



The Government has tabled amendments to the [Children and Social Work Bill](#), which will make it a requirement for all secondary schools in England to teach Relationships and Sex Education (RSE) and all primary schools to teach age-appropriate Relationship Education. The changes will also allow the government to make regulations requiring PSHE to be taught in all schools in the future. These subjects will help teach pupils the knowledge and skills they need to stay safe and develop healthy relationships.

The government will work with stakeholders to set out suitable content for RSE, before regulations and statutory guidance undergo public consultation. The government hope to see the new curriculum being taught by September 2019.

Schools will have flexibility over how they deliver these subjects, so they can develop an integrated approach that is sensitive to the needs of the local community, or in accordance with faith. Read more [here](#).

Like many teachers, I joined the profession because I wanted to make a difference. Brought up in Leicestershire my cohort was the first to experience comprehensive education and I attended what had been the local grammar. Comprehensive for this very large 2000 strong 14-19 establishment was three streams of students, the 'O' band, the 'C' Band and the 'G' Band. The latter, regarded as the no hopers, who did not sit exams and spent most of their school life repairing the church stone wall and other manual pursuits. Not the most positive of beginnings but one that strongly shaped my view that there was a great deal that needed to be done to improve education.



So after two years and half years in post as RSC have we improved the educational experience for the youngsters within our region? The number of academies has risen by 306 and we now have 970 academies within the region. In 2014, 80% of academies were good or better and in 2017, this has risen to 85%, which means that 343,019 academy pupils attend good or better schools. This still leaves 17,038 attending inadequate provision. The number of sponsors has increased from 77 to 128 and with your help we have re-brokered a significant number of academies (40+). As a region, we have invested heavily in providing support and training for our system leaders, and this is clearly beginning to have an impact in terms of increasing capacity within the region with trusts having real clarity about the expectations, requirements and challenges of expansion and their readiness for growth.

A huge positive for the region is that I have found a genuine commitment and willingness to share across the network of academies and we have used this as a key driver in sharing knowledge and experience. I have really appreciated all your support and willingness to engage. All of you have made me feel very welcome and I have valued your honesty and integrity.

The role of RSC has undoubtedly been a challenging and demanding one and would have been impossible without the support of a highly dedicated team. I would like to register my thanks to them and also to my excellent HTB. All members have made a very valuable contribution to the region and hopefully will continue to do so in the future.

Looking forward there are inevitably going to be many challenges to achieve the goal of every child attending a good or better school but what a fantastic goal. Education, as they say, changes lives and futures and really does make a difference. I wish you all well for the future and I will look back fondly on my time as RSC when I'm sipping my pina colada on some distant far away shore.

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East Midlands and  
Humber in numbers

Primary Academies –  
633

Free Schools Wave  
Update

Free Schools colleagues have been busy assessing all Wave 12 free school applications, including those for our region, and we expect an announcement of which ones Ministers have approved in April – we will keep you updated.

Look out for the updated guidance and application forms on GOV.UK.

We are celebrating the success of Harington school, which opened in 2014 in Oakham as a 16-19 free school.

Harington had its first Ofsted inspection in January 2017, and was judged to be Outstanding in all areas – well done to all at the school.

**Opportunity areas (OA)**

The government is determined to build a country that works for everyone, including providing a good school place for every child, one that caters to their individual talents, abilities and needs and we need to do more to reach the most disadvantaged children and those from families who are just managing.

Fixing social mobility won't happen overnight. Ensuring children in every area can access high quality education at every stage is critical and the department's programme of failing schools becoming academies, led by strong sponsors, remains at the heart of our approach to raising standards.

Opportunity area funding - £72m to be shared out across the 12 opportunity areas - will be used for local, evidence-based programmes, some local project management support and rigorous evaluation. Currently there are two OA areas in our region, Derby and Doncaster.

We are in the process of setting up a partnership board and diagnosing the specific problems in each of the opportunity areas and we will continue to work with a range of partners in each opportunity area to determine priorities and actions for improving access to good quality education provision and outcomes in the area.

Derby News: Professor Kathryn Mitchell, Vice-Chancellor of the University of Derby has agreed to be Derby's Partnership Board chair.

For more information, please see [here](#)

**Interested in becoming an Academy Sponsor?**

We would love to hear from you if you are interested in becoming an academy sponsor. To learn more about the role and what it entails, please see [here](#) alternatively you can contact our office at [EMH.RSC@education.gov.uk](mailto:EMH.RSC@education.gov.uk) to arrange an initial conversation.

**Coasting update**

For many schools, meeting the coasting definition is the starting point for a discussion. My team and I will work with these schools to understand the wider context of the school and to agree with them what, if any, additional support they might need. As a result of these discussions, I might conclude that:

• The school is supporting pupils well and that no

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additional support is required;

- The school already has a sufficient plan and the capacity to improve and do not need any additional support;
- The school would benefit from additional support, for example from a National Leader of Education or through a partnership with another school. The Secretary of State also has the power to take formal action in a coasting school. This could include a maintained school becoming a sponsored academy or rebrokering an academy to a new sponsor or multi-academy trust. We expect this to happen by use of statutory powers in only a small minority of cases, where it is assessed that improvement cannot be brought about in any other way.”

### Are you in need of a Spanish Modern Foreign Language Teacher?

Spain's Visiting Teachers Programme provides opportunities for schools in England to recruit high quality teachers from Spain to not only teach the language but also immerse pupils in cultural aspects.

Visiting teachers from Spain will be available from September 2017 for one year initially, with the option to renew annually for up to a length of 3 years. The contract will be between the school and the visiting teacher and schools will be responsible for paying their salaries.

Schools looking to recruit teachers through this programme need to [register](#).

Please visit [Spain's Visiting Teachers Programme](#) webpage for further information and to register.

### Women Leading in Education: Coaching Pledge

The National College for Teaching and Leadership have set up a [coaching pledge](#) to support women leading in education. Women are still under-represented in leadership positions and coaching is a key factor in helping women move ahead in their careers.

So far, there has been significant interest from women teachers asking for the support of a coach and we are looking for both male and female leaders to pledge their time to coach more women into leadership.

Potential coaches can apply by completing an [online profile](#) including contact details, coaching experience, style and approach. Profile can then be accessed by women teachers who are looking for a coach.

Women teachers can register for [free](#) leadership coaching [here](#).

If you would like to register as a coach, more information is available [here](#).

If you have any questions, please contact the team at [women.leaders@education.gov.uk](mailto:women.leaders@education.gov.uk).

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...and carry out a review of your budget to identify risks. It includes efficiency checks, workforce planning resources and practical efficiency resources. Please see [here](#) for more information.

### Significant changes to existing academies

Academy trusts proposing to make a significant change to the characteristics of an open academy, which will affect clauses in their funding agreement, must submit a proposal for change in advance of the change being made.

For all significant change enquiries and proposals, academy trusts will need to contact the department, via an enquiry form, at least three months prior to the proposed change coming into effect. This is to ensure that there is time for the decision to be made and that the funding agreement and, if necessary, the admission arrangements can be varied before the change can take effect.

Guidance for academy trusts on how to apply to make significant changes is published on gov.uk at: [here](#).

The process for applying to make a significant change remains the same; the trust must apply via the [academy.questions@education.gsi.gov.uk](mailto:academy.questions@education.gsi.gov.uk) mailbox.

### **Teaching and Leadership Innovation Fund**

The Teaching and Leadership Innovation Fund is a 3-year investment worth £75 million, which will support high-quality professional development for teachers and school leaders in areas of the country that need it most. You can find more information at [here](#).

You can also [Register your interest](#) to be kept up to date on developments, information events and application round dates.

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