

# How to Work with Schools

## SCHOOL STRUCTURES AND BUDGETS

Head teacher and bursar allocate annual budgets to everything in the school. These get reviewed and approved for the start of each financial year (April).

Which parts of the budget can your project latch on to?

### RESTRICTED FUNDS

General Annual Grant (GAG) - income from the ESFA which is to be used for the normal running costs of the Academy, including education and support costs. During the year £5,859 (2016: £7,587) was transferred to the restricted fixed asset fund to represent fixed assets purchased from GAG.

Pupil Premium - represents funding received from the ESFA for children that qualify for free school meals to enable the Academy to address the current underlying inequalities between those children and their wealthier peers.

PE and Sports Grant - this represents funding received from the ESFA and must be used to fund improvements to the provision of PE and sport, for the benefit of primary-aged pupils, so that they develop healthy lifestyles.

High Needs - funding received by the Local Authority to fund further support for students with additional needs.

Universal Infant Free School Meals (UIFSM) - represents funding received from the ESFA to enable the Academy to offer free school meals to every pupil in reception, year 1 and year 2.

There is usually a designated literacy/maths/languages coordinator who will be your main contact for a particular project. However, they most likely don't have the final say on spending and only when you have the support of senior leadership will your project get the support you might expect.

# How to Work with Schools

## The School Timetable

### Spring Term, 2019

- Monday, 7 January, 2019 to Friday, 5 April, 2019
- *Half Term*: Monday, 18 February 2019 to Friday, 22 February, 2019
- *Easter Holiday*: Monday, 8 April, 2019 to Friday, 19 April, 2019

### Summer Term, 2019

- Tuesday, 23 April, 2019 to Tuesday, 22 July, 2019
- *Half Term*: Tuesday, 28 May, 2019 to Friday, 31 May, 2019

### Autumn Term, 2019

- Monday, 2 September 2019 to Friday, 20 December, 2019
- *Half Term*: Monday, 21 October, 2019 to Friday, 25 October, 2019
- *Christmas holiday*: Monday, 23 December, 2019 to Friday, 3 January, 2020

### Spring Term, 2020

- Monday, 6 January, 2020 to Friday, 3 April, 2020
- *Half Term*: Monday, 17 February, 2020 to Friday, 21 February, 2020
- *Easter Holiday*: Monday, 6 April, 2020 to Friday, 17 April, 2020

### Differences between the terms

*Autumn Term*: lots of enthusiasm at the beginning but this term quickly becomes very busy.  
PLAN!

*Spring Term*: typically the busiest term, owing to tests and exams. FINALISE!

*Summer Term*: more time and therefore more relaxed school schedules. DELIVER!

Ensure you have spoken to teachers about the structure of a typical school day and plan your activity carefully around breaks and hometime.

### Points to Consider

Consider the impact of projects that overrun.

# How to Work with Schools

## STRATEGIC APPROACH

### Ofsted

Last week, Ofsted launched the consultation on its new inspection framework. The draft new framework will dictate how inspections of schools and other educational establishments are carried out from September 2019.

Amongst the news that inspections will last longer and schools will be given much less notice (150 minutes!), Ofsted have also completely changed the focus of the 'key judgements' which are used to decide on the 'overall effectiveness' of a school.

Proposed key judgements:

- quality of education;
- behaviour and attitudes;
- personal development;
- leadership and management.

The new framework is very interesting and could present exciting opportunities for the arts curriculum. Under the '*Quality of Education*' section, Ofsted will be looking to see '*a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life*'.

Furthermore, the expectation will be that providers teach a full range of subjects for as long as possible, which could see an end to schools beginning the KS4 (GCSE) curriculum in Year 8, rather than Year 9 as it had been traditionally.

Perhaps the most exciting part of the new framework is the way in which '*personal development*' will be judged.

# How to Work with Schools

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents;
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy;
- at each stage of education, the provider prepares learners for future success in their next steps;
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Every school has objectives for improvement or maintenance of their Ofsted rating and even though there is a new framework, inspectors will look at the objectives from the previous inspection and measure them against the new framework.

## **How could your project help them to achieve or surpass their objectives?**

Visit prospective schools' websites: is there any information relating to the School Improvement Plan (SIP)?

## **Wider initiatives**

Schools will now be considering wider initiatives, which will help them to achieve a good rating within the new Ofsted framework. It is important to consider how your project could fit in with such initiatives.

### *a) Healthy Schools, London*

Healthy Schools is a Pan-London award scheme sponsored by the Mayor and re-establishes the national programme that was in place between 1997 - 2011. The awards are for schools to recognise their achievements in supporting the health and wellbeing of their pupils. 87% of Waltham Forest schools are registered on the scheme. All participating schools will be working towards securing a bronze, silver or gold level award:

# How to Work with Schools

*33 schools have reached bronze level;*

*15 schools have reached silver level;*

*8 schools have reached gold level.*

## *b) Spiritual, moral, social and cultural development*

All schools in England must show how well their pupils develop in SMSC. Although now there is no direct reference to SMSC in the new Ofsted Framework, it is likely to feature in the new Schools Inspection Handbook, which will be produced after the consultation period:

- *Spiritual*: explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.
- *Moral*: recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.
- *Social*: use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.
- *Cultural*: appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

## **Activity**

Match projects to 'Key Judgements' in the new Ofsted Framework.

## **COMMUNICATION WITH TEACHERS**

When communicating with teachers:

- always start your email with the point of your email;
- make sure your last email contains all the necessary information for quick and easy access and so that anyone who has been forwarded your message has a clear view of the project;
- always follow up a phone conversation with an email summarising what you've discussed;
- create templates for your messages and timeline when you need to send summary and reminder emails.

# How to Work with Schools

## SAFEGUARDING

Safeguarding is protecting the health, well-being and human rights of individuals, which allow people - especially children, young people and vulnerable adults - to live free from abuse, harm and neglect.

An important part of the school safeguarding structure is managing visitors on site. In order to ensure the safety of students and staff, it is vital that schools are thorough in their background checks of visitors. If you have an up-to-date DBS (within 3 years), then take that with you on your first visit to the school.

Visitors to schools must be signed in and carry an identification badge. Pupils should be aware that visitors are required to wear identification badges and to be cautious of any visitor not wearing one: this is known as an *appropriate challenge* and it is good safeguarding practice for pupils to challenge visitors not wearing any identification.

It is possible that a child may tell you about something which makes you feel that they could be at risk. This is known as *disclosing*. If a child asks if they can tell you something personal or private, then follow the advice below from the NSPCC.

NEVER promise to keep it a secret: instead, explain that if what they want to tell you makes you think they could be in anyway at risk, then you will have to speak to their teacher. If the child then decides not to speak to you, leave it, but report the details of the incident to the teacher. If you're worried about a child, even if you are unsure, it is best to share your concerns with the teacher.

### NSPCC Advice on Disclosure

- *Listen carefully to the child.* Avoid expressing your own views on the matter. A reaction of shock or disbelief could cause the child to 'shut down', retract or stop talking.
- *Let them know they've done the right thing.* Reassurance can make a big impact on the child who may have been keeping the abuse secret.
- *Tell them it's not their fault.* Abuse is never the child's fault and they need to know this.
- *Say you will take them seriously.* A child could keep abuse secret in fear they won't be believed. They've told you because they want help and trust you'll be the person who will listen to and support them.
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# How to Work with Schools

- *Don't talk to the alleged abuser.* Confronting the alleged abuser about what the child's told you could make the situation a lot worse for the child.
- *Explain what you'll do next.* Explain to the child you'll need to report the abuse to someone who will be able to help (In your case this will be your main contact within the school).
- *Don't delay reporting the abuse.* The sooner the abuse is reported after the child discloses the better. Report as soon as possible so details are fresh in your mind and action can be taken quickly.

Safeguarding is ultimately the schools' 'responsibility', but you should be equally aware of risks to the children you work with and to yourself.

## Activity

Think about things you need to consider on your visit(s) to school.

## LEGACY

Work with teachers to map the progress of the children you work with. Create markers for improvement at the beginning as well as duration and end of your project. Imbedding research into your work will help sell your work to schools and funders in the future. Build in questions that support additional funding requests *e.g.* Would you be more likely to read at home if you were given a copy of the book after the activity? Look out for unexpected outcomes *e.g.* attendance

## Points to Consider

How sustainable is your project? What tangible measures of improvement can you put in place?