

News Bulletin



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Issue 6: 11 October 2023



In this week's edition...

| ANNOUNCEMENTS, INFO & UPDATES | AUDIENCE | TASK |
|---|------------------------------|---------------|
| Introduction | All | Info |
| Operational Review Engagement Sessions | All | Info |
| Important: Safeguarding Annual Declarations and Child-care Disqualifications | Heads, DSLs & Clerks | Urgent Action |
| Financial Reporting Workshops for Heads and Governors | Heads, Chairs, Clerks & SBMs | Info |
| Health and Safety Audits | SBMs | Info |
| DfE: Early Years and Primary Assessments | Primary Heads | Info |
| Reminder: Policies for consultation | All | Action |
| Reminder: Publication of Register of Business Interests and Gifts and Hospitality Returns | SBMs | Action |
| Bath and North East Somerset (BANES) S175 Safeguarding Audit | Heads & DSLs (BANES schools) | Action |
| SENCO Vacancy at Churchill School | All | Info |
| FINANCE UPDATES | AUDIENCE | TASK |
| Funding allocations for 2024-25 | Heads & SBMs | Info |
| Funding pressures in 2023-24 | Heads & SBMs | Info |
| HR UPDATES | AUDIENCE | TASK |
| Workforce Census - Primary Schools only | Primary Heads & SBMs | Info |
| GOVERNANCE UPDATES | AUDIENCE | TASK |
| Update from the Board of Trustees and actions for next meeting | Heads, Chairs & Clerks | Action |
| Reminder: Chairs Forum | Chairs | Info |
| CPD UPDATES AND OPPORTUNITIES | AUDIENCE | TASK |
| Unlocking Excellence English Hub Conference: Language and Learning in Early Years | Primary Heads | Info |
| Friday 17 November: Developing Research Based Pedagogy with Tom Sherrington for HLTAs | Primary Heads | Info |
| Upcoming Lighthouse Learning and CPD Networks | All | Info |
| 'School Improvement Snippets': A mental model for lesson design | All | Info |
| KEY LINKS, DATES AND DEADLINES | | |

Introduction

When I spoke with Heads last week I told them of the proposals that we were taking to the Board recommending that we embark on a review of the operating model for our Trust that now numbers 30 schools. The Board accepted the suggestions and phase 1 is what we are thinking of as 'exploration and discussion'.

We want to engage with you (Heads, Business Managers and Chairs especially) to explore where there is value and where there is frustration in the way that we do things. I'm starting this with a hypothesis that some of our current approaches are time-spent and I would like to test out whether that is your experience.

The Heads will know that we have been led to this partly by the financial challenges of the current situation. In that context it is essential that our trust-wide services are as efficient financially and operationally as possible. But there is opportunity here too.

I think that it has taken this external impetus to overcome the natural inertia that has prevented us making more gradual changes. The opportunity of this moment is that for the first time in our short history we are not in the throes of growth. We can therefore check whether the model that served a trust of 15 schools and 6,000 pupils continues to serve a trust of twice that size. If we choose to make changes, we will also have to decide on the pace on which to implement them. For those of you who know De Bono's thinking hats, we are going to need them all!

I hope that you will attend our engagement sessions (details below) and thank you in advance for any diary changes that you need to make to ensure that your school is represented and fully involved.

As ever,
Gary

Gary Lewis
Chief Executive

Operational Review Engagement Sessions

A reminder that we will be holding two Operational Review Engagement Sessions next week:

- Monday 16 October 4.00pm–5.30pm in the Main Hall at Gordano School
- Wednesday 18 October 6.00-7.30pm in the Main Hall at Churchill Academy and Sixth Form

These sessions are designed to enable Heads, Governors and School Business Managers to give some high level feedback on our initial options—the information presented at each session will be the same.

You can find details previously published on the operational review in the [6 September bulletin](#).

[Please click here to sign up](#) and confirm your attendance at one of the events. Please ensure you have done so by 9.00am on the date of the event you wish to attend.

Important: Safeguarding Annual Declarations and Childcare Disqualifications

Completion of these declarations is a statutory part of our safeguarding in schools. Without all of these being completed schools will not be compliant and this will cause difficulties during Ofsted visits. More importantly it means that schools leaders have not fulfilled their duty to check all adults in school.

Please can Designated Safeguarding Leads (DSLs) check with School Business Managers (SBMS) and Clerks to Governors and support them to get any outstanding returns completed by the end of this week.

Staff Returns

The Central HR Team have sent all SBMs (via the HR Secure team) a full list of staff who have signed their Annual Declarations and, where relevant, Childcare disqualifications.

Please can DSLs check this list with their SBMs and put plans in place to get all outstanding declarations returned swiftly.

Governors and Trustees Returns

Governors and Trustees had been asked to complete their Annual Declaration using a Microsoft Form by Friday 6 October.

Responses received so far have been saved [here on the Clerks' SharePoint](#).

Please can SBMS and DSLs check with clerks that all your governors have [completed the form](#) by Friday 13 October at 9.00am.

If you are currently without a Clerk it is essential that your SBM and DSL complete this task. Please contact [Chris Hills](#) for access to the document on SharePoint.

Financial Reporting Workshops for Heads and Governors

We have planned some workshop sessions to enable Governors, Trustees and Headteachers to have a better understanding of the financial framework within which we work and to ensure an understanding of the budget setting and monitoring timetable and governor responsibilities within it.

Additionally, we will be guiding attendees through the financial reports from IMP, our new budget planning and monitoring system. The aim will be to help attendees interpret these reports to offer appropriate challenge and aid decision making.

School Business Managers are welcome to join one of these sessions if they wish.

The session dates available are:

- Monday 6 November 6.00pm - 8.00pm - Face to Face - location to be confirmed
- Wednesday 8 November 2.00pm - 4.00pm - Online via MS Teams
- Thursday 9 November 4.00pm - 6.00pm - Online via MS Teams
- Tuesday 14 November 6.00pm - 8.00pm - Face to Face at Gordano School

Please [click here to book your place](#) at one of these sessions. Bookings will close at 12noon on Friday 3 November.

Health and Safety Audits

Delegated Services will shortly be booking dates for this year's Health and Safety audits.

The audits will cover all the usual areas but with focus on the specific topics below as they were identified as opportunities for improvement in the last round of audits:

- Policy Implementation
- Health and Safety Committees
- Progress against Risk Assessment initiative
- Educational Visits
- COSHH

DfE: Early Years and Primary Assessments

We are starting to receive updates and documentation for the 2023-24 assessment schedule.

The Department for Education has published a number of documents related to primary assessments:

- [Updated guidance on completing the early years foundation stage \(EYFS\) profile assessment](#)
- [Assessment and reporting arrangements \(phonics screening check\) for 2024](#)
- [National Curriculum Assessment - Key Stage 2 tests](#)
- [Key stage 2 access arrangements guidance](#)
- [Key stage 2 tests: varying the test timetable](#)
- [key stage 2: assessment and reporting arrangements](#)

National Y1PSC and KS1 data is being [released here](#) at 9.30am on Thursday 12 October.

Janine Ashman, Director of Learning, will email Primary Heads directly with any further updates/links to documents in the coming days.



Reminder: Policies for consultation

A reminder that we are currently consultation on a number of policies.

| Operational Policies | |
|--|------------------|
| Finance Policy | Scheduled update |
| Charging and Remissions Policy | Scheduled update |
| Members, Trustees and Governors Allowances Policy | Scheduled update |
| Recovery of salary overpayments and correction of underpayments of salaries Policy | Scheduled update |
| Debt Recovery Policy | Scheduled update |
| Educational Visits Policy and Guidance | New policy |

The consultation is running until Friday 20 October and all of the draft policies are [available on Foldr](#).

Please submit your comments to the consultation to [Eleanor Capel-Davies](#) . If you would like to submit changes to any of the policies please highlight your changes or make them using tracked changes and also send them to Eleanor.

Reminder: Register of Business Interests and Gifts and Hospitality Returns

A reminder that the completed summary of Register of Business Interests and Gifts and Hospitality returns for both your Governors, and senior staff, finance team and budget holders needs to be uploaded onto your website as soon as possible for inspection by any interested party such as staff, parents, auditors and the Education and Skills Funding Agency (ESFA).

The auditors will shortly begin their the schedule of work within the Trust and will be spot checking for these documents.

Thank you very much to those colleagues who have already completed this task.

Bath and North East Somerset (BANES) S175 Safeguarding Audit

Bath and North East Somerset have issued their [S175 safeguarding audit for schools](#) within their area.

These should be [returned to BANES](#) by Friday 5 January 2024. Please also send a copy of your completed S175 document to [Sarah Calderwood](#) for our central files.

SENCO Vacancy at Churchill

Churchill Academy and Sixth Form are recruiting for a SENCO from January 2024.

More details, including how to apply, can be found [by clicking here](#) if you know of anyone who could be interested in this opportunity.

Funding allocations for 2024-25

In the [News Bulletin 4 on Wednesday 27 September 2023](#), we shared information on the funding levels that the DfE had issued for the 2024-25 financial year. We also updated the master scenario in IMP for this latest information along with the GAG estimation tool.

You may have seen information issued by the DfE last Friday to say that there had been an error in the figures issued and that they were reissuing amended, lower, figures.

We originally estimated increases in GAG funding of 1.5% in 2024-25. The information previously published by the DfE had funding increases of 2.4% but the latest, corrected figures from the DfE include increases of only 1.4%.

We will now re-work our figures, change the increase built into IMP and amend the GAG estimation tool. As soon as this work is complete we will email you to confirm. In the meantime please be aware that both IMP and the GAG estimation tool will be overestimating your funding for 2024-25 and beyond.

We will try to get this corrected for you as quickly as possible and apologise for any inconvenience in the meantime.

Funding pressures in 2023-24

At the School Leaders' Meeting last week we shared some information to help enhance our understanding of why our financial position has deteriorated so significantly and so quickly. We were asked to share detailed information for each school to help you to explain the situation to your staff, governors and community as appropriate.

A [spreadsheet is available here](#) which provides the following information:

- Column A - How much additional funding schools on the minimum per pupil funding level (MPPFL) would have received in 2023-24 if the MPPFL had increased by 2.4% (as was the case with most of the GAG formula factors e.g basic entitlement) rather than the actual increase which was only 0.5%
- Column B - An estimate of the financial impact of the support staff pay award in April 2023 which was unfunded and, at an average % increase of 8.1%, is a significant additional cost
- Column C - An estimate of the unfunded element of the September 2023 teachers' pay award. The DfE made an assessment that schools could afford a teachers' pay award of 3.5% and provided an additional grant to cover the remaining 3% of the 6.5% award, considering, therefore, that the award was fully funded. However, most GAG formula factors increased by 2.4% between 2022-23 and 2023-24 and therefore we have estimated the difference between the 2.4% funding increase and the 3.5% that the DfE have deemed affordable from school budgets. As previously mentioned, schools funded on the MPPFL have only received at 0.5% funding increase in 2023-24 so for these schools the full financial impact of the teachers' pay award can be ascertained by adding together the figures in column C and column A
- Column D - the approximate impact of additional utility costs if budgeted at the level suggested in the 2023-24 budget assumptions guidance. Please note that this figure may not be accurate as some schools budgeted for a different level of increase (in which case you could substitute this figure with your own budgeted increase). Please also note that contracts renewed on 30th September incorporated a lower increase than was estimated in the budget assumptions guidance

Please also note that inflationary pressures have increased costs in a number of other areas that are not included here.

We hope that this information is helpful but please contact the [Central Finance Team](#) if you would like any further information.

Workforce Census - Primary Schools only

School Business Managers have been invited to training sessions on how to create the School Workforce Census within iTrent.

Training sessions are being held via Teams on Tuesday 10 October at 10.00am and Wednesday 11 October at 3.00pm.

If SBM's were unable to make either of these training sessions or have any questions, please contact [Laura Payne in the Central HR Team](#).

GOVERNANCE UPDATES

Update from the Board of Trustees and actions for next meeting

LSP Trustees convened at Chew Valley School on Wednesday 4 October for their monthly board meeting.

Following a very informative tour of the school the Trustee Board conducted the following business:

- Received Safeguarding, CEO and CFOO reports.
- Discussed the proposal of a resource base at Hannah More and Grove .
- Approved the draft of the LSP Annual Report and Financial Statements.
- Received the Trustee Register of Interests and Gift Declarations
- Received key messages and updates from recent Trustee Committee meetings.

Their next meeting is scheduled Wednesday 8 November and they will be looking at the following items which will require input from schools:

Admission Arrangements for 2025-26—a reminder that LGBs need to have reviewed their admission arrangements (both Planned Admissions Number and Oversubscription Criteria) for 2025-26 and informed the [LSP Central Team](#) of any proposed changes by Friday 20 October. If we do not hear from you, we will assume that you do not wish to change your arrangements.

Chris Hills
Governance Professional

Reminder: Chairs' Forum

Thank you to those who attend the New LSP Chairs training session this week—I hope you found the evening informative and helpful.

A reminder that we are holding a Chairs' Forum next Tuesday:

- Chairs' Forum (all Chairs invited): Tuesday 17 October 6.30-8.00pm at Backwell School

I look forward to seeing you there.

Adele Haysom
Chair of Trustees

Unlocking Excellence English Hub Conference: Language and Learning in Early Years

LSP Early Year (EY) Leaders are encouraged to attend this exciting conference on Monday 30 October at Clevedon Hall. It will include presentations from Julian Grenier and Kirsty Godfrey from Ofsted and Early Excellence.

Full details can be found below. [Click here](#) to book a place.

Funded by



Department
for Education

English Hubs
Unlocking Excellence

Language and Learning in the Early Years Conference

We are delighted to announce our latest conference for Early Years Leaders. Bringing together some of early years most insightful voices, we will be gathering at the beautiful Clevedon Hall (BS21 7RH) on Monday 30th October from 8:30am until 3:30pm.

Keynote speakers include:

Dr Julian Grenier CBE (Ofsted)

Kirstie Page (Launchpad for Literacy)

**Early Excellence Inspirational Learning
and more...**



Tickets are FREE, but spaces are limited so book now to avoid missing out! Book [HERE](#) (bookings subject to a £100 no-show charge).



**Launchpad
for Literacy**



**Early
Excellence**

✉ @UE_EnglishHub

✉ InfoEnglishHub@sppschoo.uk

Friday 17 November: Developing Research Based Pedagogy with Tom Sherrington for HLTAs

We have a few spaces available for LSP Primary Schools who would like to send HLTAs to the above session on Friday 17 November. This session would be beneficial for HLTAs who deliver whole class teaching.

If you would like to send a HLTA from your school please [click here to complete the online booking form](#) and we will do our best to accommodate them. Deadline for booking is 3.00pm on Friday 13 October.

If you have any questions about this event please email [Lighthouse Learning](#).

The Education Team will be sharing more information about the Friday 17 November INSET day next week.

Upcoming Lighthouse Learning and CPD Networks

Please email [Lighthouse Learning](#) if you have any questions about the below events.

| Date | Event |
|---|---|
| Friday 20 October | PE Leaders Conference |
| 8.30am - 3pm in person | English Hub Building, St Peter's School (see item above) |
| Monday 30 October | Unlocking Excellence English Hub Early Years Conference |
| 8.45am–3.30pm | Speakers include: Early Excellence, Julian Grenier, Kirsty Godfrey. Details above. |
| Tuesday 31 October | Assessment Induction |
| Friday 3 November | Deputy/Assistant Headteacher Network: Marc Rowlands and continuing work around disadvantage. |
| Monday 6 November 3.45-5.00pm | Assessment Network: Online (invitations to follow) |
| Thursday 9 November 3.30–4.30pm online | PAPYRUS SP-ARK training for DSLs |
| Monday 13 November 1.15 - 4.00pm in person | English Network: English Hub Building, St Peter's School |
| Friday 17 November | LSP Shared INSET -Tim Sherrington @ St Peter's School |
| Monday 20 November 1.15-4.00pm | Science Network: Online (more details to follow) |
| Monday 20 November Timings TBC | SEND Network: Online (more details to follow) |

'School Improvement Snippets': A mental model for lesson design

As I have been around schools over the last few weeks I have been talking with leaders about clear models of lesson delivery so that we are precise with our pupils what new learning they will encounter in lessons and support them to know more and remember more as a result of our lesson delivery.

A really useful model, which allows teacher to break down learning into small steps, whilst using clear models is 'I, We, You'.


The one pager below from Jamie Clarke explains this in a simple way - keep this in mind when you are designing your sequences of learning and individual lessons.

Neil Lankester

Director of School Improvement

[Click here](#) to download a copy of the image below.

A one-pager summarising ideas from the book *Explicit Instruction Effective & Efficient Teaching*.



ANITA L. ARCHER & CHARLES A. HUGHES

DESIGNED BY JAMIE CLARK | @XPATEDUCATOR

EXPLICIT INSTRUCTION

DIRECT, ENGAGING AND SUCCESS ORIENTATED TEACHING

EXPLICIT INSTRUCTION

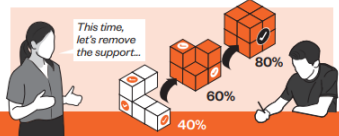
CLEAR INSTRUCTION, DESIGN AND DELIVERY

Explicit instruction is a structured and systematic teaching approach that provides clear instruction, design, and delivery procedures to maximise students' academic growth. The approach incorporates various supports and scaffolds, guiding students through the learning process with explicit explanations, demonstrations, and supported practice. The goal is to foster independent mastery by offering clear statements about the purpose and rationale of learning, checking for understanding, and ensuring active and successful participation by all students.

THE 6 KEY PRINCIPLES

MAXIMISE STUDENT ENGAGEMENT AND LEARNING

1. Optimise engaged time on task and active participation.
2. Promote high levels of success (80% correct/accurate).
3. Increase content coverage to maximise learning.
4. Have students spend more time in instructional groups.
5. Scaffold instruction by providing support and guidance.
6. Address different forms of knowledge at differing levels.



HIGH LEVELS OF SUCCESS

WORK TOWARDS INDEPENDENT PRACTICE

Research shows that in order to reach proficiency and build fluency, both practise and specific feedback on the quality of students' work are key. Focus on skills, concepts, and rules that are unknown to students and critical to academic performance. Embed deliberate practice sessions into your lessons and vary the application of the skill by bringing in previous material. Distribute practice sessions over time and test knowledge with frequent and varied retrieval tasks.

DELIVERING INSTRUCTION

THE 4 ESSENTIAL DELIVERY SKILLS

1. Require frequent responses from everyone.
2. Monitor student performance carefully.
3. Immediate affirmative & corrective feedback.
4. Deliver the lesson at a brisk pace.

THE RELATIONSHIP BETWEEN THE 4 ESSENTIAL DELIVERY SKILLS

INPUT
present new information in small blocks.

QUESTION
make instruction interactive - give think time.

RESPONSE
elicit a unison response to involve everyone.

MONITOR
circulate room and check understanding.

FEEDBACK
make it affirmative and corrective.

LESSON OPENING

GAIN ATTENTION

PREVIEW
State the goal of the lesson and discuss the relevance of the target skill.

REVIEW
Review the critical prerequisite skills required.

LESSON BODY

MODELLING I DO IT

SHOW & TELL
Demonstrate the skill and describe what is being done using several different models.

THINK ALOUD
Consistently use relevant language and only describe the key actions.

GUIDED PRACTICE WE DO IT

FADE PROMPTS
1. Physical prompts
2. Verbal prompts
3. Visual prompts

REDUCE LEVELS OF SCAFFOLDING
1. Tell them...
2. Ask them...
3. Remind them...
...what to do.

LESSON CLOSING

REVIEW

REVIEW
Review the critical content covered.

PREVIEW
Preview the content of the next lesson.

ASSIGN
Assign independent work if students are at the right stage.

THROUGHOUT THE LESSON: INVOLVE STUDENTS. MONITOR PERFORMANCE. PROVIDE FEEDBACK

ACTIVE PARTICIPATION

ELICIT FREQUENT RESPONSES FROM ALL

To be truly effective, instruction must be interactive. Active participation means eliciting frequent responses from ALL students in the lesson by getting them to say, write or do something concrete. In the act of responding, students are actively retrieving, rehearsing and practising the information, concepts, skills, or strategies being taught. The overall goal is to increase the number of successful responses and aim for at least 80% accuracy.

ACTION RESPONSES

- HAND SIGNALS:** Put up fingers to show answer.
- ENACTING:** Act out solid, liquid and gas.
- GESTURES:** Make a shape with hands or use facial expressions.

WRITTEN RESPONSES

- MINI-WHITEBOARDS**
- RESPONSE CARDS:** Yes/No, True/False,
- HINGE-QUESTIONS**
- EXIT TICKET**
- WRITTEN SUMMARY**

ORAL RESPONSES

- CHORAL RESPONSES:** Everyone say it in unison.
- THINK, PAIR, SHARE**
- PAUSE PROCEDURE:** 2 minute paired discussion.
- NUMBERED HEADS:** call numbers to get response.

READ THE BOOK FOR DEEPER INSIGHT: EXPLICIT INSTRUCTION: EFFECTIVE AND EFFICIENT TEACHING BY ANITA L. ARCHER AND CHARLES A. HUGHES, 2011

9

KEY LINKS, DATES AND DEADLINES

These reminders not replace to Annual Planner so please ensure you are checking this regularly.

Please note the following links will only work for those who already have access to the relevant site or folder. If you feel you need to be given permission to access something please let us know.

[Click here to access the Annual Planner \(via Sharepoint\)](#)

[Click here to access an index of previous bulletin articles](#)

[Click here to access previous editions of the LSP weekly bulletin](#)

| DATE | KEY DATE OR DEADLINE | FAO |
|---------------------------|---|---------------|
| Friday 13 October 2023 | Return latest risk register and H&S Committee minutes to Central Team LGBreturns@lsp.org.uk | SBMs |
| Friday 20 October 2023 | Deadline for any proposed changes to Admission Arrangements for 2025-26 to be submitted to LSP Central Team | Heads, Chairs |
| Friday 20 October 2023 | Policy Consultation Ends: All of the draft policies are available on Foldr . | All |
| Wednesday 1 November 2023 | Deadline to return Teacher Pay Progression Spreadsheet to HR | Heads & SBMs |
| Tuesday 7 November 2023 | Deadline for Primary Headteachers to submit the Headteacher's declaration form (HDF) on the DfE Baseline e-portal (BeP) | Primary Heads |
| Wednesday 8 November 2023 | School Leaders' Meeting @ Nailsea Baptist Church | Headteachers |

'Appraisal Season'

All staff appraisals (except Heads) should be completed by Friday 20 October (end of Term 1).

Templates for these documents can be found here

[Foldr](#)

[LSP Communications SharePoint](#)

Please ensure you download a copy onto your school server before circulating to staff.



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