

Headteacher & CSEL Briefing

Wednesday 21st June

9.15am – 11.30 and 12.45pm –
3pm



Welcome

Opening Prayer
and Reflection

Canon Jonathan
Veasey, Lead Trustee of
Catholic Education



Programme

- **Opening Prayer & Reflection – Canon Jonathan Veasey**
- **Diocesan Updates – Eric Kirwan**
- **Father Hudson’s Care - Andrew Quinn**
- **Finance and Buildings Update – Amy Majhu on behalf of Toni Guest**
- **Catholic Education and CSI Updates – Maggie Duggan**
- **DFE and Ofsted Updates – Justine Lomas**
- **Ofsted Insights – Justine Lomas**
- **Closing Prayer – Maggie Duggan**



Diocesan Updates

Eric Kirwan

Chief Operation Officer



Fr. Hudson's Care

Andrew Quinn

CEO



Finance and Buildings Updates

Amy Majhu on behalf
of Toni Guest

Deputy Director for Schools
Capital, Finance & Place
Planning





Buildings & Finance General updates

General Updates from DfE

- Sustainability leadership and climate action plans [sustainability-and-climate-change-strategy](#)
- New Estates Personnel Competency Framework - [DfE competency framework](#)
- Net Capacity Assessments - [About District Valuer Services](#)

Buildings & Finance General Updates



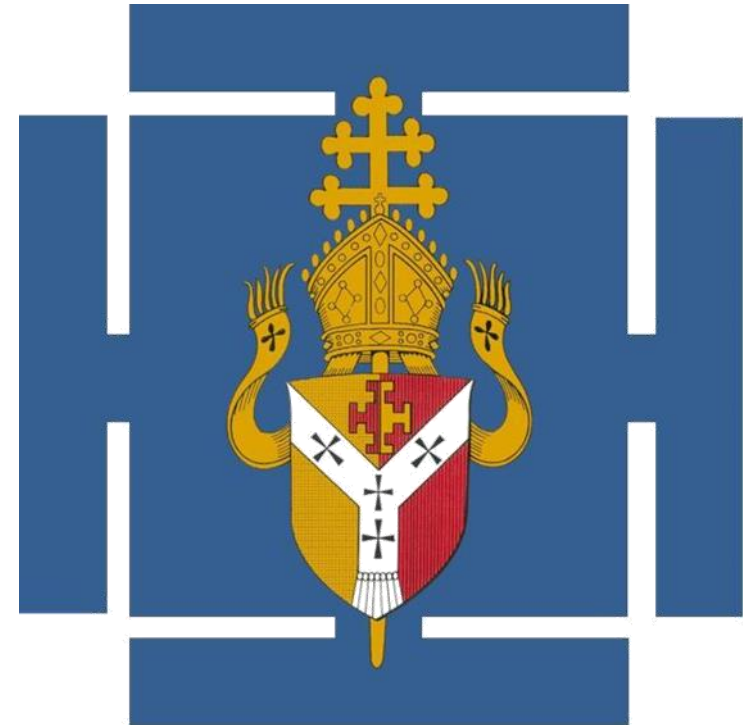
General Updates

- Training for Schools - <https://www.bcphp.org.uk/>
- Statutory Compliance for Schools - [Health & Safety Executive - prosecution](#)
- VASCA Capital funding for VA schools
- Trustee approval - [Trustee approval form](#)
- Team News

Catholic Education Updates

Maggie Duggan – Deputy Director for
Catholic Education

Ben McArdle – Senior Adviser for CSI
Inspections



CAFOD

LiveSimply 

- 135 schools have now submitted their action plans to CAFOD and have started to work through them
- 3 more schools have been awarded the Livesimply Award. Congratulations to St. Joseph's Primary, Dudley, St. John Fisher College, Newcastle-under-Lyme and Corpus Christi Primary, Stechford.
- Volunteers Wanted: For those of you retiring who might want something to do...

For more information please contact :
<https://cafod.org.uk/volunteer/cafod-in-your-area/birmingham>



“As a schools volunteer you will help children and young people deepen their understanding of global justice. By running inspiring assemblies and engaging workshops, you will tap into their natural compassion and sense of fairness and they will be excited about making a difference. Schools give a warm welcome to our volunteers and you will be changing how children feel about being part of our global family for many years to come.”



SACRE - Standing Advisory Council on Religious Education

- Catholic representation on SACRE committees for Group A required. This group includes representatives from a variety of Christian denominations and other faith groups which reflect the diversity of the various faith communities within the locality



***Please do consider taking on this role
or putting forward suitable members of staff.***



Upcoming in the Life of the Church

- **2025 Jubilee Year**

Pilgrims of Hope

His Holiness, Pope Francis wants the upcoming Jubilee Year to create “*a climate of hope and trust*” amid the “*doubt, fear and disorientation*” caused by the pandemic.

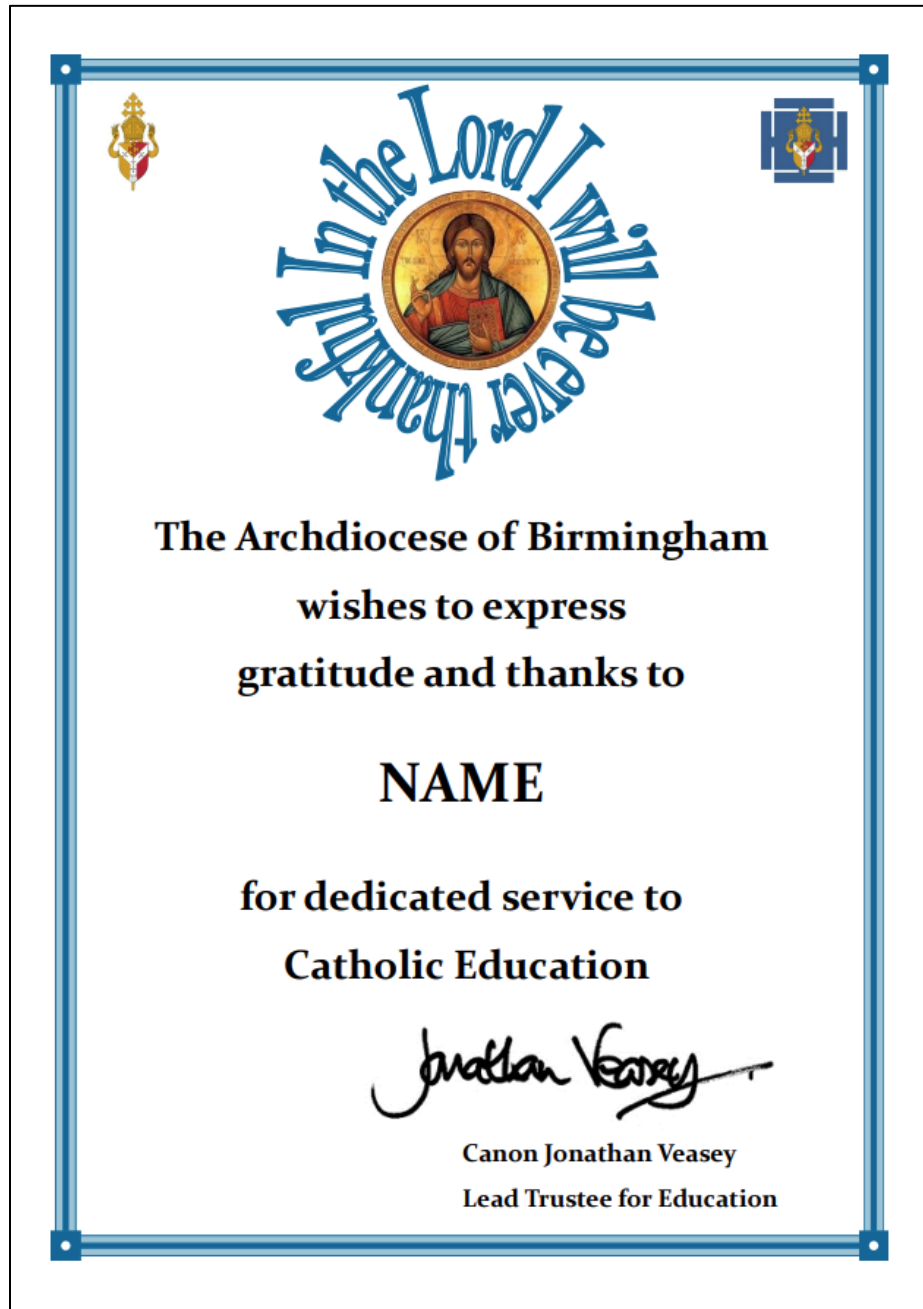
“This will indeed be the case if we are capable of recovering a sense of universal fraternity and refuse to turn a blind eye to the tragedy of rampant poverty that prevents millions of men, women, young people and children from living in a manner worthy of our human dignity,”

- **2024 A Year of Prayer**

As part of our preparations for the Jubilee Year, Pope Francis has also asked that we devote 2024 “*to a great ‘symphony’ of prayer. Prayer, above all else, to renew our desire to be in the presence of the Lord, to listen to him and to adore him...In a word, may it be an intense year of prayer in which hearts are opened to receive the outpouring of God’s grace and to make the ‘Our Father,’ the prayer Jesus taught us, the life programme of each of his disciples.*”

**Plans, events and resources will be shared with schools
as they become available.**





- The certificate is for any retiree who has made a significant contribution to Catholic Education
- You can find the application form here [Important Information \(bdes.org.uk\)](https://www.bdes.org.uk)



Two and a half terms in, 36 published inspection reports

Outstanding	Good	RI	Inadequate
11	23	2	0


Instances of non-compliance: 2

Top 5 strengths

- **CLM 1.2 1.5 2.3** Provision of Christ-centred communities, where pupils understand why it is important to respect and value others
- **RE 2.1** Teachers' subject and pedagogical knowledge in RE
- **CLM 2.7** Expression of the school's mission and identity through the physical environment
- **CLM 3.1** Governors enacting their role as 'guardians of the mission' by prioritising it and adopting policies and practices that uphold Catholic values
- **CLM 3.5** Leaders' commitment to put into practice the principles of Catholic Social Teaching



Top 5 areas for improvement

- **CW 1.3** Pupil leadership of prayer, including evaluation of the prayers they lead
 - **RE 3.8 & CW 3.8** Self-evaluation of RE & CW that is linked to current strategic targets and leads to well-targeted improvements
 - **RE 2.3** Planning RE lessons that meet the need of pupil groups
 - **RE 2.4** Quality of questioning in RE lessons
 - **CW 3.1** Devising policy on prayer and liturgy that is well-formulated, fit for purpose, accessible, and useful
- 

Reminders

CSEDs need to be 'ready to go' on the day of notification – ensure they are regularly updated

Chair must notify parents that an inspection is being undertaken

SLT/RESL may accompany observations of learning and prayer, and RE work scrutiny, if they wish

Please complete the online post-inspection survey so CSI can reflect on how to improve its service to the bishops (only 8 out of 36 have been completed)

Quality Assurance of inspections has begun. If your school is involved, you will usually be told at the point of notification; however, there is a mechanism for unannounced Quality Assurance visits. If in doubt over an inspector's identity, contact Ben

Training dates 2023-24

Senior & Middle Leaders (DBH)
Friday 22 September
Wednesday 11 November
Thursday 18 January
Friday 1 March

Governors (Zoom)
Wednesday 4 October (18:00-19:00)
Thursday 1 February (18:00-19:00)
Tuesday 30 April (10:00-11:00)

CSED (Zoom)
Tuesday 12 September (10:00-12:00)
Friday 12 January (13:00-15:00)
Wednesday 1 May (10:00-12:00)

To book places, please use the links on the Training & Events calendar on our website (when available)

*If you have booked a place on a course and are no longer able to attend,
please let us know so that we can
offer the place available to somebody else.*

DFE & Ofsted Updates

Ted Hammond –
Deputy Director for
School Standards



Ofsted Inspections 2022-23



By 16th June 2023, 63 Ofsted Inspections had been conducted since September, which compares to 42 for the whole of the previous academic year.

- Of these 63 Inspections; 28 have been graded inspections, 32 have been ungraded inspections including 1 monitoring inspection. Over 90% of these inspections were graded good or better.
- By 16th June, 12 'Outstanding' schools had been inspected this academic year and over 40% retained their judgement compared to 20% nationally last academic year.
- By 16th June, 38 'Good' schools had been inspected this academic year and over 90% retained their judgement.

Ofsted Inspections 2022-23



- Currently of our 237 schools across the Diocese, 212 are graded as good or better which is approximately 90% compared to the national figure for all schools of 84%;
- Over 135 (57%) of the schools have now been inspected using the current Ofsted Framework which is well above the national average. All schools are to be inspected using this framework by July 2025 and this is clearly a realistic target.



Changes Made to School Inspections

- A revised complaints procedure
- A new wellbeing investment from government

Revisions to school inspections will see inspectors return more quickly to schools graded inadequate where this is only due to ineffective safeguarding, and proposed changes to Ofsted's complaints process will increase transparency and make it easier for schools to raise concerns.

The Department for Education (DfE) already funds the charity Education Support, to provide wellbeing help for school leaders, and that programme will now be doubled in size to support an additional 500 heads by March 2024. In the longer term, the DfE commits to further expand its mental health and wellbeing offer beyond March 2024.



When will my school be inspected?

The period between inspections is normally simple. However, there are currently several complicating factors.

Normally:

- A school judged outstanding or good will usually be inspected within the 4 academic years following its last inspection.
- A school judged requires improvement or inadequate will usually be inspected within two and a half years.

However, the picture is currently a bit more complicated, for several reasons, including:

- the pause to inspections during the pandemic meant that Ofsted have extended the period for many schools
- the government lifted the inspection exemption for outstanding schools; this added 3,000 schools to the schedule, many of which have not been inspected for a decade or more
- the government has also asked Ofsted to inspect every school at least once before August 2025

This means that the gaps between inspections may be different for your school.

When will my school be inspected?

Schools with a good or outstanding judgement who have had an ungraded inspection that recommended a follow-up graded inspection

If your school's most recent grade was good or outstanding, but you have since had an ungraded inspection that recommended a follow-up graded inspection, your next inspection will be:



Date of ungraded inspection	Likely date of next inspection
Before September 2021	Before September 2023
After September 2021	Within 1 to 2 years of the ungraded inspection

When will my school be inspected?

Schools with a good or outstanding judgement

If your school's most recent grade was good or outstanding, and you either:

- Haven't had an ungraded inspection
- Or your ungraded inspection didn't recommend that your next inspection be graded

Then your next inspection will be:



Date of last inspection	Likely date of next inspection
Before September 2018	Before July 2024
Before April 2020	Before September 2025
After April 2021	Around 4 years after your last inspection

When will my school be inspected?

Schools with a requires improvement judgement



Date of last inspection	Likely date of next inspection
Before January 2020	Before January 2024
Before April 2020	Before January 2025
After April 2021	Within 2.5 years after your last inspection

When will my school be inspected?

Schools with an inadequate judgement

This does not include schools that receive a new URN because they convert to an academy or move to a trust. These are treated as new schools.



Date of last inspection	Likely date of next inspection
Before April 2020	Before July 2024
After April 2020	Within 2.5 years after your last inspection

When will my school be inspected?

Previously exempt schools

- If your school was previously exempt from routine inspection, due to an outstanding grade, the timings will be different. Your next inspection will depend on when the inspection was that graded your school outstanding. In some cases, this may be the date its predecessor school was inspected.

Date of last inspection	Likely date of next inspection	Type of next inspection
Before September 2011	Before January 2024	Graded
September 2011 – July 2013	Before January 2025	Graded
September 2013 – July 2015	Before September 2025	Graded
September 2015 – July 2016	Before January 2024	Ungraded
September 2016 – July 2018	Before January 2025	Ungraded
September 2018 – March 2020	By July 2025	Ungraded
Since April 2021	Please refer to above tables based on your most recent grade	N/A

When will my school be inspected?



New schools awaiting their first inspection

If you are a new school, your timings will also be different. This includes schools that have closed and opened with a new unique reference number (URN) but doesn't include [schools that were exempt because of a predecessor's outstanding grade](#).

Schools that have undergone a significant change

All schools that have recently undergone a significant change (for example, having a new key stage added) may be inspected later than these timescales, to give time for these changes to bed in. However, the above guides may give you an indication.

Date of school opening	Likely date of next inspection
Before September 2020	By the end of your 5 th academic year
After September 2020	By the end of your 3 rd academic year

Suspensions and Exclusions

The DfE has published new guidance on suspensions and exclusions which is at https://www.gov.uk/government/publications/school-exclusion?utm_source=Master+Audience&utm_campaign=c0684fdf34-EMAIL_CAMPAIGN_2023_05_26_08_40&utm_medium=email&utm_term=0-c0684fdf34-%5BLIST_EMAIL_ID%5D

‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’ published 25 May 2023 reflects amendments to underpinning legislation.

This guidance comes into force from 1 September 2023.



Ofsted Insights

Justine Lomas –
Deputy Director for
School Improvement



SEND

EHC plan numbers are continuing to climb.

Children and young people with an EHC plan are increasingly being educated in mainstream settings. However, the number of children and young people with an EHC plan increased in all types of school.

The number of children and young people with an EHC plan in alternative provision or pupil referral units increased by 11%. This is a far greater increase than in 2020 or 2021. This highlights a lack of sufficiency in specialist placements across the country.

The most common type of need for those with an EHC plan is Autistic Spectrum Disorders and for those at SEN support, it is Speech, Language and Communication needs.

The rise in EHC plan needs assessments rose in 2021.

So what does this mean for inspection?



SEND

- Inspectors consider SEND in all deep dive activities. How well to leaders and teachers support/identify children/young people with SEND?
- Curriculum is key. How well do staff support children/young people with SEND to access the curriculum?
- Ambition is for children/young people to move through the same curriculum (albeit with different outcomes) as their peers.
- Inspectors may request access to EHCP or learning passports* when carrying out deep dive activities. What is their quality of education?
- SEND will be part of the conversations with Ofsted. Are your subject leaders ready to answer questions about SEND provision?

'If I got a job teaching Year 5, what information would I get about how I will meet the needs of all the children/young people in my classroom?'



Behaviour and Attitudes

Guidance published in February 2022 -

Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)

- What good practice looks like.
- Webinar about attendance is also available on youtube.
- There is some really good information in the school inspection handbook – the section before the grade descriptors.

Behaviour in schools: advice for headteachers and staff (DfE, September 2022)

Behaviour in schools guidance (publishing.service.gov.uk)

Extracts from the guidance

‘Well-managed schools create **cultures** where pupils and staff flourish in safety and dignity. Staff should be **trained** to make sure that they collectively embody this school culture’.

‘Schools can create environments where positive behaviours are more likely by **proactively** supporting pupils to behave appropriately. Pupils should be **taught explicitly** what good behaviour looks like’.



Behaviour and Attitudes

To what extent do **leaders**:

- know pupil starting points and secure good behaviour? Is there deliberate planning, instruction and practice to secure the elements of good behaviour, including for pupils with SEND?
- define an effective policy that is understood and applied consistently by staff?
- establish appropriate and consistent rewards and sanctions for behaviour?
- communicate and share how the school encourages positive behaviour?
- make sure that they are alert to the possible causes of poor behaviour (social norms, feeling included, environment, knowing rules, etc)?



Behaviour and Attitudes

To what extent do **staff**:

- ensure that they are fair and consistent, apply rules and routines that cause pupils to pay attention?
- receive support from leaders to enact the behaviour policy (especially those new to school or at the start of their careers)?
- teach school-wide rules and routines, helping pupils to practise them and then rewarding pupils for their successes?
- make sure that they are alert to the possible causes of poor behaviour (social norms, feeling included, environment, knowing rules, etc)?
- receive support to understand where a pupil's SEND may or may not have contributed to any misbehaviour, and to apply any sanctions appropriately?



Behaviour and Attitudes

To what extent are **classrooms**:

- environments in which pupils can learn?
- not unduly affected by low-level disruption?

To what extent are **playgrounds**:

- safe spaces where pupils enact the rules and routines that have been taught with high levels of self-control and different levels of supervision?

To what extent do **pupils**, including those with SEND:

- know and adhere to the rules and routines of the school?
- feel that the system is fair, and that they are rewarded for working hard, paying attention and being kind?

Consider speaking with groups of pupils that have received suspensions or been to an 'isolation' room.



Reading – Pupils with SEND



The science of reading:

To teach any child to read all five components of ‘the science of reading’ must be taught. This needs to be done in a systematic way. Some children, including those with SEND, may need more of a focus in one or more of these areas. For example, the explicit teaching of vocabulary. This, however, cannot replace the need for phonics as the body of knowledge that is essential for children to learn so that they can read with confidence and fluency.

1. Phonological awareness-

The ability to identify the individual sounds that make up words. Pupils develop this through regular listening and attention activities, including segmenting (taking apart) and blending (putting together) sounds. Children in the early years may listen to environmental sounds, or develop their understanding of rhythm and rhyme through a range of songs and games. This is an essential pre-reading skill; if pupils cannot identify and distinguish between sounds they will struggle to connect these sounds to individual or groups of letters.

Reading – Pupils with SEND



2. Phonics-The teaching of letter-sound correspondences that helps pupils to decode by recognising and then blending sounds to read words.
3. Vocabulary-Vocabulary development focuses on the knowledge about the meaning and pronunciation of words. Research tells us that children develop most of their vocabulary indirectly in the following three ways: conversations with, mostly, adults; listening to adults read to them; and reading on their own.
4. Reading fluency-Reading fluency is the ability to read words accurately and quickly.
5. Comprehension-Comprehension is a the coming together of the other components of reading. Language comprehension needs to be developed alongside the other components of reading.

Reading – Pupils with SEND



Regardless of age, special educational need or background, the same knowledge of the alphabetic code and phonics skills underpin all reading.

The curriculum does not change but the resources and activity choices might.

Safeguarding

'Leaders have created a strong culture of safeguarding across the school. They provide regular training for all staff and governors. This means that adults are aware of signs that indicate a pupil may be at risk. Staff report concerns promptly. Leaders follow up any concerns and work with external agencies to make sure pupils and families get the help they need.'

'Leaders understand the context of the local community. They get to know families well and offer support to those who need it. Some of this support comes from within school. Leaders also signpost families to external services that can help.'

'Pupils learn about how to be safe in a range of situations. This includes road and water safety as well as learning about the risks strangers can pose. Older pupils understand what a safe relationship should be like.'

'Leaders make sure that staff receive appropriate training so that they can recognise signs that a pupil may be at risk of harm. There are rigorous systems for reporting concerns that all staff know, understand and use when needed. Leaders act quickly to escalate concerns and follow this up with external agencies when necessary. They work closely with families to make sure that pupils are safe.'



Catholic Primary Partnership

The Catholic Primary Partnership delivers high quality Continuous Professional Development and Formation to leaders at all levels within your school. Sessions are delivered through a Catholic lens, via zoom, at times that fit into the demands of busy school timetables.

Next academic year has sessions for lunchtime supervisors, TAs, middle leaders, class teachers, Deputies, Governors and Headteachers. We have half termly Support and Development sessions for Maths, English, SEN, Science and Computing.

Value for money is outstanding. All sessions can be attended for a flat fee of £6 per pupil, eg a one form entry school can access over 100 CPDF session for £1260

Visit our website <https://www.bcphp.org.uk/> or email us directly for more information j.tallon@newman.ac.uk



Closing Prayer

Maggie Duggan –
Deputy Director for
Catholic Education



Closing Prayer



For all the teaching and learning
that has taken place in our schools,
both in and out of the classroom,

R: We thank you, O God.

For the talents and gifts that have been shared,
the challenges that have been faced together and
for the respect and care that has been given.

R: We thank you, O God.

For the friendships that have just begun and for those that have grown,
for the faith that has been lived in our daily joys, sorrows and struggles
for the hope that has lifted our hearts and for the love that has kept us going.

R: We thank you, O God.



Bless all our young people and children and
keep them safe over the days of summer.
Bless all families as we take our holidays
and may this time leave us with memories to cherish.
Bless all those who are moving on:
keep them in your loving care and
bring them great joy in the next phase of their lives.

Pour out your love on all of us that we may return
renewed and refreshed to continue our journey together.
We make this prayer through Christ our Lord. Amen

Our Father...

St. Aloysius Gonzaga

St. Chad

All you holy angels and saints

Pray for us

Pray for us

Pray for us

