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# ESFA Update academies: 29 January 2020

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## 1. Information: pre-populated school resource management self-assessment tool

As part of the better financial reporting programme, we have created a pre-populated school resource management self-assessment tool for academy trusts using data submitted by trusts in the latest accounts return submitted on 20 January 2020.

The aim of this is to reduce the time trusts spend populating the tool in order to use the analysis metrics in the dashboard. It is part of our commitment to find ways to support trusts in managing their finances.

We have uploaded each trust's tool to the [View Your Education Data](#) portal, which can be accessed by anyone in the trust with an IDAMS account (the account that gives them people to the accounts return online form).

We wrote to all trust chief financial officer with further information and instruction

on Wednesday 22 January 2020.

## **2. Information: school resource management adviser (SRMA) evaluation report**

We have published an [evaluation report of the schools resource management adviser \(SRMA\) pilot](#) that deployed 72 SRMAs to academy trusts in 2017 to 2018.

The report explains how SRMAs helped academy trusts identify £172 million in savings to benefit pupils.

We have also published a new guide outlining the work we do with academy trusts and local authorities [preventing financial failure in schools and academies](#).

## **3. Information: Early Years Foundation Stage reforms – consultation and early adopters invitation**

The [consultation on reforms to the Early Years Foundation Stage](#) is open until Friday 31 January 2020. We would very much welcome your views on our proposals.

On Monday 20 January 2020 we invited all primary and infant schools and academies to voluntarily implement the forthcoming reforms to the Early Years Foundation Stage a year early in the academic year 2020 to 2021.

We are inviting schools to participate at this early stage so that you have the necessary time to consider and prepare for early adoption, and so that the government can be ready to support early adopters once final policy decisions have been made following the conclusion of the consultation. Please complete a [short survey](#) by Friday 7 February 2020 to sign up as an 'early adopter'.

For more information on the early adopter year please contact [EYFSReforms.EarlyAdopters@education.gov.uk](mailto:EYFSReforms.EarlyAdopters@education.gov.uk).

## **4. Information: new research report on school business leadership**

Last week a new research report was published on School Business Leadership, which found that:

- professional development and workload are intrinsically linked and more must be done to ensure school business professionals can develop as manager and leaders while maintaining a reasonable and sustainable work-life balance
- the profession continues to be predominantly female (87%) and white (96%) so more needs to be done to attract and develop a diverse workforce
- there is an ageing workforce profile, the sector much think strategically about succession planning.

To learn more, you can read the report on the [Institute for School Business Leadership website](#).

## 5. Information: building safety advice

The Department for Education (DfE) wish to draw the attention of building owners to advice published by the Ministry of Housing, Communities and Local Government on 20 January 2020, as part of its Building Safety Programme (BSP).

This consolidated note is written for owners of multi-occupied residential buildings, and brings together in a single document and supersedes the existing BSP Advice Notes 1 to 22.

The [consolidated advice](#), which sets out the actions that must be taken, can be found on GOV.UK.

## 6. Your feedback: apply to join the DfE Star Chamber scrutiny board

DfE is currently [seeking applications for membership of the Star Chamber scrutiny board](#) from suitably qualified and experienced individuals based in schools.

This advisory board helps the DfE review data collection proposals to ensure that they are possible, necessary, good value and as quick and easy to complete as possible.

Membership of the board would provide an opportunity for head teachers, senior business managers or other data specialists and to influence and understand the necessity for the data burden placed on schools, and offers personal and career development

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