



THE
PRIORY
FEDERATION
OF ACADEMIES TRUST

Resilience in the context of Covid-19

The role of PFAT Local Governing Boards

Dr Stephen Hopkins - National Leader of Governance
October 2020

Resilience

The ability to deal with, find strengths in , and/or recover from difficult situations

- Personal resilience** – Academy leaders, Staff
- Organisational resilience** – Strategy, Systems, Processes, Policy

Personal resilience - all staff



Organisational resilience

Three kinds of bounce, three varieties of resilience

Bouncing Back
Recovery Resilience



Bouncing With
Adaptive Resilience



Bouncing Forward
Transformative Resilience



Our Academy

- thinking about, and planning to secure, personal and organisational resilience
- what variety of resilience are we working towards?

Key areas for Local Governing Boards working in partnership with the Academy Leadership to give consideration to.

- Re-connecting with purpose, vision, values and strategy
- Continuity of education
- The school's curriculum - intention and implementation
- Our most vulnerable pupils
- Our staff and their well being
- Effective use (value for money) of dedicated funding
- Safeguarding
- Risk management
- Communicating with parents

Three kinds of bounce, three varieties of resilience

Bouncing Back
Recovery Resilience



Bouncing With
Adaptive Resilience



Bouncing Forward
Transformative Resilience



☐ Re-connecting with purpose, vision, values and strategy

Key Challenge

Senior leaders, and those who govern, have inevitably spent many months focusing on managing through challenging and uncertain and unprecedented times. ‘How do we manage this?’ has been the focus. It’s important that we start to re-engage with our purpose and intent as educational leaders and ask questions about [innovation](#), [development](#), [seeking and using opportunities](#) etc. Now is a good time to re-engage with discussions about purpose, vision and values and to engage with staff and parents about these. What do we value? What matters most? Where do we want to be in 5 year’s time and what do we need to do to get there?

Key Questions

- **How are we going to re-engage with considerations of purpose, vision and values? How are we going to find the time and space to do this?**
- **What do we need to do to ‘lift up our heads’ from the inevitable focus on ‘business continuity’ and risk assessment and look again at the big picture?**

☐ Re-connecting with purpose, vision, values and strategy

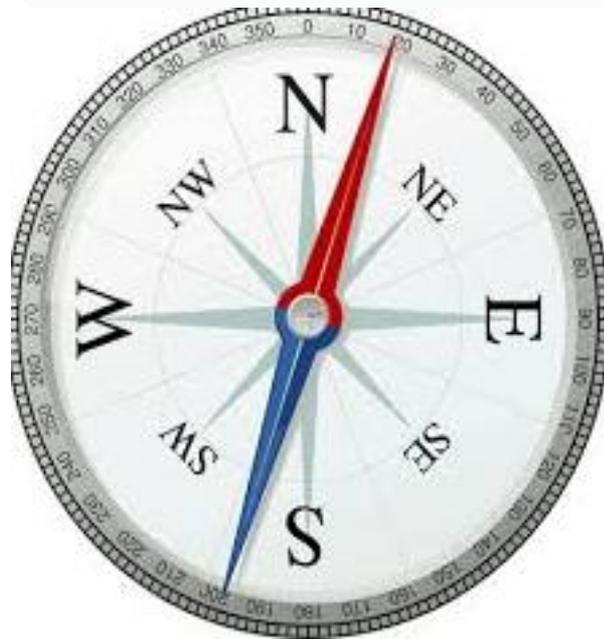
Weather vane

or

Sign post



☐ Re-connecting with purpose, vision, values and strategy



□ Continuity of education

Key Challenge

The government have produced guidance intended to support schools, both mainstream and alternative provision, to prepare for full opening in September. The guidance is in 5 sections. **The first section** sets out the actions school leaders should take to minimise the risk of transmission of coronavirus (COVID-19) in their school. This is public health advice, endorsed by Public Health England (PHE).

The rest of the guidance is focused on how the Department for Education (DfE) expects schools to operate in this new context. This includes:

- school operations; curriculum, behaviour and pastoral support; assessment and accountability; contingency planning to provide continuity of education in the case of a local outbreak.

Key Questions

- **How is our school's response to the need to provide continuity of education in the case of a local outbreak articulated within our strategic priorities for the academic year?**
- **What arrangements do we need to have in place to assure ourselves that the school is operating within the DfE expectations as described in the guidance.**

□ Continuity of education

Key Challenge

The Direction comes into force 22nd October 2020 and will last until the end of the academic year (unless revoked).

It applies to community schools, community special schools, foundation schools, foundation special schools, voluntary schools, pupil referral units, non-maintained special schools, Academy schools and alternative provision Academies

Schools must provide remote education for classes, groups or individual pupils who are self-isolating, or where there are local or national restriction restrictions requiring them to stay at home.

Schools must have regard for the guidance issued about remote education, such as the [guidance for full opening](#). The Secretary of State may apply for an injunction against the responsible body of any school which fails to comply with the Direction, requiring it to do so.

Documents



[The Coronavirus Act 2020 Provision of Remote Education \(England\) Temporary Continuity Direction - explanatory note](#)

PDF, 114KB, 2 pages

□ The school's curriculum - intention and implementation

Key Challenge

The DfE are clear that they expect school to schools to make significant amendments to their curriculum plans to take into account:

- the need to support pupils in 'catching up' with their learning as a result of their time out of school;
- the need for approaches to curriculum delivery to take into account the possibility of local lockdowns – ie approaches which integrate/blend school learning and home learning – remote learning

Key Questions

- **Has curriculum intent been adapted, transformed?**
 - **How is the above reflected in our strategic priorities for the academic year?**
 - **How is assessment being used to establish gaps?**
 - **How are we going to obtain the assurances we need that the school is making effective provision by adjusting curriculum planning etc?**
- Are plans in place for remote learning?**

□ Our most vulnerable pupils

Key Challenge

The National Foundation for Educational Research (NFER) has published a report focusing on the engagement of vulnerable pupils and the children of keyworkers in-school; remote provision and welfare support for vulnerable pupils; and the challenges involved in continuing to offer this provision as schools begin to open more fully.

Amongst the extensive findings are the fact that:

- Senior leaders (57 per cent) and teachers (75 per cent) reported a lack of pupil engagement in learning as one of their main challenges in supporting vulnerable pupils who are not attending school.
- 54 per cent of senior leaders in the most deprived schools reported significant concerns for the safety and wellbeing of vulnerable pupils, relative to 35 per cent of senior leaders in the least deprived schools.

Key Questions

- **What are the facts and figures regarding our most vulnerable pupils related to:**
 - **their learning engagement when they could not be at our school?**
 - **levels of concern about their safety and wellbeing?**
- **What are the implications for the school going forward? Do we need a strategic priority focusing on this?**

□ Our staff and their well being

Key Challenge

Our staff are the key asset, and the most expensive asset, for the delivery of the mission and vision of the school. Staff wellbeing needs to be a pre-requisite of planning for the successful school year. Wellbeing needs to be embedded within school culture and is about developing a philosophy and whole school culture around wellbeing that pervades everything that is done in school – led by a senior leader. Knowing staff as individuals is key in terms of building a supportive wellbeing culture; in particular so that leaders are able to put in place support for those staff who have potential vulnerabilities or who have been shielding and therefore may be feeling more nervous about a return to school.

Key Questions

- **What do we have in place to support staff wellbeing and is it good enough given the current context? Does a focus on staff wellbeing, including links to workload, need to be a strategic priority for us?**
- **How are we going to be assured that staff wellbeing needs are being address appropriately and successfully?**
- **How are we responding to the professional development needs of staff which the context has identified?**

❑ Effective use (value for money) of dedicated funding

Key Challenge

DfE has published guidance on the catch-up premium. The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. Special, AP and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year.

Schools and trusts have the flexibility to spend their funding in the best way for their cohort and circumstances. The Education Endowment Foundation has published a support guide for schools and trusts with evidence-based approaches to catch up for all pupils.

Key Questions

- **What is our schools' approach to catch-up including the plans for the use of the catch up funding?**
- **How are we going to determine the impact of the use of the funding to ensure value for money?**

□ Safeguarding

Key Challenge

The government has released their updated guidance for safeguarding in schools, [Keeping Children Safe in Education 2020](#). **There are new requirements that come into effect from the start of the Autumn Term 2020.**

The document outlines what school staff and **those governing must do** to ensure children are safe in school, as well as their compliance requirements such as safeguarding checks. Key changes include:

- A change to the definition of safeguarding;
- New requirements on mental health when it is also a safeguarding matter;
- A reformatted part two, which is the section that **those governing should read**.

Key Questions

- **Are we all aware of the changes and the revised expectations?**
- **How are we going to engage with our DSL so that they can give us the assurances we need that the school is implementing the updated guidance?**
- **Are there any aspects of safeguarding that we need to focus on as a strategic priority during the year?**
- **What adaptations have we made to safeguarding practices?**

❏ Risk management

Key Challenge

Ensuring that the school has a rigorous and robust risk management process which not only covers health and safety matters (especially those related to Covid -19) but which includes the full range of potential risks linked to: safeguarding, staffing, finance, reputational damage, standard of education etc?

Key Questions

- **How are we being assured that the school's approach to risk management is sufficiently rigorous, robust and wide enough in scope?**
- **How can we ensure that our risk management process is aligned to our strategic priorities?**

❏ Communicating with parents

Key Challenge

Ensuring that parents are confident that:

- the arrangements the school is making to keep their children safe are robust;
- the curriculum takes account of the lost learning time whilst the schools has not been fully open;
- the school will ensure that parents are informed, on an ongoing basis, of any and all matters linked to the safety of the children and to the impact of the work the school is doing to **close learning gaps due to school closure.**

Key Questions

- **How are we communicating with parents to assure them that the school is safe for their children? How frequently are we going to do this?**
- **How are we communicating with parents to assure them that the school's curriculum will address gaps in learning due to school closure? How will we assure them that we are making good progress with this?**

Ofsted – preparing for external scrutiny

Despite full inspections being postponed until January next year, Ofsted inspectors have announced a separate programme of visits to schools and colleges starting in September.

Inspector will look at **“how leaders are ensuring pupils resume learning the school’s extant curriculum, including the blend of classroom teaching and, where necessary, remote education”**.

Inspectors will also look at:

1. Identifying the barriers schools have faced and are still facing in managing the return to full education for pupils.
2. How pupils are settling back into expected routines and behaviours.
3. **How any identified and specific health and wellbeing issues for particular pupils are being addressed** and what may be needed at local and/or national level to support this.
4. Safeguarding.

Ofsted – preparing for external scrutiny

Key Question

- **How can we ensure that we have clear, evidenced, answers to the OfSTED's questions?**

(Indicative questions provide at the end of the presentation)

Three kinds of bounce, three varieties of resilience

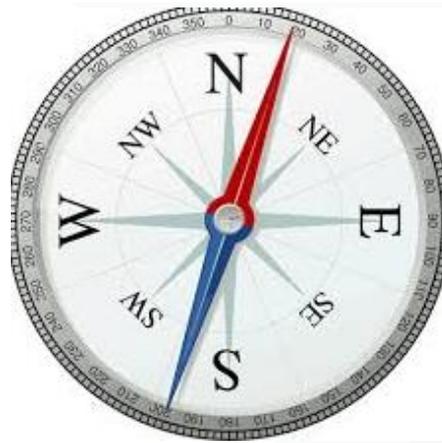
Bouncing Back
Recovery Resilience



Bouncing With
Adaptive Resilience



Bouncing Forward
Transformative Resilience



Thank you

Initial conversation

Safeguarding

Curriculum

Attendance &
behaviour

Initial
Conversation

- How has Covid-19 affected pupils?
- Staff?
- Your priorities for this year?

Safeguarding

Focus is on safeguarding in context of Covid-19

Will meet with DSL too

- What risks have you identified?
eg Remote Ed
eg Mental health
- What extra challenges are there?
- Any different pupils vulnerable as a result of Covid-19?
- What actions have you taken?
- How have these been communicated?
- What changes have you made to policies?

Curriculum

DfE principles:

- Education not optional
- Broad & ambitious
- Remote Ed aligns with in-school provision

Ofsted inspectors will be drawing on the expertise they developed for the EIF:

- Curriculum is the progression model
- Importance of memory
- Different subjects require different responses

Curriculum

- Are there any subjects missing at the moment?
- Are you aiming to return all pupils to your normal curriculum in all subjects by summer term 2021?
- A focus on reading, including work being done to support phonics.
- Has KS3 retained breadth?
- Are KS4/5 students continuing all their subjects?
- Plans to use catch-up funding?

Curriculum

Remote Education

- Are you providing Remote Ed?
Why?
- Is it aligned with 'normal' curric?
- What plans do you have in place to deliver remote curric if needed in future?

Attendance

Remember: attendance is mandatory from start of 2020/21.

- Is school open to all? From when?
- Attendance data. What does it reveal?
- How are you re-engaging pupils? eg use of catch-up funding, support services, PP etc?
- What barriers have you faced?
- Which continue?

Behaviour

Remember: DfE July guidance outlined how schools should manage behaviour:

- Communicate changes clearly
- Support pupils to follow new rules (especially those with complex needs)
- Work with pupils who struggle to re-engage
- Support staff – eg training
- External agencies
- Review impact

How are schools re-establishing routines & high expectations?

Inspectors will be alert to unusual increases in changes in school's roll