Headteacher & CSEL Briefing

Friday 4th November

9am – 12 noon and 1pm – 4pm

Welcome

Opening Prayer and Reflection

Canon Jonathan Veasey, Lead Trustee of Catholic Education

Programme

- **Opening Prayer & Reflection – Canon Jonathan Veasey**

- **Catholic Education and CSI Updates – Maggie Duggan & Ben McArdle**

- **Finance and Buildings Update – Toni Guest**

- **Leadership and Governance updates – Yvonne Salter Wright**

- **Admissions – Rebecca Tonks**

- **DFE and Ofsted Updates – Ted Hammond**

- **Key Messages from recent Ofsted Training – Justine Lomas**

- **Closing Prayer – Maggie Duggan**

Catholic Education Updates

Maggie Duggan – Deputy Director for Catholic Education

Ben McArdle – Senior Adviser for CSI Inspections
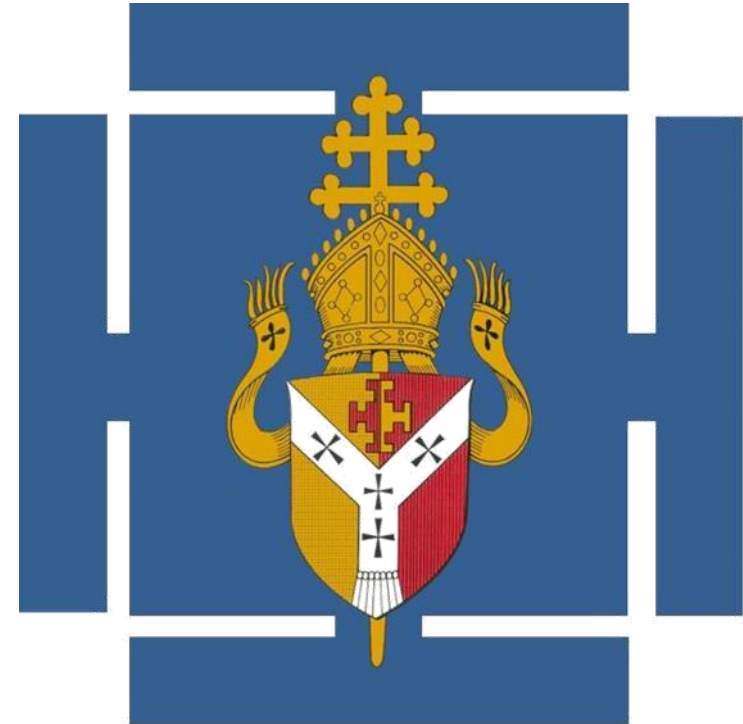
Thank You!

Tour of St. Bernadette's Relics: Livestream for schools

- Blessed George Napier, St. Bernadette's, Yardley and St. Mary's, Bicester
- OneLife Music: Dan, Emily & Jack
- Over 1000 hits

LiveSimply

- 97% of schools have signed up to show their interest
- 79 schools have submitted their action plans to CAFOD
- 4 schools have received the award: St. Thomas More, Willenhall, Our Lady of Lourdes, Yardley Wood, St. Anne's, Chelmsley Wood, St. Augustine's, Coventry
- CAFOD Volunteers wanted. If you know of anyone who would be interested please ask them to contact the Birmingham CAFOD office https://cafod.org.uk/Volunteer/CAFOD-in-your-area/Birmingham

2022 GCSE RE & A Level RS Results Survey – CES

- Thank you to all those secondary schools who have already submitted their results and the additional information required
- https://docs.google.com/forms/d/e/1FAIpQLScMJo9yDAkfcnRkKs4WEDpz-iQoWZgUSqgh8LuIX3Veub9PVg/viewform?usp=sf_link

Updates

Religious Education Directory (RED)

- It is anticipated that the final and formatted and published version for EYFS and Key Stages 1-3 will be available after Christmas 2022

- Following the consultation with 6th Form providers it has been decided to pause the development of the KS5 RED until after the publication of the RED for Ages 3-14

Prayer & Liturgy Directory

- The revised version is being presented to the Bishops' in the spring term and it is anticipated that this will then be shared with Dioceses and schools

Catholic Schools Inspection

1. Processes

2. Grades

3. What the framework tells us to do

4. Compliance Checks

Processes

Process

- Two days' notice by phone: Mon and Tue only

- Two phone calls

- Documentation to be sent by end of day:
  - CSED
  - RE data + analysis (last three years)
  - Current school improvement plan
  - Current CLM/RE/CW plans
  - Timings of the school day
  - Staff list, identifying classes and area(s) of responsibility

  - Secondaries:
    - Full school timetable (indicate week of inspection, if necessary)
    - Setting and banding arrangements and codes

Process

- Documentation to be included in evidence base:
  - All documents referred to in CSED
  - Policy statements relevant to CLM/RE/CW
    (e.g. mission, behaviour, RSHE, feedback, assessment, prayer)
  - RE department evaluation and development plans
  - RE class lists, identifying disadvantaged, EAL and SEND
  - Pupil tracking data for RE, including Sixth Form
  - Schemes of work/planning documentation
  - Data monitoring and tracking records
  - Books (above average, average and below average) + corresponding pupils' English books
  - All monitoring of CLM/RE/CW
  - Governing board's minutes, including HT Reports
  - Analysis of responses to any surveys issued

  - Primaries:
    - Individual classroom timetables

Process

- You will be asked to:
  - Meet briefly with inspectors (SLT)
  - Meet with inspectors before school day starts (whole staff)
  - Identify any events already scheduled that may impact inspection
  - Arrange a meeting with governors and, if applicable, directors and CSEL/CEO (45 to 60 minutes)
  - Arrange a meeting with parish priest or priest chaplain (20 to 30 minutes)

Process

- Discussions will also be needed with:
  - Head teacher
  - SLT lead for Catholic life and mission
  - RESL
  - Curriculum leader for R(S)HE
  - Representative group of staff
  - Group(s) of pupils
  - Lay chaplain, if applicable
  - ECTs, if applicable

- The head teacher will be asked to confirm the availability of the above.

Process: observations

- Primaries: ensure that all teachers of RE are teaching it during Day 1 and/or the morning of Day 2

- Secondaries: observations will be planned by the inspection team, based on the school timetable

- Identify opportunities for prayer and liturgy which are happening on the days of inspection:
  - Led by leaders
  - Led by pupils
  - Voluntary

- Invitation for work scrutiny and observations to be joint inspection activities.

CATHOLIC SCHOOLS
INSPECTORATE
THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

Grades

Grades

Overall Effectiveness

Table 3: Overall effectiveness descriptors

1 Each of the following key judgements must be outstanding/excellent:

- The Catholic life and mission of the school
- Religious education
- Collective worship

AND the school must:

- be fully compliant[6] with the curriculum requirements laid down by the Bishops' Conference and any additional requirements[7] of the diocesan bishop
- have responded fully to the areas for improvement from the previous Catholic school inspection or the equivalent predecessor inspection.[8]

2 Each of the following key judgements must be good or outstanding/excellent:

- The Catholic life and mission of the school
- Religious education
- Collective worship

AND the school must have responded fully to the areas for improvement from the previous Catholic school inspection or the equivalent predecessor inspection.[8]

3 The school's overall effectiveness will require improvement if the school is judged to require improvement in any of the following key judgements:

- The Catholic life and mission of the school
- Religious education
- Collective worship

The school will also be judged to require improvement if there are areas for improvement from the previous Catholic school inspection or the equivalent predecessor inspection[8] that have not been addressed.

4 The overall effectiveness of the school in providing Catholic education will be Inadequate if any of the following are inadequate/unsatisfactory:

- The Catholic life and mission of the school
- Religious education
- Collective worship

The school will also be judged to be inadequate/unsatisfactory if it has consistently failed to address areas for improvement from the previous Catholic school inspection or the equivalent predecessor inspection.[8]

Grades

Key Judgements

1 | Each of the following must be at least good, and at least two of the following must be outstanding/excellent:

- Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school
- Provision: the quality of provision for the Catholic life and mission of the school
- Leadership: how well leaders and governors promote, monitor, and evaluate the provision for the Catholic life and mission of the school.

2 | Each of the following must be at least good:

- Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school
- Provision: the quality of provision for the Catholic life and mission of the school
- Leadership: how well leaders and governors promote, monitor, and evaluate the provision for the Catholic life and mission of the school.

3 | The Catholic life and mission of the school will require improvement if any one or more of the following requires improvement:

- Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school
- Provision: the quality of provision for the Catholic life and mission of the school
- Leadership: how well leaders and governors promote, monitor, and evaluate the provision for the Catholic life and mission of the school.

4 | The Catholic life and mission of the school will be inadequate/unsatisfactory if any one or more of the following is inadequate/unsatisfactory:

- Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school
- Provision: the quality of provision for the Catholic life and mission of the school
- Leadership: how well leaders and governors promote, monitor, and evaluate the provision for the Catholic life and mission of the school.

Limiting Judgements

- Bishops' Conference
  - Teaching RECD
  - 10% allocation of RE (up to end of Y11)
  - 5% allocation of Core RE (up to end of education)

- Archbishop of Birmingham
  - Bishop's Directives

- Previous areas for improvement
  - Either Monitoring Visit, or;
  - Inspection, whichever is most recent

CATHOLIC SCHOOLS INSPECTORATE
THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

What the framework tells us to do

The framework

CLM2.8 Chaplaincy (pupils and staff)

4	3	2	1
There is little, if any chaplaincy provision, showing that the school neglects the education of the whole person. It provides few, if any, opportunities for the spiritual and moral development of pupils and staff.	The chaplaincy provision is peripheral to the life and mission of the school: a sign of the school's inconsistent commitment to the education of the whole person. Opportunities for the spiritual and moral development of pupils and staff are limited either in their regularity or quality.	The chaplaincy provision is strong in its support to the life and mission of the school. It is evidence of the school's commitment to the education of the whole person and to helping each to discover their own vocation. As a consequence, the school provides a range of well-planned and effective opportunities for the spiritual and moral development of pupils and staff.	The chaplaincy provision is a central and celebrated aspect of the life and mission of the school. It witnesses to the school's commitment to the flourishing of every member of the school community, to the education of the whole person and to helping each discern their own unique vocation. As a consequence, the school has a dynamic and well-planned chaplaincy programme that provides extensive, creative and high-quality opportunities for the spiritual and moral development of pupils and staff.

A range of formation opportunities required for staff
(also CW3.4)

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The framework

CLM3.6 Respect for the rights and dignity of employees

4	3	2	1
Leaders and governors show little, if any, regard for the dignity of workers. Pastoral care of staff is neglected and, the needs of staff are overlooked.	Leaders and governors show some regard for the dignity of workers but not all decisions they make demonstrate this. Policies and structures are in place, but these do not always translate to good pastoral care for staff.	Leaders and governors demonstrate respect for the dignity of workers and ensure that the decisions they make respect this. Policies and structures are in place, which provide supportive pastoral care for staff, and there is commitment to both physical and mental wellbeing of staff.	Leaders and governors are inspirational exemplars in their respect for the dignity of workers and ensure that every decision they make reflects this. Policies and structures are in place, which clearly provide the highest levels of pastoral care for staff, and there is an explicit and concrete commitment to both the physical and mental wellbeing of staff.

Leaders' care of staff must give regard to physical well-being and mental well-being

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The framework

CLM3.7 The Catholic Curriculum

4	3	2	1
The school taught curriculum does not reflect the Catholic understanding of reality.	The school taught curriculum partially expresses the Catholic understanding of reality.	The whole of the taught curriculum, with religious education at its core, is an expression of the Catholic understanding of reality. Leaders of different subject areas work together to plan opportunities to make connections between discrete subject areas that support this understanding.	The whole of the taught curriculum, with religious education at its core, is a coherent and compelling expression of the Catholic understanding of reality. Leaders of different subject areas work together to plan opportunities to make connections between discrete subject areas that support this understanding. Opportunities have been taken, across the full breadth of the curriculum, to make choices that reflect the richness of Catholic contributions to culture.

Subject leaders collaborate to identify where the Catholic lens can be incorporated into their subject areas

(i.e. it is not all left to one individual; people do not work in isolation)

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The framework

CLM3.10 Pupil evaluation

4	3	2	1
Pupils do not participate in the school's evaluation of its Catholic life and mission.	Pupils' involvement in the school's evaluation of its Catholic life and mission is infrequent and/or their contributions lack impact.	Pupils participate in the school's evaluation of its Catholic life and mission and are part of planning improvements to it.	Pupils contribute in a planned and systematic way to the school's evaluation of its Catholic life and mission and take a lead in planning improvements to it.

Pupils are given (age appropriate) opportunities to contribute to school improvement following their evaluation of aspects of Catholic life and mission

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The framework

CLM3.11 CPD

4	3	2	1
Professional development, focusing on the Catholic life and mission of the school, rarely, if ever occurs.	Professional development, focusing on the Catholic life and mission of the school, rarely occurs or is limited in its effectiveness. As a result, staff have limited understanding of the school's mission.	Professional development, focusing on the Catholic life and mission of the school, is well planned and effective. As a result, staff have a comprehensive understanding of the school's mission. Staff are involved in shaping and supporting it.	Professional development, focusing on the Catholic life and mission of the school, occurs frequently and is engaging, well planned and effective. As a result, staff have a profound understanding of the school's mission. They share its purpose and are actively involved in shaping and supporting it.

Staff are given the opportunities to contribute towards the formation of the mission statement
and to bear witness to it

The framework

RE1.4 Recall and questions

4	3	2	1
Pupils are hesitant and unsure in their articulation of what they have learned in religious education. They rarely ask questions, or their questions are not relevant to their learning.	Pupils are able speak about what they have learned in religious education, although with limited confidence and limited use of subject-specific vocabulary. As a consequence, they ask questions of adults and peers, which sometimes enhance learning.	Pupils can speak with confidence about what they have learned in religious education, showing an awareness of key concepts and using some subject-specific vocabulary. As a consequence, they are able to ask good questions of adults and peers, which enhance learning.	Pupils can speak fluently and confidently about what they have learned in religious education, using key concepts and subject-specific vocabulary. As a consequence, they ask incisive questions of adults and peers, which indicate an innate curiosity and a desire to deepen learning.

Questioning isn't just something that is 'done to' pupils

The framework

RE1.6 Books

4	3	2	1
Pupils produce work that is poorly presented, showing little if any, individuality or creativity; it is deficient both in terms of quality and quantity.	Pupils produce work that is inconsistent in its quality, showing limited evidence of individuality and creativity.	Pupils produce good work that is presented well and shows signs of emerging individuality and creativity. Through the modelling and displaying of this work other pupils are encouraged to strive to improve.	Pupils produce work of a consistently high quality, demonstrating excellent presentation, individuality and creativity. This motivates high performance from others through the modelling and displaying of excellent work.

Pupils' independent and creative work is used as a model, and in displays, to further motivate others

The framework

RE1.9 Self-assessment

4	3	2	1
Pupils have no involvement in assessing how well they are learning.	Pupils have a limited understanding of how well they are doing and of what they need to do to improve.	Pupils have an understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress.	Pupils have a clear understanding of how well they are doing, of what they need to do to improve, and can fully articulate how they have made progress.

Regardless of feedback policy, pupils must be able to speak about how they can improve their work and how they have made progress in RE

The framework

RE2.6 Spiritual & moral development

4	3	2	1
Teachers do not appear to recognise the value of moral and spiritual development as an integral part of learning in religious education.	Teachers have a limited understanding of the importance of religious education as a component of moral and spiritual development. As a consequence, they do not value, or make little time for reflection in lessons.	Teachers recognise the impact religious education has on the moral and spiritual development of pupils. Therefore, teachers give pupils space and time for reflection in lessons.	Teachers have a profound understanding of the impact religious education has on the moral and spiritual development of pupils and their ability to meaningfully make sense of their experience of the world. Therefore, teachers give pupils space and time for purposeful reflection in lessons.

When appropriate, time is set aside during RE lesson for spiritual and moral development

The framework

RE3.2 Core parity

4	3	2	1
Leaders and governors are failing to ensure that religious education is treated comparably to other core curriculum subjects, such that there are significant disparities between religious education and other core curriculum subjects. There are significant disparities in the way whole-school policies, such as those on homework, marking and reporting to parents are applied.	Leaders and governors are not ensuring religious education is comparable with other core curriculum subjects, in terms of professional development, resourcing, timetabling, staffing or accommodation. Whole-school policies, such as those on homework, marking and reporting to parents are inconsistently applied.	Leaders and governors ensure that religious education is comparable to other core curriculum subjects, in terms of professional development, resourcing, timetabling, staffing and accommodation. They ensure whole-school policies, such as those on homework, marking and reporting to parents are equitably applied to all core subjects.	Leaders and governors ensure that religious education has at least full parity with other core curriculum subjects, which will include professional development, resourcing, timetabling, staffing and accommodation. They ensure a parity of demand with other core subjects in relation to whole-school policies, such as homework, marking and reporting to parents.

"Core of the core" (Pope St John Paul II)

The framework

RE3.6 Pupils' needs

4	3	2	1
Leaders are failing to ensure that religious education is planned to meet the needs of different groups of pupils and there is little or no coherence across different key stages and phases.	Leaders are not ensuring that religious education is planned to meet the needs of different groups of pupils and coherence across different key stages and phases requires improvement.	Leaders ensure that religious education is effectively planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.	Leaders ensure that religious education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.

Avoid teaching to the middle

Teachers know the needs of those in front of them and cater to those needs

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The framework

CW1.2 Variety & liturgical year

4	3	2	1
Pupils have no awareness of the variety of ways of praying that are part of the Catholic tradition. They do not understand the Church's liturgical year.	Pupils have a limited understanding of some ways of praying that are part of the Catholic tradition. They struggle to articulate how the Church's liturgical year influences the prayer life of the school.	Appropriate to their age and capacity, pupils understand a variety of ways of praying that are part of the Catholic tradition. This would include, for example, the use of scripture, symbol, silence, meditation, reflection and liturgical music. They can describe the parts of the Church's liturgical year and articulate how it influences the prayer life of the school.	Appropriate to their age and capacity, pupils have a detailed understanding of the wide variety of ways of praying that are part of the Catholic tradition. This would include, for example, the use of scripture, symbol, silence, meditation, reflection and liturgical music. They demonstrate an excellent understanding of the shape and meaning of the Church's liturgical year and how it is expressed in the prayer life of the school.

(Age appropriate) Understanding goes beyond liturgical colours

Pupils can talk about how the Church's seasons influence the prayers they offer

The framework

CW1.4 Influence of curriculum & school life

4	3	2	1
Pupils do not recognise that prayer and liturgy have any connection to the curriculum or the wider life of the school.	Pupils struggle to make connections between prayer and liturgy, the curriculum and the wider life of the school.	Pupils are able to recognise and articulate the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school.	Pupils demonstrate confidence in articulating the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school. They make connections with ease and speak about them in their own language.

Pupils can talk about:

i)   how their prayers lead to action

ii)   how what they're learning about influences what they pray about

iii)   how what's happening in school influences what they prayer about

The framework

CW2.3 Richness of tradition

4	3	2	1
Prayer and liturgy are repetitive and narrow.	Prayer and liturgy offer participants a limited range of ways of praying, or a variety that does not exemplify the richness of the Catholic tradition.	Prayer and liturgy offer participants experiences of a range of ways of praying that are part of the Catholic tradition.	Prayer and liturgy offer participants a wide range of engaging and creative experiences of the breadth and richness of the Catholic tradition.

Prayer is varied

Prayer is in keeping with Catholic tradition

The framework

CW3.1 Impact of policy

4	3	2	1
The school does not have a policy on prayer or liturgy, or it has one that is never referred to by those whose work it should inform.	The school has a policy on prayer and liturgy, but it is superficial or is not comprehensive; it has only limited impact on the work of relevant staff who prepare prayer and liturgy.	The school's policy on prayer and liturgy is well formulated and fit for purpose. It is accessible and useful to relevant staff who use it often when preparing prayer and liturgy.	The school's policy on prayer and liturgy is carefully formulated, regularly reviewed and fit for purpose. It is written in such a way that makes it accessible and useful to relevant staff who use it consistently as a reference point when preparing prayer and liturgy.

You have a policy for prayer and liturgy

It is fit for purpose

It is useful and used

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The framework

CW3.2 Skill strategy

4	3	2	1
Leaders, including governors, have little, or no understanding of the different levels and skills of participation that are reflective of the age and capacity of pupils.	Leaders, including governors, have a limited understanding of the different levels and skills of participation that are reflective of the age and capacity of pupils. They have a superficial strategy that does not fully address differentiation by age or capacity.	Leaders, including governors, understand the different levels and skills of participation that are reflective of the age and capacity of pupils. They have a clear strategy for building up these skills of participation as pupils progress through school.	Leaders, including governors, have a developed understanding of the different levels and skills of participation that are reflective of the age and capacity of pupils. They have a clear and comprehensive strategy for building up these skills of participation as pupils progress through school. The effectiveness of this plan is evidenced by the increasing ease with which pupils are able to participate in liturgy and prayer as they mature.

Clear defined expectations

Strategy for achieving these (will include CPD and monitoring)

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Compliance Checks

Compliance Checks

- Begin in Spring Term 2023

- Schools whose last inspection was Good or better

- Email request for:
  - School timetables
  - Secondaries: schemes of work
  - Monitoring documentation for previous areas for development
  - Outcomes evidence, if appropriate
  - Current improvement plans for CLM/RE/CW

- Two working days to submit documentation

- 30-minute virtual meeting, if required

- Statement of Compliance issued

Finance and Buildings Updates

Toni Guest – Deputy Director for Schools Capital, Finance & Place Planning

The Diocesan Response to the Climate Emergency

- Public Sector Low Carbon Skills Fund – Heat Decarbonisation Plans (HDP's) for Schools & Strategic Energy Management – Phase 2 Bids
  - Funding secured for the completion of HDP's & Next Steps
  - Strategic Energy Management Policy

- How Schools can help themselves and the environment:
  - Buy better Church Market Place
  - Reduce energy usage Energy shutdown checklist.
  - Decarbonise heat
  - Building fabric improvements to improve the thermal efficiency of buildings

School Premises Updates

- Resources for Schools:
- [DES Website](#)
- [The Woodland Trust](#)
- [Department for Education - Sustainability & Climate Change](#)

- Occupancy of School Premises returns from schools
- VASCA Capital funding for VA schools – 2022/23
- HSE inspections - Asbestos Management in schools
- Early notification….Statutory Compliance Returns Spring 2023!

Leadership and Governance Updates

Yvonne Salter Wright
Deputy Director for Leadership and Governance

Mark O'Connell
Senor Adviser (Multi Academy Development)

Basman Zora
Senior Adviser (Senior Leadership Recruitment and Training)

Rebecca Tonks
Governance Adviser

Reminder: Staff Recruitment and Selection

- Bishops' Memorandum on the Appointment of Staff in Catholic Schools: http://www.catholiceducation.org.uk/employment-documents/bishops-memorandum

- **For Senior Leadership: BDES to be engaged to support from the start of the process for the recruitment and selection of any senior leader who is first or second in charge in a school or Multi Academy, interim or substantive, whatever the title**

- BDES Senior Leadership Notification form:

https://www.bdes.org.uk/vacancynotification.html

- When engaging with you school HR team or providers make sure they understand the differing requirements in Catholic schools

- For any queries email: Leadership@bdes.org.uk

CES HR Policies and Employment Documents: ensuring Catholicity of your School and MAC is protected

- Always use the latest versions of contracts from the CES website: http://catholiceducation.org.uk/employment-documents/template-contract-for-schools/item/1000023-download-and-amend

- Please ensure that your school are always using the most up to date CES model policies or those provided by your MAC: http://catholiceducation.org.uk/employment-documents/model-policies-and-procedures

ALSO: We hope to be offering directors and governors who are likely to serve on senior leadership recruitment panels certified safer recruitment training in the spring term.

Admissions reminders:

If your school is consulting this year on its 2024/2025 admissions policy then the consultation needs to begin by 20th December at the latest. Schools need to consult:
- Every seven years even if there are no proposed changes (schools that need to consult under this seven year rule have been contacted regarding this); or
- If there are any proposed changes to the policy.

Guidance on consultation is on the DES website at
https://www.bdes.org.uk/admissions.html

All schools, those consulting and those not, must determine (finalise) their 2024/2025 admission policies by 28th February and then by 15th March they must be sent to the DES (r.tonks@bdes.org.uk), the local authority and be published on the school's website.

Governor Induction: Encourage Engagement

The areas that will be covered are:
- An introduction to governing in a Catholic school in the Archdiocese of Birmingham
- Supporting Catholic Life in a Catholic school
- Developing School Improvement
- Governors as stewards in Catholic schools, including Leadership & HR, Resources and Admissions & Appeals

Each weekly session will be around an hour and a half and will be delivered by members of the DES team.

To register, use the online form available at:
https://web.pro-forms.co.uk/onlineForms/entry.phtml?code=kcsr78jw

Autumn Term: Wednesday 16 November 2022, Wednesday 23 November 2022, Wednesday 30 November 2022 & Wednesday 7 December 2022 - 4.30pm

Spring Term: Monday 6 March 2023, Monday 13 March 2023, Monday 20 March 2023 & Monday 27 March 2023 - 6.00pm

Summer Term: Thursday 4 May 2023, Thursday 11 May 2023, Wednesday 17 May 2023 & Thursday 25 May 2023 - 4.30pm

Please keep us informed of current contact details

Please ensure that the BDES is notified of changes to key positions and contact details including but not exclusive to:

- Chair and Vice Chair of Board of Directors, LGBs, and Governing Bodies
- MAC Governance Professional, Clerk to the Board or Governing Body
- Named person for admissions, MAC Admissions Contact
- Appointment, re-appointment or resignation of any Parent, Staff, Local Authority and Co-opted Governors
- Resignation of any foundation governor
- Changes of address, contact details and email addresses for yourself and any of the above

For related updates and queries:
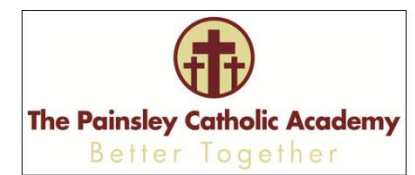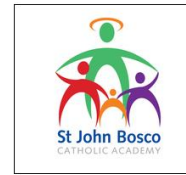leadership@bdes.org.uk

Governance@bdes.org.uk

General:
bdesadmin@bdes.org.uk

Multi Academy Families of Schools: Current Position

- 16 multi academy families of schools working in partnership with VA Schools to join them and/or with other MACs to merge

Multi Academy Families of Schools – Current Position:

https://www.bdes.org.uk/vision-for-our-families-of-schools.html
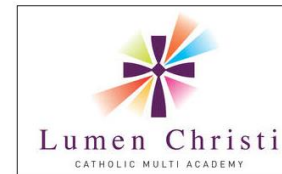
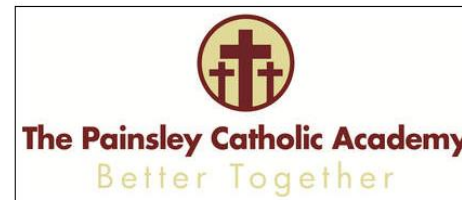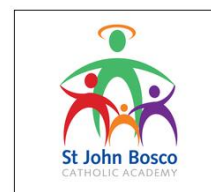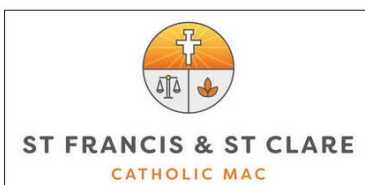| Birmingham Diocesan Academy Strategy: Current MAC Summary As at October 2022			
	Academies	% in Multi Academy	Notes
Secondaries, including St Bede's Middle School, in a Multi Academy Family	26	76%	34 secondaries and St Bede's First school
Secondary Pupils in a Multi Academy Family of Schools	26,066	76%	34,471 pupils in secondaries
Primaries, including First Schools, in a Multi Academy Family of Schools	123	62%	200 primaries and first schools
Primary Pupils in a Multi Academy Family of Schools	30,638	62%	49,607 pupils in primaries
All schools in a Multi Academy Family of Schools	149	64%	234 schools
All pupils in a Multi Academy Family of Schools	56,704	67%	84,078 pupils in schools (2021 census report)

Multi Academy Families of Schools: Future Vision
https://www.bdes.org.uk/vision-for-our-families-of-schools.html

- 13 multi academy families of schools working together as part of the wider Archdiocesan family

NEW MAC: Coventry & North Warwickshire

EMMAUS CATHOLIC MAC

St John Paul II Multi Academy
Be not afraid

ST TERESA OF CALCUTTA MAC

Our Lady and All Saints Catholic Multi Academy Company
Strong in Faith

OUR LADY OF THE MAGNIFICAT

The Painsley Catholic Academy
Better Together

The Pope Francis Catholic Multi Academy Company
Imago Dei

NEW MAC: North Staffordshire

NEW MAC: South Birmingham

NEW MAC: Walsall & South Staffordshire

ST FRANCIS & ST CLARE CATHOLIC MAC

St John Bosco CATHOLIC ACADEMY

Progressing the Multi Academy Strategy in Partnership

Last March, all VA schools were invited to engage in constructive dialogue with their local multi academy and were asked:

for their governing body to be in a position by no later than the end of the Autumn term 2022, if they hadn't already done so, to consider with their partners the indicative timescale for formal academisation and the associated next steps.

If you have queries as to what this means for your school, please contact Mark O'Connell: academies@bdes.org.uk

Aims of the Multi Academy Strategy

https://www.bdes.org.uk/vision-and-multi-academy-strategy.html

- Securing the very best Catholic education for our children and those of future generations as part of the **mission of the Church**

- Creating sustainable school improvement structures and long-term resilience that **encourage aspiration and innovation**

- Developing **Christ-centred Servant Leaders** at all levels, joyful in service to God and neighbour- **supporting all children to become the people God calls them to be**

- Fostering co-responsibility and a spirit of collaboration for the ***common good***, continually balancing the principles of solidarity and subsidiarity

- Ensuring Catholic children, and the disadvantaged and vulnerable, are able **to remain in outstanding Catholic education provision (3-19 years)**

Archdiocesan Vision:

https://www.birminghamdiocese.org.uk/news/a-vision-for-our-archdiocese

Our vision is to be a Catholic diocese which is faithful to the mission entrusted to us by Jesus Christ, full of missionary disciples who work together co-responsibly in vibrant communities of faith, joyful in their service of God and neighbour.

THE ARCHDIOCESE *of* BIRMINGHAM

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THE ARCHDIOCESE *of* BIRMINGHAM

The Diocesan Vision: Unfolding God's Plan

Our vision is to be a Catholic diocese which is faithful to the mission entrusted to us by Jesus Christ, full of missionary disciples who work together co-responsibly in vibrant communities of faith, joyful in their service of God and neighbour.

Visit www.birminghamdiocese.org.uk/vision to find out more and to sign up for updates.

Vision

A VISION FOR OUR ARCHDIOCESE

The Importance of Formation . . . for all of us

Archdiocesan Leadership Conference Retreat provisional theme:

Contemplating Beauty: Evangelisation through Music and the Arts

Save the Date:
Friday, 9 June 2023

Please share with your Chairs of your Boards of Directors and Governing bodies.

DFE & Ofsted Updates

Ted Hammond –
Deputy Director for
School Standards

Diocesan Key Stage 2 Data 2022

	DES Schools 2019	DES Schools 2022	National 2019	National 2022	DES v National
% Pupils reaching at least Expected standard in Reading	77.8%	**80.9%** ↑**2.2%**	73%	**74%** ↑**+1%**	**+ 5.9%** (+4.8%)
% Pupils reaching at least Expected standard in Writing	81.7%	**73.9%** ↓**7.8%**	78%	**69%** ↓**9%**	**+4.9%** (+3.7%)
% Pupils reaching at least Expected standard in Maths	83.4%	**76.9%** ↓**6.5%**	79%	**71%** ↓**8%**	**+5.9%** (+4.4%)
% Pupils reaching at least Expected standard in GPS	N/A	**77.6%** N/A	78%	**72%** ↓**6%**	**+5.6%**
% Pupils reaching at least Expected standard in Reading, Writing & Maths Combined	69.4%	**66.3%** ↓**3.1%**	65%	**59%** ↓**6%**	**+8.1%** (+4.4%)

Diocesan Key Stage 4 Data 2022

	DES Schools	National Schools	Difference
Average Attainment 8 score per student	50.5	48.7	+1.8
Average Progress 8 score per student	0.11	-0.03	0.14
Percentage of students securing a Grade 5 + in English & Maths	51.5%	50.0%	1.5%
Percentage of students entered for EBAC	30.2%	39.0%	-8.8%

Diocesan Key Stage 5 Observations 2022

- The number of students completing Year 13 has continued to rise year on year and the 2022 figure is nearly 20% higher than in 2019.
- In 2022, 1499 students (59%) studied only A level courses with 846 students (33%) studying a combination of A levels and Vocational courses with 217 students (8%) following only vocational courses. This represents an increase in the number of students following vocational courses, 32% in 2019 to 42% in 2022.
- The number of A level entries in 2022 rose by just over 7% whereas the rise in vocational courses from 2021 to 2022 was nearly 20%.
- The pattern of outcomes across the board reflects the national picture, with results significantly higher than the results of 2019 but below the teacher assessed grades of 2021.
- After an increase in the numbers studying RE A level in 2021 the number has now fallen to below the 2019 figure. It is a significantly higher decline at 20% compared to the pattern for England, a 6% decline.

A longer average school week

From the White Paper:

'Opportunities for all: strong schools with great teachers for your child"

One of the key issues that the document identifies is the **discrepancy of teaching time in schools**.

The White paper states that there is an expectation for all maintained state-funded schools to work towards working to meet **a 32.5 hours minimum length of the school week** (includes break, form time and appropriate flexibility for religious observance) as soon as possible and by September 2023 at the latest.

All schools are strongly encouraged to deliver **two substantive sessions** (morning and afternoon) **each school day**.

Schools causing concern (DFE-00325-2018)

- The coasting schools regulations has been updated and now schools judged less than Good (for overall effectiveness) in their two most recent Ofsted inspections are now defined to as **schools that are not making necessary improvements** and that these schools will be eligible for intervention action to support them improve. The last two inspections include any inspections before academy conversion but the most recent inspection must be since 1 May 2021.

- The Secretary of State's policy is that this support can generally best be provided by ensuring all schools with consecutive less than Good judgments are part of a strong multi-academy trust.

Inspection Outcomes: 2021/22

Inspection Grade Pre/Post	Outstanding	Good (Improving)	Good	Good (Declining)	Requires Improvement	Serious Weaknesses	Special Measures	Effective Action
Outstanding (5)	2		2		1			
Good (Improving) (6)	1		4		1			
Good (21)			19	2				
Good (Declining) (2)					2			
Requires Improvement (7)			6					1
Serious Weaknesses (0)								
Special Measures (1)					1			
TOTAL (42)	3		31	2	5			1

DES schools compared to National & West Midlands

Grade	National Schools 31.12.2021			West Midlands Schools 31.12.2021			BDES Schools – 31.08.2022		
	All	Primary	Secondary	All	Primary	Secondary	All 237	Primary 202	Secondary 35
Outstanding	19%	18%	24%	17%	15%	20%	17%	18%	11%
Good	65%	71%	58%	68%	71%	60%	72%	70 %	80%
Requires Improve	10%	9%	13%	11%	11%	17%	8%	8%	3%
Inadequate	3%	2%	7%	4%	4%	5%	3 %	3%	6%

Key points from meeting with Lead HMI

- **There is now a single Handbook**, link: https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook.
- **Timing of Inspections** – full details are available in paragraphs 39 to 53. Highlighted that schools judged **Good are now likely to be inspected about five years** after their last inspection and **RI or Inadequate schools about four years** after their last inspection but with an increased in scheduling this time frame will be reduced.
- **Different levels of leadership** – Paragraph 316, highlighted that this should be read carefully.
- **Transition Arrangements** –have been removed although this does not mean that Ofsted is expecting a perfect curriculum.
- **Performance Data** – please read paragraph 215. Confirmed that inspectors will look at the IDSR when available (published Autumn 2022) but will use the 2022 outcomes cautiously and that no school will be penalised on the 2022 outcomes alone.

Key Foci of current inspections

- **Alternative Provision (including part-time timetables)**

- **Reading – both Primary & Secondary**

- **Good Attendance and Tackling Persistent absence**

Key Messages from Latest Ofsted Training

Justine Lomas –
Deputy Director for
School Improvement

Important information from the CES

Checklist for external speakers

The CES has recently updated the checklist for external speakers which is available on the website (Checklist for External Speakers to Schools (catholiceducation.org.uk). The checklist complements the updated DfE guidance on maintaining political impartiality in schools.

The checklist for speakers should be completed by the appropriate officer in a school prior to making contact with external speakers (and any organisation they represent). This is to ensure that the Catholic character of a school is preserved and developed in the external speaker's communications with pupils and parents and carers.

Discussion with Subject Leaders

- **How long** have you led this subject area? **Subject specialist**?
- Describe the **context and journey** of your subject area.
- What are the **strengths and weaknesses** of you subject (teaching?)
- How is it **planned and sequenced**?   How does this link **to EYFS**
- How is your curriculum adapted **for SEND/EAL pupils?**

- How good is **teachers' subject knowledge**? What **CPD** have they had?
- What **end points**/challenging curricular goals have you set?
- How do you use **assessment** to check understanding and embed knowledge?

- How and when do you **monito**r your subject?
- How well do **pupils' achieve**?
- How well do **SEND and Disadv** pupils achieve?
- Any **next steps**?
- What will we see in **visits to lessons**? How does this fit with the wider curriculum?

- How do you take **well-being and workload** into account in your subject area?

Talking to pupils

Curriculum questions for pupils:

Do **you enjoy** this subject? How are you getting on in it?

Tell me about what you were **learning today**?

How does this **follow on** from what you've done before?

What can **you remember** about your topic work last year?

How do your teachers **help you remember** what you've learnt in lower year groups?

What **help** do you get if you are **strugglin**g?

How are you encouraged **to read at home and at school**?

Talking to pupils

Other:
Tell me about **behaviour** in lessons and in school.

Do you **feel safe** in school? **Any bullying**? What h**appens**?

Who can you go to if you **are worried or upset** at school?

Do you go to any **clubs?** Any **wider opportunities**?

Promote equality

BV

Different faiths

Talking to teachers

- Does this week's teaching fit into the **MTP**?
- How is it **planned and sequenced**? Any checks with last year's staff?
- How do you adapt the curriculum for **SEND pupils?**
-
- How good is your subject knowledge? Do you get any CPD or support?
- How do you check pupils' remember what they learn?
- How do you use assessment?
-
- How well did pupils achieve today and over time?
- How well do PP and SND pupils achieve?

Other:
Safeguarding: - training, awareness, systems, KCSIE
Workload and well-being
Behaviour support and around school
Opps for pupils to be involved at school
Pastoral support for pupils?

Inspection of the School's approach to harmful sexual behaviour

On graded inspections, Ofsted will look at how leaders ensure that their school's culture addresses harmful sexual behaviour. Inspectors will expect schools to assume that sexual harassment, online sexual abuse and sexual violence are happening in the community, and potentially in the school, even when there are no specific reports, and put in place a whole-school approach to address them.

Inspection of the School's approach to harmful sexual behaviour

Schools should have appropriate and well-communicated school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable. Those policies should be consistently reflected throughout the school. The school's approach will not be inspected separately but will be considered when assessing the following:

- the curriculum in the quality of education judgement

- behaviour policies in the behaviour and attitudes judgement

- pastoral support and relationships, sex and health education in the personal development judgement

- safeguarding in the leadership and management judgement

Notes from recent Ofsted Experience

Leadership

Inspection is not just about the curriculum but everything school provides for pupils/students.

o   How well do leaders assure themselves that their vision, values and policies are happening in practice? How do they know?

o   Is what is tended working? How do they know?

o   Do leaders have an accurate view of the school? Do they know the strengths and weaknesses and how are they tackling this?

Notes from recent Ofsted Experience

Possible telephone questions:

- Tell me about your school
- What is working well?
- What needs more work?
- How do you know?
- What actions are you taking?
- What difference are these making?
- How do you make sure this happens?
- What is the impact on the ground?

Notes from recent Ofsted Experience

DATA

- data is only a signpost.
- Schools should not be compared (huge variation across the country in terms of impact of COVID on schools so context is very important) and great caution about comparing 2019 and 2022 data.
- Schools will not be penalised solely on the decline of results. That is just one part of the jigsaw puzzle.
- Inspectors will continue to exercise caution even after results have been validated.

Notes from recent Ofsted Experience

IDSR

Ofsted have updated the inspection data summary report (IDSR). For all schools, this update includes 2020/21 exclusions data and contextual information, based on January 2022 census data.

The IDSR now shows phonics screening test data for 2022, Key stage 1 & 2 attainment data for 2022, and Key stage 2 progress data for 2022.

The stability data & disadvantaged pupil group data multiplication table check data has not been updated. These, alongside absence data will be added later this term.

Notes from recent Ofsted Experience

IDSR

Secondary IDSR will be released on 14th November.

It won't include

- 16 – 19 value added (not possible to calculate)
- Latest absence & destinations (to be added in December)

Notes from recent Ofsted Experience

SEND – The Platinum thread of SEND

- The best that you can do for the children in school
- Code of practice has remained the same with an emphasis on assess, plan, do and review
- School must demonstrate ambition for all children in the school including SEND.
- Are children with SEND getting a good deal?
- A commitment to 'every teacher is a teacher of SEND'.

Notes from recent Ofsted Experience

SEND – Key messages

- Is there a focus on inclusion?
- Is the provision effective in meeting all needs?
- Is there real ambition?
- Is there effective co-production and developing and running multi-agency networks?
- Does school take account of the views of parents?
- CPD for all staff – is it interwoven throughout the school?

Notes from recent Ofsted Experience

SEND – Key messages

- www.gov.uk/government/publications/positive-environments-where-children-can-flourish **Updated Oct 2021**
- **Does school understand the barriers faced by the learner and how do they overcome these?**
- **What happens when a child doesn't learn the intended curriculum?**
- **Is there a lack of provision or too much?**

'Get them back on the train and not the rail replacement service'

Notes from recent Ofsted Experience

Progress and Challenge

- Progress is knowing more, remembering more and being able to do more

- Challenge should be used in terms of the curriculum goals and not necessarily in individual lessons. Are the curricular aims and goals ambitious **for all** pupils/students?

- Knowledge must be broken down into component parts that build to form a composite(body of knowledge)

Progress and Challenge

- What are the ambitious end points of the lesson? How do the components of the lesson build towards a composite? For example, how are the components of 'how to write a story' taught, in what order and how do they build to the end goal of writing a story (composite)? Another example is running a marathon (Composite) and the training needed in order to achieve this goal (composite).
  - Must consider previous knowledge
  - Sequence of lessons that build to achieve the end goal
  - Practice and repetition is necessary and enable progress to a more complex activity and the building of a more complex schema.
  - Must consider the sequencing – the order of components and how they build to the end goal. How are they taught? Not just about putting topics in the right order. For example, when making a cake the sequence must start with measuring the ingredients and not beating the sugar and butter together.

Progress and Adaptive Teaching
(sources – EEF, ECF)

What is adaptive teaching? = responding to the needs of the pupils/students, what do they need?

- Important to understand where the pupil/student is, in terms of progress. What do they know, what can they remember, what can they do?
- Are pupils/students missing important component knowledge? There can be many reasons why this may be the case; COVID, disadvantaged, poor teaching, poor attendance etc. Teachers need to be aware of this so they can adapt their teaching.

Progress and Adaptive Teaching
(sources – EEF, ECF)

- Consider differentiated tasks
  - Why are they being used?
  - Can all pupils access the learning in the same way?
  - Do differentiated tasks actually support the learning or do they limit learning? For example if SEND are always given tasks that they can do, how is the learning going to develop?
  - Pupils/students receive less teaching and support if the teacher is having to explain/present 3 or 4 different activities. If pupils/students can access the same learning in a similar way they receive more direct teaching and support. Differentiation by task may not be necessary.

Closing Prayer

Maggie Duggan – Deputy Director for Catholic Education

Closing Prayer

Lord God, our light and our salvation

we praise you for your gifts of life and faith.

We thank you for the desire that you have planted in our hearts:

our yearning to see your face.

Help us to meet you in prayer,

to walk in your ways and to speak to others

of our joy and consolation in your presence.

Give us faithfulness in this present life

So that we may come to know and praise your beauty,

with all our brothers and sisters in the life to come.

We make this prayer through Christ our Lord.

Amen.