

AUTUMN 2018

NASS AT 40 Celebrating Charitable Statue

NASS was founded in 1978 to prevent unwarranted closure of small schools. This was starting under the Callaghan Government's "austerity" measures of the day – always about money despite being hidden behind flawed educational deficiency arguments.

More recently Government funding designated for small schools has never been ring-fenced. Councils divert much of it elsewhere and no sanctions for doing so – as when statutory closure guidance is ignored. In Wales and Scotland serious levels of protection against such behaviours exist and are used.

Our new Charter, arguing the worth of small schools, is the basis of a gathering launch of ever stronger claims for recognition as one of the most effective models of education yet developed- and one with increasing relevance in town and country alike- not least mid-century and beyond, when prospects for life and living, not least work and income, will be so radically different for today's young children. We intend to target key centres of decision-making. We urge you to do the same with your local decision-makers- reminding them of your qualities.



Chairman's Letter

Hello! I hope the school year is going well.



I realise that this greeting is somewhat late but it is the first such greeting of what is likely to be a long school year. It will be a year, which will continue to bring many challenges to small schools everywhere. To that end, NASS will continue to be available to answer all your queries and to provide the support we can to enable you to deliver the best possible education for all the pupils and families under your care.

This newsletter gives an indication of what we have been doing, our thoughts for the future, whilst showing what colleagues across the country are doing in their schools.

Our theme for the year is 'Future Proofing' – how you and all involved with your school can develop strategies and practices to enable you to be ready for challenges ahead. We have prepared booklets that provide some 'prompts' for review of your current practice and guidance for your subsequent actions. We also feature two examples of good practice from members. We shall welcome learning of others you think of value.

I hope you will enjoy reading this newsletter and the intervening monthly e-news you all receive. Please keep us informed of all the exciting events, which occur at your school. In this way we can both ensure that the profile of small schools everywhere continues to be raised.

Best wishes

Neil Short

NASS Meets the DfE

Chair, Secretary and Information Officer were received by the School Organisation team at the Department for Education HQ in Sheffield during September. We asked for the meeting because of three cases of dioceses closing schools- either prompting their own governors voluntarily to close the school or with Local Authority partners- and then using some mysterious S554 provision to allow the Government to hand them the premises regardless of what founding trust documents said.



One diocese claimed that a 1915 revision document negated the original, but trustees are obliged to review and revise in circumstance that inevitably change and, unless the original purposes are negated, the founding principles remain valid. By 1915, an Education Act in 1870 had established national education and a 1902 Act had brought major extension in terms of what was expected. Naturally trustees would need to revise their document at some time to reflect that. The diocesan argument is devious – likewise the efforts to use S554.

Disposal of non-playing field land

There are rules for disposing of such land and sale of playing fields has its own terms having been a political issue at times. The relevant legislation is Schedule 22 to the School Standards and Framework Act 1998 (SSFA) (as amended by both Schedule 4 to the Education and Inspections Act 2006, and Schedule 1 to the Academies Act 2010 as amended by Schedule 14 to the Education Act 2011).

In our cases, of course, the trustees or present beneficiaries, invariably families of children educated in the school are trying NOT to dispose of their land and buildings as they wish to retain them for further educational and community provision for the benefits intended by the original donor. In the case of Horton, finally closed, they had already been developing part of the school for community uses including lunches for adults, especially older people. They now plan to use the building for field study, including access for pupils from other schools. Nursery education or similar early years provision is seen as possible and desirable.

The diocesan argument claims they can take over the former duties to educate, for example RE,

but that is not the point. Any sale would benefit only the broader diocesan education budget, while overall a diocese, seriously in deficit, can divert such funds to other purposes. One case sees sale proceeds supporting Cathedral repairs- hardly benefiting education- as we are advised Anglican principles expect cathedrals to be self-sustaining and autonomous.

The situation was not within the remit strictly of school organisation officers but



they have promised to help us ascertain just what the rights- and wrongs- are. However, the meeting gave us a chance to raise the increasingly vexing and threatening attitude of the Church of England to the future of its schools. It claims small schools cannot do the job- despite our abundant evidence to the contrary from research, test and inspection evidence across the UK. Wholly unsubstantiated claims are laid before diocesan governors who are then expected to take fright and start closure procedures.

Specific regulations designed to treat such events more cautiously, such as long time-scales- are ignored. The strict DfE Guidance and consultation standards, which are often unknown to governors are, in our experience, regularly ridden roughshod over by Local Authorities.

We raised the growing experience of our members who joined or have been forced into academy status and academy trusts and who find a new top-down brand of leadership often reflecting larger schools and uniform imposition disowning previous local autonomy priorities- in fact often the prompt for closing smaller ones. We gave examples of poor leadership either in federations or academies.

There were plenty of opportunities to give the many examples of small school virtues, academic, social and community that are known to us but we also nailed the flaws in what is always the main closure motivation- money and the claim small schools cost more- clearly exemplifying how using sophisticated analysis any self-respecting business would do -including long-term cost-benefit analysis- small, human-scale schools return profit to taxpayers. Research would be welcome but needs funding!

Future Proofing.

NASS is anxious that all members should continue to look at every aspect of school life to ensure that they, the school, its community and of course pupils and families will not be at risk from OFSTED or any other agency. Early intervention is the key.

Over the coming year we will feature examples, from members, of the strategies they employ to ensure that they are developing systems, which will ensure the school is equipped to face these challenges.

The following has been contributed by Julie Kelly, head teacher at West Meon CE Primary School in Hampshire.

Great ideas come in small packages

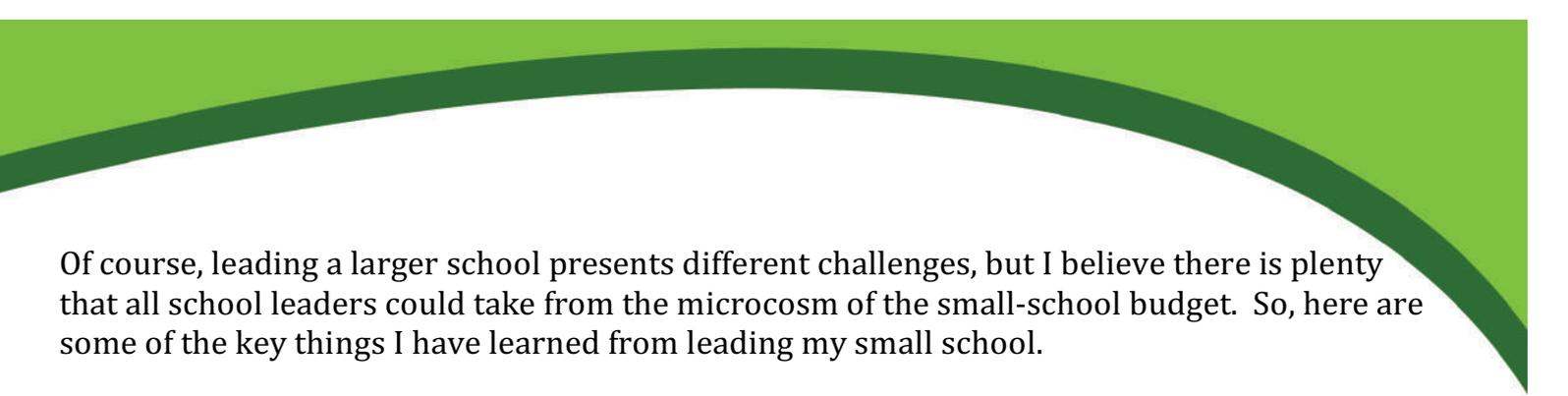
The 'all or nothing' circumstances of Julie Kelly's small school have taught her lessons about budget management that could benefit all school leaders



All schools are under pressure to deliver maximum results on increasingly shrinking budgets, but when there are only two pupils in a year group, it throws the pressure to achieve in stark relief.

In a year group that size, there are only three possible outcome for how many pupils achieve above the threshold: 100 per cent, 50 per cent, or none at all.

I am the headteacher of a small school in rural Hampshire, where two-pupil year groups can be a reality. Working in these "all or nothing" circumstances has taught me important lessons about how to make the most of minimal resources.



Of course, leading a larger school presents different challenges, but I believe there is plenty that all school leaders could take from the microcosm of the small-school budget. So, here are some of the key things I have learned from leading my small school.

Contextualise everything

A poor inspection report can have a huge effect on a small school, with major funding implications. It is essential that we provide as much context for our results as possible.

We keep all the leavers and late arrivals on our tracking system as evidence of turbulence and of the progress they have made during a short time. Small Steps tracking to show the progress of pupils with SEND is also vital.

Similarly, we ensure that our school improvement plan, self-evaluation form, headteacher's report and milestones of progress are all tightly interconnected, so inspectors can see that self-evaluation is strong and governors will have a clear understanding of the impact of any fluctuations in our numbers.

Maintain pupil numbers

To keep things as stable as possible, we do everything we can to maintain our intake and prevent huge discrepancies in the number of pupils in each year group.

We use our website to promote everything that makes our school unique to encourage prospective parents. We advertise all the time in local papers and have made a video for our website called "What makes a small school special" (see westmeon.hants.sch.uk).

Saturday open mornings are now the norm and I also take every opportunity I can to write articles about the importance of small schools.

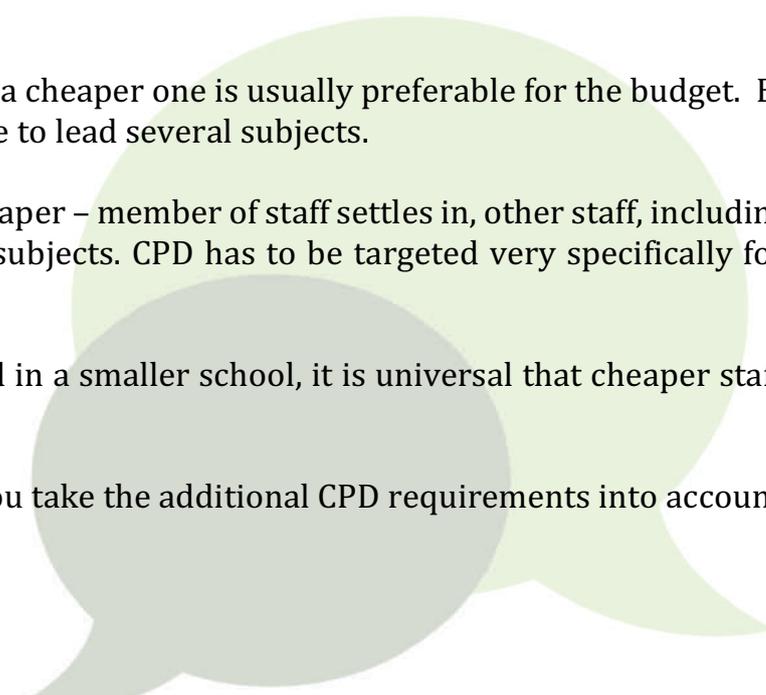
Consider the cost of cheap staff

Replacing a leaving member of staff with a cheaper one is usually preferable for the budget. But in a small school such as ours, teachers have to lead several subjects.

While an NQT or other younger – and cheaper – member of staff settles in, other staff, including the headteacher, will have to take on more subjects. CPD has to be targeted very specifically for the needs of the school.

While the issue will be more pronounced in a smaller school, it is universal that cheaper staff can come with costs in the long term.

If you are hiring cheap, make sure that you take the additional CPD requirements into account.



Use learning support assistants

Where cutbacks do have to be made, think twice before cutting your learning support assistants (LSQ's), instead, concentrate on hiring the best LSAs you can.

One pool of expertise that has helped us to keep costs down are qualified teachers who have decided to become LSAs. They bring a wealth of knowledge to our school. In return, we are able to provide them with job satisfaction by giving them additional responsibilities.

For example, we have qualified teacher and ex-Sendco working for half a day a week and is paid accordingly for this – and any extra paperwork or meetings relating to this side of her role. She spends the rest of the week as a LSA, delivering interventions.

We also have a trained early years teacher working as an early years assistant, who can take over the class in an emergency and be paid as a teacher for these periods.

Of course, these arrangements need to be mutually agreed. You must ensure that staff are not working outside of their contractual obligations and are paid accordingly when they cover a teaching role.

Join forces in the community

Working closely with other local small schools enables us to have a joint orchestra a joint sports teams and a joint forest school.

Each school offers its area of expertise and either pays for the related activity, or all schools contribute at a fraction of the cost.

Joint minibuses keep down costs, as do joint inset days and training. In some cases, we can also raise money by offering our staff's expertise as a service and advising other schools in the area.

Building relationships with local drama and sports clubs has led to offers of financial assistance to attend their sessions. As a faith school, we also work closely with our attached church. We use each other's buildings for free and enter into mutually-beneficial arrangements for licensing the use of land.

Above all, we know that the school cannot stand still. We must be innovative and forward-looking to flourish in this challenging financial climate.

Julie Kelly is headteacher at West Meon Church of England Primary School in Hampshire

And from Sarah Denis, Chair of Governors at All Saints Anglican/Methodist Primary School at Elston in Nottinghamshire. We hope you find these articles useful and are able to adapt them to meet your needs.

Practical Ideas to help with Governance!

As with all governing bodies, we are continually looking at ways to improve our practice. Many of our governors are very busy people with limited time and so it is crucial that our processes and procedures are as clear and concise as possible!

A key role for governors is to visit the school and observe and explore the implementation of the priorities agreed in the SDIP. To help us do that effectively, we have created a 'Seeing is Believing' blueprint outlining the value, the process and procedures along with the paperwork required to support this important task.

Following each visit, a report is drafted and shared with the headteacher, highlighting the best practice seen, its impact on the children and offers suggestions for more focus/development or discussions if required. Subsequent visits review the progress made against the latter, allowing us to determine the impact of our contribution. An on-going 'We Said – You Did' document records any impact which has added value to existing practice. An 'Impact Statement' outlining the role and work of governors is written each year and shared with parents to ensure they are aware of who we are, what we do and how they too could become involved.

An annual governor self-evaluation is completed to complement the one undertaken by the school, highlighting our strengths and areas which require further development. An action plan is produced, which has key performance indicators attached which must be 'SMART'! The plan is reviewed at the end of the year using a 'RAG' rating for clarity, leading to the creation of a new and challenging set of actions. The 'NGA's 20 Questions for Self-evaluation Toolkit' is a very useful tool.

An annual skills audit is also completed to highlight gaps in our knowledge and experience. This is very helpful in focussing our training needs for the coming year. Again, the 'NGA's Governing Body Skills Audit' is a good framework to use!

All our documents are held on GovernorHub (<https://ap.governorhub.com>) which has proved to be really helpful as they all in one place. Governors can access papers electronically at meetings. Training records are uploaded, and best practice or key learning is shared.

Since the introduction of GDPR we have created dedicated email addresses which reflect those used by the staff at the school. Data is more secure and governor business kept separate from personal and/or business use.

This year we are having 'Governor' designated lanyards in order to raise our profile with the children and parents. Photographs of all governors have been taken and photocards being produced to reflect those worn by the staff.

Many of the ideas outlined above are relatively new and many only in the second year of implementation but we believe they are already having an impact on our effectiveness! We continue to learn from our partners and are moving in the right direction!

Research matters.

You may remember the 'Collaboration not Collision' research undertaken by NASS and Woodthorpe Primary School last year. This will shortly be available on the website and I hope you will find time to read how small schools in a range of settings across the country are finding ways to work together. Recently other research has involved small schools as part of investigations of rural education.

You will have read the report of the meeting with DfE in Sheffield. The department has been conducting some research on best practice in small schools. This document should be available later in the term and we will inform you once it appears.

The second piece of research comes from The Key – a company who will be known to many of you. This was due to be unveiled in early September but circumstances prevented the meeting taking place. Contact has been made with the authors and the following was received from them recently:

“The Key, an online resource for school leaders used by nearly half of all schools in England, is releasing a report this month into the challenges of leading a rural school. The research was undertaken with a view to uncovering unique challenges faced by rural schools, so that “The Key” could create specific content for schools in a rural setting if needed. The findings however were considered interesting enough to publish more widely, with the hope that policy makers and stakeholders in rural schools will consider more comprehensively the unique challenges they face. We will send the link to the full report to this group as soon as it becomes available.”

Copies of the full report should be available in late autumn and will be detailed in the next newsletter.

Positive Diocesan Approach- from Suffolk

NASS has been approached by the Diocesan Director of Education for Ipswich and St. Edmundsbury interested in working together on issues related to small schools. Her opening words to her schools are just such an issue as NASS, and originally Ofsted, regarded small schools as around 100 or fewer pupils and related to the context of the headteacher necessarily teaching a class full-time or part-time. Recent Governments have stretched such definitions but rarely with such thoroughly professional factors in mind rather than what suits bureaucracy. The diocese sent a draft of 14 statements and invited comment- we pass that invitation to you.

“The DfE refers to small schools in terms of having fewer than 210 pupils on roll. In this diocese, that would mean 72 church schools (82%). 35 out of our 87 (40%) church schools have fewer than 100 pupils on roll as at the October 2017 census. Three of these have fewer than 50 pupils on roll.

The DBE affirms its support for small schools as follows:

- 1. The DBE values the important role rural church schools play in their local community.*
- 2. The DBE supports successful, sustainable small schools and sees part of its role as helping small schools to work collaboratively with others.*
- 3. The DBE commits to working with the Local Authority on identifying small schools which are vulnerable.*

11. *The DBE will advise schools to satisfy themselves that their plans to recruit a Headteacher are affordable and sustainable and will encourage small schools to consider the most appropriate arrangements.*

12. *The DBE believes that the quality of education is of paramount importance and recognises that closure of very small schools which are no longer viable may, unfortunately, be a last resort.*

13. *The DBE will work with Headteachers and governors of small schools to try to avoid closure if at all possible.*

14. *The DBE takes Headteacher wellbeing seriously and supports Headteachers with resilience days, managing workload and time management.*

The DBE will monitor the actions taken to support small schools and review its policy annually.

NASS welcomes such profound reflection on the life and work of small Anglican schools. Much reflects the thinking we had over ten years ago and agreed with the National Society at a meeting in London- common principles we wanted all dioceses to follow at a time when how one acted could be completely opposite even the next-door diocese. Sadly, that guidance was never ultimately circulated, and we intend further lobbying under our planned post-charitable status re-launch.

EARLY YEARS CONCERNS notified by “Community Playthings”

NASS has good relations with this very special commercial company clearly dedicated to what we regard as best Early Years practice. We were disturbed to add worrying news of children arriving in school, good with screens but barely able to speak! A 240-pupil mid-economic range suburban primary has told us 3 or 4 in every ten need special therapy: unlike special needs diagnosis and remedy this problem is largely neglect! Community Playthings offer new, worrying observations re Early Childhood

1: Insufficient exercise- bulging waistlines;

2: Unsure how to play;

3: Poor fine motor control e.g. hands picking up a crayon;

NASS is proud to argue the priority of proper resourcing for nursery education and Early Years enterprise. We are proud of the fact nursery schools gain proportionally more ‘outstanding’ cachets from Ofsted. Ofsted has twice said teaching in small schools is better than elsewhere. However, it seems we may need to face up to changes in home circumstances that may be depriving young and very young children of the technology with which they are still born.

The growing commitment to breakfast provision in Early Years and primary schools well reflects appropriate concerns for children’s health and well-being beyond straight academic matters. But our schools can better reach the 0-5 children’s families with the essential message “Talk to them!”

Cash from parents is 'vital' for rural primary schools, headteacher warns

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Matt Stott



Staff and pupils at Elmsett Primary School are celebrating after retaining the school's 'good' Ofsted rating. Picture: SARAH LUCY BROWN

Financial support from parents is becoming “vital” for the future of small rural schools, a Suffolk headteacher has said.

Funding matters.

Since May, in my dual capacity as Chair of NASS and a grandfather to my four grandchildren, I have attended a number of meetings organised by National Association of Head Teachers (NAHT). In this way I have sought to raise awareness of the financial issues around small schools. The very recent announcement in the rise in school pension contributions – reported in some places as a 43% increase – is yet another challenge to the shrinking budgets of small schools.

These meetings have proved very enlightening for both parties.

NAHT are now working with other teacher unions to raise the funding issues nationally and I (in my capacity as a very concerned grandparent) joined the march on Downing Street on Friday September 20.

I hope this event, along with any discussions you and your governors are having with parents and the local community will help to raise awareness and highlight the vast differences in funding not only nationally but between sectors within education.

“There is a place for small schools in national provision as a whole because of their academic achievements and contribution to their communities” - Ofsted 2000 (when 75% of inspection time was observing lessons!)

Lifting the cap on faith Schools

In a letter to the Daily Telegraph a group of 70 faith leaders, politicians and academics warned that lifting a cap which stops new faith schools admitting more than 50 per cent of children on the basis of religion would be "deleterious to social cohesion and respect". The signatories, led by former Archbishop of Canterbury Dr Rowan Williams and Andrew Copson, chief executive of Humanists UK, warned that the policy, promised in the Conservative manifesto,

"allows schools to label children at the start of their lives with certain beliefs and then divide them up on that basis".

"The Government rightly identifies the promotion of mutual understanding and tolerance for those of different religions and beliefs as one of the most important roles for schools. As we are all aware, children are blind to the differences and immune to the prejudices that so often divide society.

"The duty of the education system, therefore, should not be to highlight and entrench such differences in the eyes and minds of young people, but to emphasise instead the common values that we all share.

"Removing the 50 per cent cap on religious selection at faith-based free schools runs entirely counter to this ambition," says the letter, also signed by Caroline Lucas, co-leader of the Green Party, Professor Richard Dawkins and Baroness Joan Bakewell.

It adds that opinion polls showed that 80 per cent of the public opposed a change in policy. A major article in "The Observer" argued the place of the Church of England in the UK constitution is no longer justifiable.

The rule, introduced in 2010, requires oversubscribed, newly-established religious schools to keep at least half of their places open for applicants who are admitted without reference to their faith. The policy, first announced in November 2016, has not yet been implemented.

The Government, breaking a manifesto commitment, has announced that it will keep the 50% cap on religious selection by new religious free schools in England, in a move welcomed by Humanists UK, which has led the campaign against efforts to lift it.

The Government's announcement comes after 20 months of steady campaigning to retain the cap. It means that all new and existing religious free schools must continue to keep at least half of its places open to all children, irrespective of their religious or non-religious backgrounds. Earlier this year Anglican Chief Education Officer Nigel Genders said: *"Neither the removal nor the retention of the faith cap will impact on our existing schools or any new ones we open."*

NEW UNION NOTES THREAT

NEU (NUT section) Conference 2018: Rural schools are under threat and should be given protected status teachers have warned. These schools which often have small numbers of pupils—and often in areas that have "more cows and sheep" than people, are struggling under a squeeze on budgets, delegates at the National Education Union (NUT section) conference in Brighton have heard.

The union passed a resolution arguing that rural schools provide a vital service to their local communities. It called on the union's executive to put pressure on the Government to "give rural schools a protected status, recognising their significance for the survival of their communities and valuing the educational offer they give to their pupils." Delegates said they wanted to see more funding for rural schools to help protect their existence and provide a quality education for pupils.

Somerset is a rural county, with a small population compared to geographical size. As one speaker noted, *"God knows we have more cows than people."* He added: *"Small populations create bigger problems for schools in villages and small towns. Funding is a real problem for their leaders. Our schools do not get a fair deal compared to those in larger towns and cities. Somerset problems are the problems of all rural schools. We have a disparate population, and suffer disproportionately. Whether it's funding, whether it's provision, recruitment, retention, etc, etc. There are significant differences that we suffer over and above that which other schools in more populous areas suffer."*

He went on to say: *"We have smaller numbers of students which go up and down, often bussed from villages around. Rural schools, year to year, have real difficulty managing the numbers. It's difficult for senior managers to deal with."* Rural schools have fewer staff as they have fewer pupils, but they *"still have all the duties a normal school has. Rural schools regularly are closed, which creates a massive problem for their communities. All across Britain, in Somerset, the South West, the South East, the North East, the North West, Wales, rural schools are suffering."*

Anne Swift, from North Yorkshire, said her area has “*more sheep than people,*” adding that Government defines small schools as having less than 200 pupils- “*in many shire counties that’s the majority. These schools are at the heart of their communities.*” As head of a rural village school, she had worried every year about numbers of pupils, knowing the impact on class sizes and workload. “*The move out of area by a family with school-age children was always a disaster,*” she said. “*High housing costs are leading to the depopulation of rural areas, as families cannot afford to live there.*”

“A small reception intake has a 7-year impact as it moves through. More and more schools are federating to avoid closure or redundancies, and although this can bring benefits in terms of sharing expertise, facilities, training and enriching the curriculum for the children, we need to consider more fully the implications for good or ill of this.”

The motion said: “*Rural schools are under threat. Funding based on amounts per pupil means most rural schools with small yearly cohorts struggle to afford staff and basics for education.*”

A DfE spokesperson said: “*Our National Funding Formula means school funding will for the first time reflect the individual needs and characteristics of the school. Core schools and high needs funding is protected in real terms and will rise to over £43 billion in 2020 – it’s highest ever level and a 50% real terms per pupil increase from 2000. Local authorities now have more money for every pupil in every school. We recognise that smaller, more remote schools face different funding pressures which is why we have made an additional £26 million available through the ‘sparsity funding factor’. This means that across England, rural schools will gain on average 3.9% through the formula, with those schools in the most remote locations gaining 5%.*”

Editor’s note: As we have regularly reported, every Government attempt to augment small school funding has been left to Local Authorities to pass on but we know cases of wanton abuse such as changing the Government’s definitions of entitlement or limiting payments by key stage or plain cuts in the range of support funded.

GOOD LOCAL AUTHORITY NEWS

NORTHUMBERLAND CRISIS AVERTED by PARENT PROTEST

Parents are celebrating saving rural schools from closure. A controversial consultation by Northumberland County Council sought to address challenges for schools in the West of the county brought to a head by decisions by academy sponsor Bright Tribe.

16 schools were facing closure but now only one may shut after further consultation. Hundreds of parents and pupils had gathered outside County Hall to protest against the proposed shake-up of local education. Parents claimed the move would “rip the heart out” of small communities and mean young children travelling further.

Helen Yates, from the parents’ group STARS (Save Tynedale’s Amazing Rural Schools), said: “*We’re really pleased, it does seem like the council are actually listening. We had a briefing about the plans and I nearly fell off my chair. Although it may mean Bellingham Middle School closing,*

it's better than we hoped for at the start. We will now watch closely to see all these improvements are made in the right places and for certainty this debate doesn't rear its ugly head again. As I dropped my daughters off at school the Head looked so pleased, some of us were holding back tears, it's fantastic news. It just shows what can happen when you work together as a community."

Councillor Wayne Daley, Cabinet member for children's services, thanked parents and teachers for the more than 3,000 responses to the consultation received, and pledged to work in "partnership" with rural schools. He said: *"This is a watershed moment. From the outset this has been a big conversation with parents, teachers and young people themselves. Schools are important to local communities. With these new recommendations we shall continue to give parents choices in education and invest millions in schools."* Hexham MP Guy Opperman, *"I am very pleased the Council's leadership have really listened to parents on this issue. They said they would listen to what local people have to say and have kept their word."*

US Rural schools outpace urban, suburban peers in access to technology

Rural schools lead their suburban and urban counterparts in several measurements of tech proficiency, a new study of data from more than 8,500 US K-12 schools across the nation has revealed. While students who attend rural schools still have difficulty obtaining devices and internet connectivity at home, they actually outpace their suburban and urban counterparts in access to technology and the internet at school.

The four domains investigated encompassed classroom use of technology, including teacher and student integration of technology for communication, collaboration, critical thinking and creativity; support for technology implementation in teacher training and the extent to which school policies, practices and procedures support the use of technology; student and teacher access to technology at home and at school; and student and teacher perception about the use of technology in the classroom. The study helps inform overall education provision policy.

More Good News from RURAL USA

Data from the first ACT test administered to all 11th-grade students in Nebraska public schools revealed gender, poverty and demographic details for the largest 31 schools in Nebraska but not how well the overwhelming majority of Nebraska schools fared, those seen as rural or "outstate" Nebraska schools. In many rural schools, staff do more with less and generally do so in outdated facilities and without the latest resources.

Hydrogen Power?

A new South African project to generate cheap electricity using hydrogen was prompted by a rural school unable to pay its electricity bills. The unit developed indeed does the job.

Have you joined?

NASS received the following email over a year ago and we wonder if we should mention it to you- your decision of course! We try to be positive in such matters:

Dear Mervyn

Thank you very much for your letter and your 'personal view' of primary teaching. I enjoyed reading this!

I am writing to let you know that membership of the new Chartered College opens for teachers and headteachers on Wednesday this week. We shall subsequently be opening other strands of membership, but I wondered if you could pass the word out to any of your networks? Thank you for the offer of help. I shall be in touch.

Warm wishes

Alison Peacock

Chair Neil Short keeps NASS in touch with Alison and the Chartered College. Before taking on this post Alison had been very active in taking forward the wise recommendations flowing from the Cambridge Primary Review. She had been Head of a 250-pupil Hertfordshire primary school identified by the National Education Trust as an “advocacy school” for its excellent practice.

Alison had developed very effective partnerships with parents- akin to best small school concepts. In a GlobalTes article in 2017 she explained how at parent interviews the pupils told their parents of their work and needs- teachers just ‘chipped in!’

The excellent wavelengths small schools share with parents are a chance to engage pupils in their own learning. Professor Maurice Galton showed us from years observing classrooms that whilst teachers and parents provide the essential input that prompts learning, with need inevitably of repetition, the intellectual processing- given time and exploration- eventually leads to them knowing what they need next!



STRIVING!

as Government requires-

Look at the Feet!

nb: New research shows children in nursery schools are better behaved!

Small Schools Month



From the reports we have received Small Schools Week in June was only partially successful. We moved the date to avoid the post SATs period and to a time when it was hoped there would be greater freedom. This was found to clash with an even busier period.

In future we have decided to offer a 'window' and allow schools to choose their own 'week' and ways to celebrate their virtues publicly- we hope this may allow greater choice, and general flexibility. So in 2019 it's "Small Schools Month"

Monday June 3rd
to
Friday June 28th



Join NASS today

Please join us and help to support our work.

As a charity NASS exists for all small schools as a professional association and a community organisation.

Subscription fees per year:

Please tick below the level of membership you wish to take up:

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