SHU – 'South Yorkshire Futures' proposals.

Vision & Future Sessions (June/July 2017)



Partners: schools, academies, MATs, TSAs, City Council (officers and members), DfE, Regional Schools Commissioner & senior regional HMI.



Additional Partners: Doncaster LA, Barnsley LA, Rotherham LA, Sheffield University, Sheffield Hallam University, NHS Foundation Trust, LEP & Combined Authority.



Vision & Future Sessions (June/July 2017)

Schools

School contribution – subscription model

Four key components of a subscription model in 2017 ...

- We want to retain the ‘Sheffield’ aspect and value Learn Sheffield.
- The subscription is value for money ... “The market value of the offer is greater than the cost and I am confident that the quality is right”
- The content of the subscription includes things which enable me to off-set some of the cost ... “It replaces some things I already have in my budget or it enables me to bring in additional income that will enable me to off-set the cost”
- The school contribution levers in other funding to the system ... “Our £1 creates a £4 system ... we get more from this system than we could ever get from our £1”

Vision & Future Sessions (June/July 2017) + Schools Forum (Summer Term 2017)

Illustrative Numbers



*School contribution –
subscription model*

Example cost to schools	Per School - £400 + Per Pupil - £1.00	Per School - £1000 + Per Pupil - £3.00	Per School - £1000/1500 + Per Pupil - £4.00	Per School - £1500/2000 + Per Pupil - £5.00	Per School - £2500 + Per Pupil - £7.50
Value (100% of schools)	£145k	£400k	£488k	£658k	£1025k
Value (85% of schools)	£123k	£340k	£414k	£560k	£870k

Primary (300 Pupils)

£2200 per year subscription – equates to an overall school contribution in the region of £400-488k

What kind of subscription offer would make this value for money with some offset costs to make it viable?

School Subscription Illustrative Model

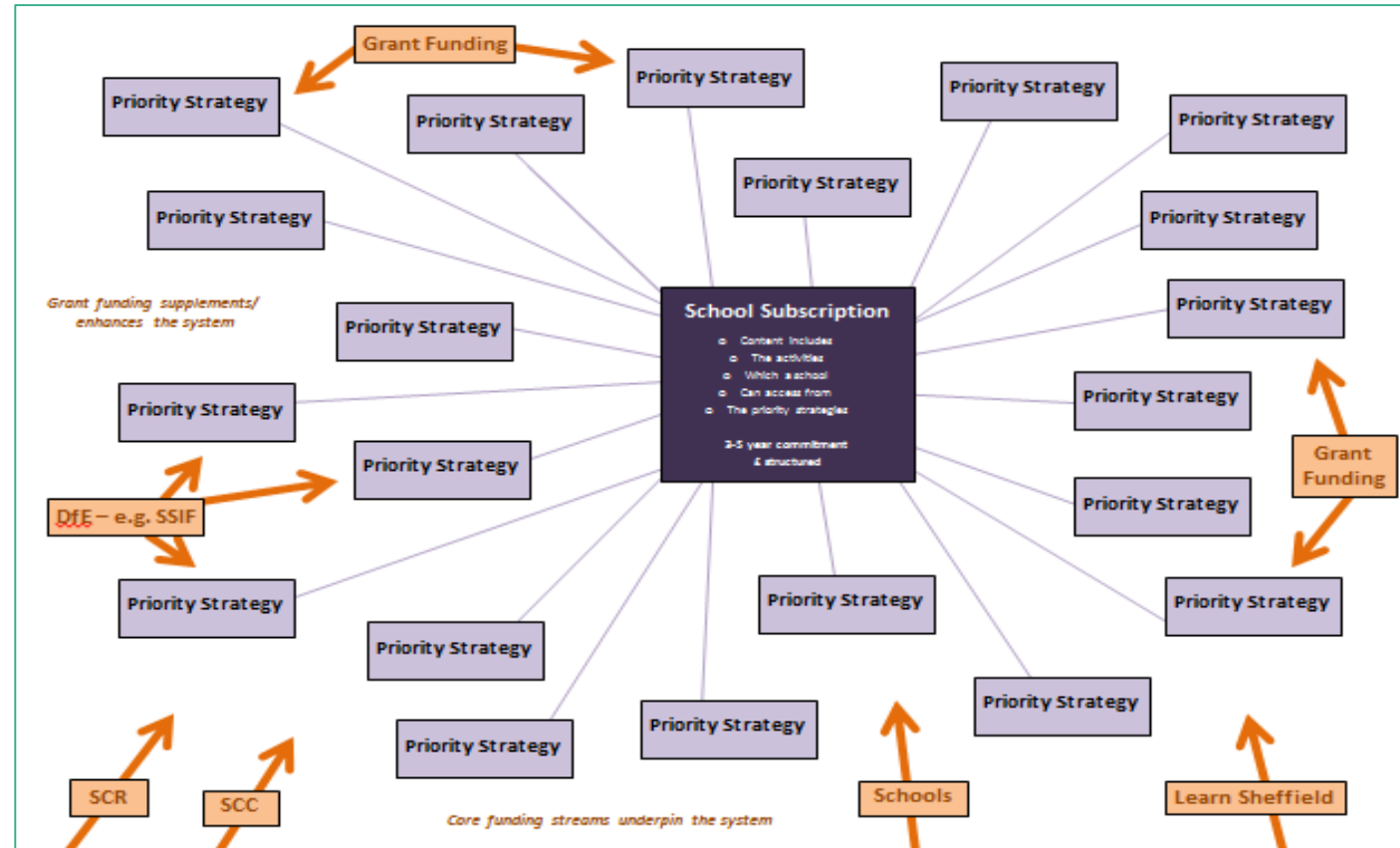
Type of Offer	2017/18 Content (Year 3 of the Commission)	2018/19 to 2020/21 Content (Year 4-6)
<p>Universal</p> <p><i>These services and activities are available to all schools. They are funded by commission or grant funding through Learn Sheffield.</i></p>	<ul style="list-style-type: none"> ✓ School Improvement Strategy <ul style="list-style-type: none"> • categorisation • support & challenge entitlement • locality & sector partnership action plans ✓ Data Support – school dashboards/locality & city data ✓ Learn Sheffield Partners - advocacy & support ✓ Governance Training – free elements (for example briefings) ✓ Leadership Development Programme <ul style="list-style-type: none"> • Leadership Briefings • Workshops/Training • Subject Networks 	<ul style="list-style-type: none"> ✓ School Improvement Strategy <ul style="list-style-type: none"> • categorisation ✓ Data Support – school dashboards/locality & city data ✓ Learn Sheffield Partners - advocacy & support ✓ Governance Training – free elements (for example briefings) ✓ Leadership Development Programme <ul style="list-style-type: none"> • Leadership Briefings
<p>Core Subscription</p> <p><i>These services and activities are available to any school or academy who subscribes to the core offer.</i></p> <p><i>Core subscribers may also receive credits within the core offer for bespoke services.</i></p>	<p>Currently no core subscription is in place – one could be introduced as an option for 2017/18 although it should be noted that many schools have already set budgets.</p>	<p><i>* NOTE – ‘Sheffield Challenge’ Offer could have the effect of enhancing the offer considerably due to the increase in overall funding available.</i></p> <ul style="list-style-type: none"> ✓ School Improvement Strategy <ul style="list-style-type: none"> • support & challenge entitlement • locality & sector partnership action plans ✓ School Improvement Service core offer (days/credits) ✓ Data Support – school reports & analysis ✓ Leadership Development Programme <ul style="list-style-type: none"> • Workshops/Training • Subject Networks • Conferences

Future of Education Paper (August/September 2017)

6.1 Core funding (from schools, Learn Sheffield and SCC) underpins the strategy.

6.2 A school subscription package delivers the strategy in return for the school contribution.

6.3 Additional grant funding enhances the strategy and provides offset for the core funders.



Future of Education Paper (August/September 2017)

System Culture

Anchor Project – Sheffield Challenge

Development Programmes – Research Led Sheffield / Communication Strategy / Projects & Compliance / Association of Education Partnerships / Fellowship



School Improvement

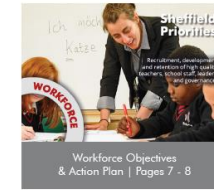
Anchor Project – Sheffield Challenge

Development Programmes – School Improvement Strategy / Achievement Strategy

Enrichment

Anchor Project – Curriculum Developments

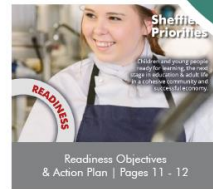
Development Programmes – S-CEP & Sheffield Resource / SACRE / Maths / Reading / Writing / Curriculum/ Priorities working group / PE / Parental support & family learning / Pupil Voice



Workforce

Anchor Projects – Leadership & Workforce Challenges

Development Programmes – Subject Networks / Governance training / Teach Sheffield (PFA) / CPD Portal / Wellbeing & Development Advisory Group / Teacher Development / TA & Learning support development



Readiness

Anchor Project – Growth Mindset/Aspiration Project

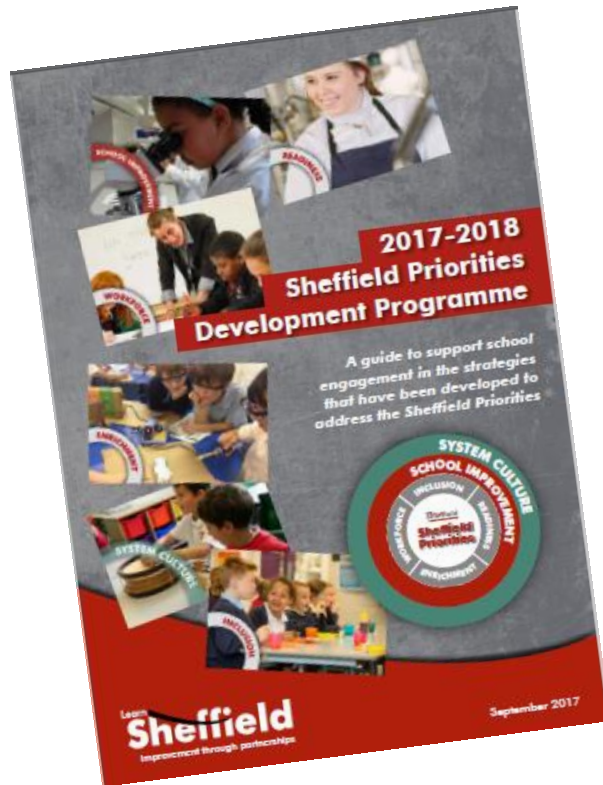
Development Programmes – Healthy Minds / Attendance Strategy / Move More / Early Years / Transitions & Early Risers / Vision for CYP / Post 16 Strategy

Inclusion

Anchor Projects – Vulnerable Learners Advocacy

Development Programmes – Pupil Premium Project / Inclusion Taskforce / Young Carers / Learners without labels

Sheffield Priorities Development Programme



- This document supports school leaders to engage with the strategies that have been developed to address the Sheffield Priorities.
- It gathers together a range of opportunities as well as providing an overview of partnership working.

Sheffield Priorities Development Programme

Subject Networks

Key Changes

- More networks added
- Booking system online
- Less late changes – those ‘booked on’ will be notified
- ‘Network window’ remains – Autumn Term week beginning 27 November

Subject Networks

Background

The Sheffield Subject Specific Networks were re-launched a year ago. They are predominantly funded by Learn Sheffield but are a collaboration between all of the Sheffield Teaching Schools, Sheffield Hallam University and a range of other partners across the city. The networks are all free to access for any Sheffield professional.

The networks are, wherever possible, held in the same week so that schools and academies have the option of having a week each term when the staff team attend the networks across the city. In term 2017/18 a booking system will be put in place so that colleagues can request a place at their network and access the contact details for the network leader in order to suggest relevant topics. This will be accessed via the Learn Sheffield website...

<http://www.learnsheffield.co.uk/Strategies/Development-Programme>

If you have any questions about the networks please contact Gaynor Jones at Sheffield TSA (or Silverdale School) who coordinates the networks, using enquiries@sheffieldtsa.org or by calling 0114 235 7980.

The subject network weeks for next year are as follows:

Subject Network Week Dates	
Autumn Term	week beginning 27 November 2017
Spring Term	week beginning 19 March 2018
Summer Term	week beginning 25 June 2018

The subject networks are delivered in partnership by these partners and other providers.

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The diagram displays the following subject networks:

- Primary Level:** Arts, Drama, Visual Arts, Music & Dance; Computer Science Primary; EAL Network; English Primary; PHSE & Citizenship; D&T Primary; Maths Primary; Humanities Primary; Modern Languages Primary; Science Primary; RE Primary; SENCO Network Briefing; PE Primary; Primary Assessment & Data Network; Special Assessment & Data Network.
- Secondary Level:** Computer Science Secondary; English Secondary; History Secondary; D&T Secondary; Maths Secondary; Modern Languages Secondary; PE Secondary; RE Secondary; Secondary Assessment & Data Network; Geography Secondary.

Learn Sheffield

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Sheffield Priorities Development Programme

□ Research Led Sheffield

- 3-Year Project.
- Develop number of those trained in the use of evidence-based practice & able to train others.
- Wider opportunities to engage with conference and newsletter.
- Conference on 15 June 2018 at SHU Sheffield Institute of Education (Charles Street) Building.

Research Led Sheffield Project

Background

The importance of research as a theme within the Sheffield Priorities was clear from the beginning of the workshops. It would be returned to throughout the development process and the concept of a 'Research Led Sheffield' project took shape at an early stage.

Learn Sheffield has worked closely with the teaching schools and universities of the city to identify the right partner to work with in scoping this three-year project. Our partner is Huntington Research School, who were one of the first National Research Schools. The School, who are a leading member of the Research Schools Network, which comes from a partnership between the Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE).

In 2017/18 'Research Led Sheffield' will train a cohort of 'Research Leads' and a cohort of 'Teaching and Learning Leads'. Some of these first cohorts will go on, in years two and three, to become part of a Sheffield based cohort of trainers. Next year 'Research Led Sheffield' will also include a conference, a newsletter and the development of links to other Sheffield based research, including the work on lesson study (see page 18).

The ambition of 'Research Led Sheffield' is that, in three years, the city will have well over a hundred colleagues who are trained in research or leading teaching and learning in Sheffield based practice. If this is accompanied by the growing use of research projects, then we will start to see the system change require.

Research Led Sheffield Conference
Introducing Evidence-Based Practice
£125 per delegate (including refreshments and lunch)

Education Endowment Foundation
Research Led Sheffield
Sheffield
Institute for Effective Education
Enhancing education with evidence

Sessions below led by Alex Quigley (Research School Director) & Jane Elsworth (Research School Assistant Director)

Schools, academies, MATs and TSAs accessing both programmes will receive a third complementary conference ticket

To book a place on this training – please contact Evelyn Priestley (Senior Project Officer) – Evelyn.Priestley@learnsheffield.co.uk

Leading Learning Training
Enhance teaching & learning with evidence based practice
3 Full Day Sessions
£295 per place (including a conference ticket)

Research Lead Training
Evidence based leadership
4 Full Day Sessions
£350 per place (including a conference ticket)

Leading Learning – Session Content

1. Investigating the evidence-base for great teaching. (10 October 2017)
2. Translating evidence to have high impact in the classroom. (5 December 2017)
3. Sustain high impact practice through evidence-based CPD. (6 February 2018)

Research Leads – Session Content

1. An introduction to role of Research Lead. (11 October 2017)
2. Understanding the best evidence and implementation. (12 December 2017)
3. Evidence for teaching and learning in action. (1 February 2018)
4. Putting the evidence into practice with effective evaluation. (18 April 2018)

Research Led Sheffield Newsletter

Out monthly – Free to all Sheffield professionals

The monthly newsletter will contain local and national updates on evidenced based practice. It will be compiled by Huntington Research School.

Learn Sheffield

Student Wellbeing Resource



Bereavement

Overview

Most young people will have been bereaved of someone close to them (a parent, sibling, grandparent, friend, teacher) by the time they are 16. Many will cope well with their loss, but all will need the support of those around them. Depending on many factors including who has died, how they died, what their relationship with the person who has died was like, as well as how their family show emotions and communicate about the death, young people will have very different reactions to the death of someone they knew.

Other factors that can contribute are how supportive people around them are, and if they have the capacity to understand what has happened. Children tend to move through many emotions and reactions very quickly; it is sometimes described as 'puddle jumping' (while adults may wade through rivers of grief or become stuck in oceans of distress). It is natural for them to be extremely upset at one minute and then wanting to know what is for tea; it does not mean they are not distressed by what has happened.

Bereavement is common but can be hugely life changing and extremely distressing. It's important that everyone around the young person who is grieving is supportive and understanding. This means potentially telling others (e.g. teachers and the young person's friends) about the young person's situation so they can be sensitive to their needs and offer support if needed.

Key Facts

- Up to 70% schools have a bereaved pupil on roll at any one time.
- 1 in 29 young people are dealing with the death of a parent or sibling.
- One in sixteen 5 to 16-year-olds had experienced the death of a friend
- 5 -16 year-olds who have experienced bereavement are approximately one and-a-half times more likely than other children to be diagnosed with any mental disorder (2005)
- Bereavement by suicide increases the risk of the young person considering and attempting suicide

- Free resource developed with partners to support schools.

- Each section – Overview / Key Facts / Best Practice / Resources / Local Offers & Providers

Bereavement

Best Practice

- Children and young people will have different understandings about death according to their age and developmental stage, all children will be affected in some way by a bereavement in the family. Not speaking about it, seeking to 'protect' children by not involving them can mean that their imaginings and the sense they make of it can be harmful.
- A bereaved young person may appear to be grieving like an adult but they are not an adult and should be treated as a young person.
- The bereaved young person shouldn't be burdened with tasks that a responsible adult can undertake. Being asked to 'look after' a surviving parent etc. isn't helpful.
- Grieving young people may prefer to speak with their friends or people outside of the immediate family about the death, this should be supported. Some young people feel isolated or 'different' from their friends, a support group may help, or a supportive mentor in school.
- Due to the developmental changes a young person will be undergoing, the emotions related to the death of someone close may be very intense. They may need support to express how they are feeling and the emotions they are encountering. Offer useful ways to express these feelings, so that they don't harm themselves or others. They may need a 'time out' space, a supportive mentor in school.
- If a young person is self-withdrawn or engaging in response to their grief, professional support is needed.
- A young person will be vulnerable and need someone to talk to so that any potentially harmful thoughts can be identified and dealt with. Boundaries are vital to young people.
- Grief is a normal and ultimate but complicated grief is harmful.
- Suicide may create feelings of isolation if they or someone else is abandoned, the emotions of the young person and their friends or family may be different from their friends, a support group may help, or a supportive mentor in school.
- After suicide it is best if all questions answered honestly. If members can't do this a professional support will be needed.

Resources

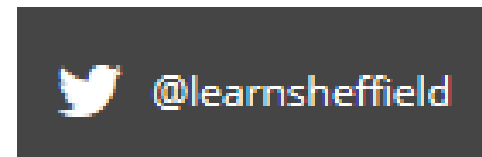
- <http://www.childhoodbereavementnetwork.org.uk/> a website designed especially for bereavement in children. Has resources for schools, for the young person and for parents/carers.
- <http://hopeagain.org.uk/> a website for young people to use.
- <http://childbereavementuk.org/young-people/> a website for child bereavement that has resources for schools, young people and parents/carers.
- www.winstonswish.org.uk charity for bereaved children, specialist provider of support for children bereaved through homicide and suicide freephone national helpline 08088 020 021.

Local Offers and Providers

Provider	What they offer	Cost	Contact details
CRUSE	All age bereavement counselling.	Free	10 Carver St, Sheffield S1 4FS 0114 249 3328 sheffield@cruse.org.uk
Samaritans	DEAL (Developing Emotional Awareness and Listening) is a free resource for teachers and other educational professionals designed to help develop resilience in young people. Lesson plans, activities, hand-outs, audio-visual resources, teachers' notes and staff training materials can all be accessed and downloaded at any time from Samaritans website. Postvention support- practical support following bereavement by suicide.	Free	272 Queens Road, Sheffield S2 4DL - 0114 276 7277 www.samaritans.org/deal
Education Psychology Service	Sheffield EPS has a range of useful material some of which is used to support staff and young people following a suicide. Often a useful first step after first contact with the school is to share these resources with the Head Teacher. EPS might then typically visit the school and work with the senior leadership team to listen to their concerns and offer advice in relation to practical matters such as telling the school community and supporting the staff and young people.	Free	Each school will have the details for contacting the EPS in their own Critical Incident Procedures.

Other Opportunities

- Healthy Minds 2018/19 – Closes Friday 20 October
- Leaders' Briefings (Half Termly)
- Governance Termly Briefing (Free – Thursday 12 October)
- Governance Training Offer
- Inclusion Taskforce Training
- Opportunities Bulletin (monthly)



www.learnsheffield.co.uk

Other Learn Sheffield News

- Service Transfer (Governance & E-Learning)
- Special LSIP Appointment
- Secondary LSIP Appointment
- Peer Review (Christine Gilbert – Nov / Jan)
- Learn Sheffield AGM – Thursday 1 February 2018



The screenshot shows the Learn Sheffield website homepage. At the top, there is a navigation menu with links for Home, Communications, About Us, Strategies, Partnerships, and Services To Schools. The main header features the 'Learn Sheffield' logo. Below the header, there is a large red curved graphic. The main content area is divided into several sections:

- Sheffield Priorities:** A featured article with a photo of children. The text reads: "Sheffield's school led system embedded, outward facing and actively involved in educational research, discussion and policy." A blue banner with the text "SYSTEM CULTURE" is overlaid on the image.
- Welcome to Learn Sheffield:** A text block stating: "Learn Sheffield is a not for profit schools company which is focussed on school improvement and owned by Sheffield's schools and colleges (who own 80%) in partnership with Sheffield City Council (who own 20%)."
- News:** A section with a "More News >" link. It contains two news items:
 - Governance Briefing Speakers Announced:** "The speakers for the Autumn Term Governance Briefing on Thursday 12 October 2017 will be Helen Lane (Senior Regional HMI) and Stephen Betts (Learn Sheffield CEO)."
 - Leaders' Briefing Information Published:** "The information about the Leaders' Briefing for this half term has been published. The keynote speaker for the event, which takes place at St Marys Conference Centre on Thursday 28 September, will be Senior Regional HMI Helen Lane."
- Governance Training & Development Offer 2017/18:** "The Governance Training & Development Offer for this school year (2017/18) has been published and is available to view and download on the Learn Sheffield website. The offer has been improved for this year to take account of your feedback, include the most popular sessions from last year and offer new sessions to meet the needs identified by schools and academies."
- Development Programme Now Online:** "The Sheffield Priorities Development Programme 2017/18 has been updated at the start of term and is now available to download or view online."

At the bottom left, there is a "What we're tweeting about" section with a tweet from "Off The Shelf" and a "Key Equality documents and information" link. On the right side, there are several red and grey buttons for "Development Programme", "Sheffield Priorities Update", "2017/18 Governance Training", and "School Improvement Strategy".