

Leadership Briefing

WEDNESDAY 18TH OCTOBER

**9.15am – 11.30 noon, 12.45pm –
3pm and 5.15pm – 7.30pm**



Welcome

Opening Prayer
and Reflection

Canon Jonathan
Veasey, Lead Trustee of
Catholic Education



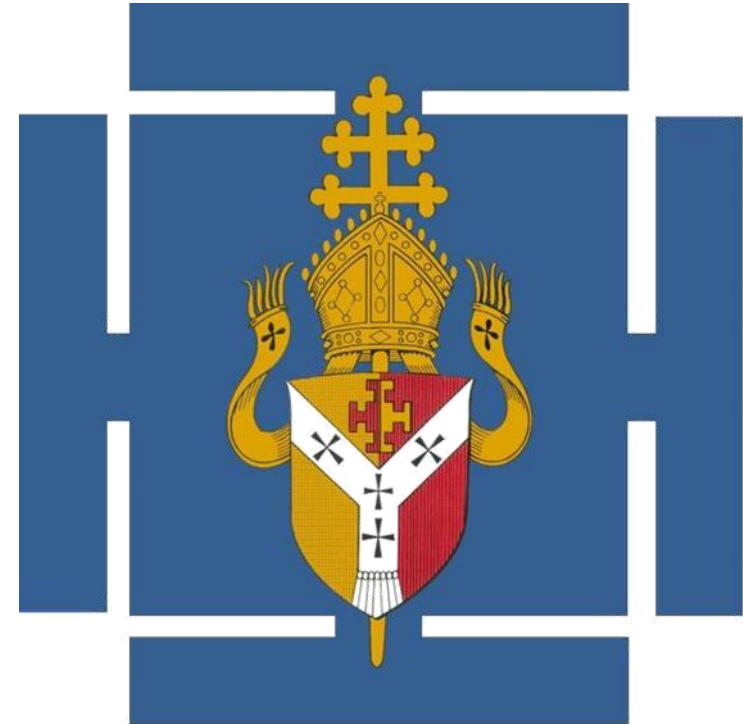
Programme

- **Opening Prayer & Reflection – Canon Jonathan Veasey**
- **Diocesan Updates – Eric Kirwan**
- **Kenelm Youth Trust – Vicki Hamilton**
- **Finance and Buildings Update – Toni Guest**
- **Catholic Education and CSI Updates – Justine Lomas on behalf of Maggie Duggan & Ben McArdle**
- **Admissions – Rebecca Tonks**
- **Mental Health and Wellbeing – Beccy Roseman**
- **Personal Development – Kathleen Hinton, Headteacher St. Joseph's Darlaston**
- **DFE and Ofsted Updates – Ted Hammond & Justine Lomas**
- **Closing Prayer – Justine Lomas**



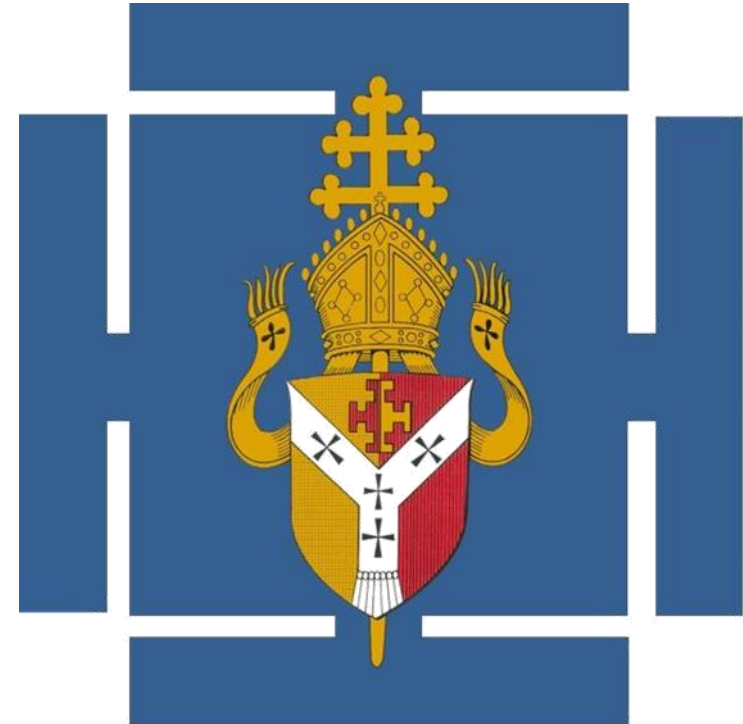
Diocese Updates

Eric Kirwan, Chief Operating
Officer



Kenelm Youth Trust

Vicki Hamilton



Finance and Buildings Updates

Toni Guest – Deputy
Director for Schools Capital,
Finance & Place Planning
(Head of Property)





General updates

- **General Updates**
- **New school buildings formally opened**
- **Asbestos inspections (HSE) [HSE website](#)**

Voluntary Aided Schools

- VASCA Capital Allocation – 2023/24
- Reinforced Autoclaved Aerated Concrete (RAAC) update – surveys

Multi Academy Companies (MAC's & academies)

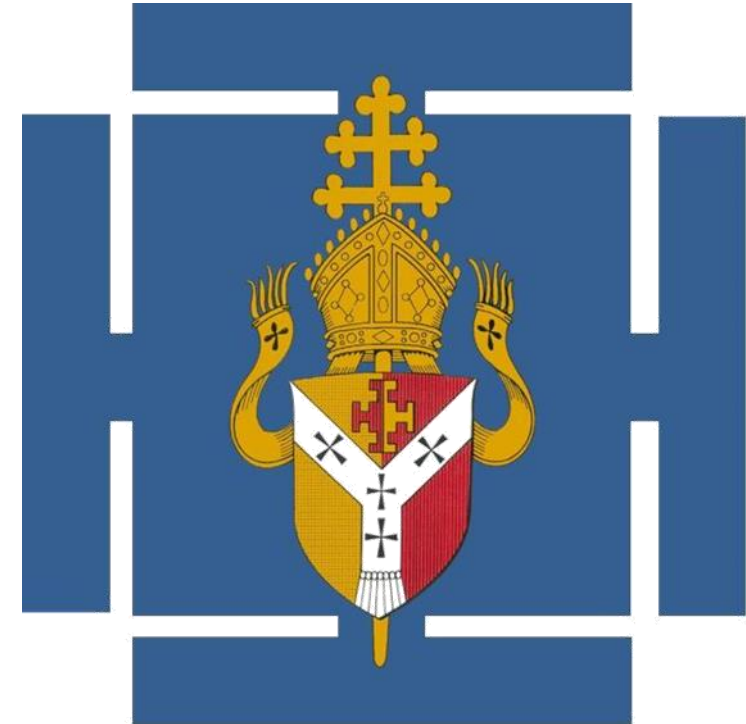
- Updates to Academy Trust Handbook - [September 2023 edition](#)
- [Schedule of MUST do](#)
- Land and Building Collection Return [L&BCT 2023](#)
 - Deadline for submission **7th November 23**

- **licences & Hire Agreements for Schools & Academies**
[Licence & Hire Agreements information](#)

Catholic Education Updates

Maggie Duggan – Deputy Director
for Catholic Education

Ben McArdle – Senior Adviser for
CSI Inspections



*Sorry that we can't be with you today.
Do get in touch if you have any questions about the updates provided.*



CSI September Updates

- Current Handbook: v2.2
(latest version always on our website)
- Deferral Policy updated to include discovery of RAAC as a valid reason for deferral
- Consultation on National Framework Grade Descriptors
In response to the consultation, from September 2023, the Catholic Schools Inspectorate:
 1. will change the key judgement aggregate grade descriptors such that one single grade 3, will not, by itself, lead to an automatic grade 3 for that key judgement area
 2. will retrospectively apply this to schools inspected in the academic year 2022- 2023 under the National Framework;
 3. will not, at this time, make any changes to the grade 3 descriptors.

The full Report is available on our website

<https://www.bdes.org.uk/catholic-schools-inspection.html>

2022-2023 Statistics

	Outstanding	Good	RI	Inadequate
Birmingham	12 (25%)	33 (69%)	3 (6%)	0 (0%)
National	69 (27%)	171 (66%)	19 (7%)	0 (0%)

OFSTED

OFSTED has recently issued two short guidance documents:

- Inspecting teaching of the protected characteristics in schools
- Equality and diversity impact assessment: inspecting protected characteristics

Please note that “all schools should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. *Schools will not be able to demonstrate this by pointing to a general policy of encouraging respect for all people.*”

[Inspecting teaching of the protected characteristics in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/inspecting-teaching-of-the-protected-characteristics-in-schools)





CAFOD

- Many congratulations to the following schools who have recently received their *Livesimply* award: Cardinal Wiseman Secondary, Kingstanding; Christ the King Primary, Coventry; Corpus Christi Primary, Wolverhampton; Our Lady & St. Kenelm's Primary, Halesowen; St. Dominic's Priory, Stone; St. Gerard's Primary, Castle Vale; St. Mary's Primary, Harborne; St. Patrick's Primary, Coventry; Ss. Peter & Paul's Primary, Lichfield.

New Primary CST Resources

- CST Song – helps children learn about Catholic Social Teaching
- CST lyrics on PowerPoint
- CST animal Stories: give CST principles meaningful contexts
- CST Certificate: to celebrate children putting CST into action

<https://cafod.org.uk/education/primary-teaching-resources/cst-pack-for-children>

New Secondary CST Resources

CST online training module coming soon <https://cafod.org.uk/education/for-teachers/cpd>





2025 Jubilee Year 'Pilgrims of Hope'



- The Church has a Holy Year of Jubilee every 25 years (the last one was in 2000)!
- Please note that the Year of Mercy (2016) was an Extraordinary Jubilee – a bonus Holy Year
- The Jubilee Year will begin on Sunday 1 December 2024 -Tuesday 6 January 2026
- Pope Francis wants us to prepare for this by undertaking a year of prayer
- Year of Prayer begins Sunday 3 December 2023
- It is to be a year **for** prayer, rather than *about* prayer during which we will be encouraged to deepen our own prayer life and love of God and to accompany others in theirs
- Paul Northam (Diocesan Adviser for Evangelisation & Discipleship) is coordinating events and resources within the Archdiocese [Year of Prayer 2024 | Birmingham Vocations](#)

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



Register at: [/acnuk.org/event/acn-red-wednesday-livestream-event/](https://acnuk.org/event/acn-red-wednesday-livestream-event/)


ACN
SCHOOLS' LIVESTREAM
#REDWEDNESDAY



22 NOVEMBER

Primary
9.30-10.30

Secondary
11.00-12.00

With
THE MARK 10 MISSION
and
ST THOMAS AQUINAS BIRMINGHAM

AID TO THE CHURCH IN NEED

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#REDWEDNESDAY

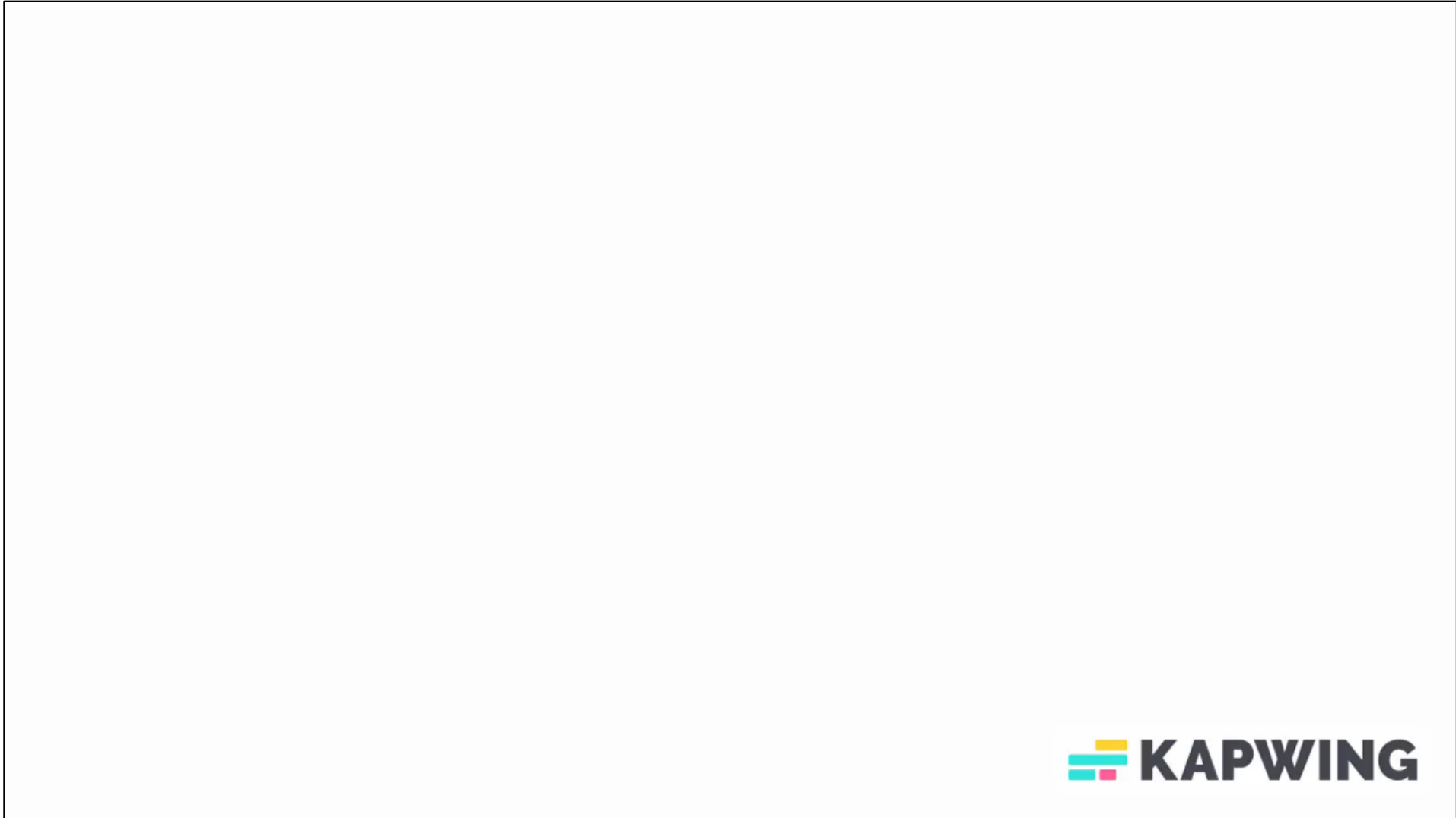
- Following the inaugural Annual RW Schools Mass on 21 November there will be two livestream events for schools on Wednesday 22 November
- This is a national event and the Archdiocese is being well represented. St. Thomas Aquinas Secondary, as hosts, and featuring St. Francis of Assisi Secondary and St. James' Primary

To attend please

email community.outreach@acnuk.org



#REDWEDNESDAY



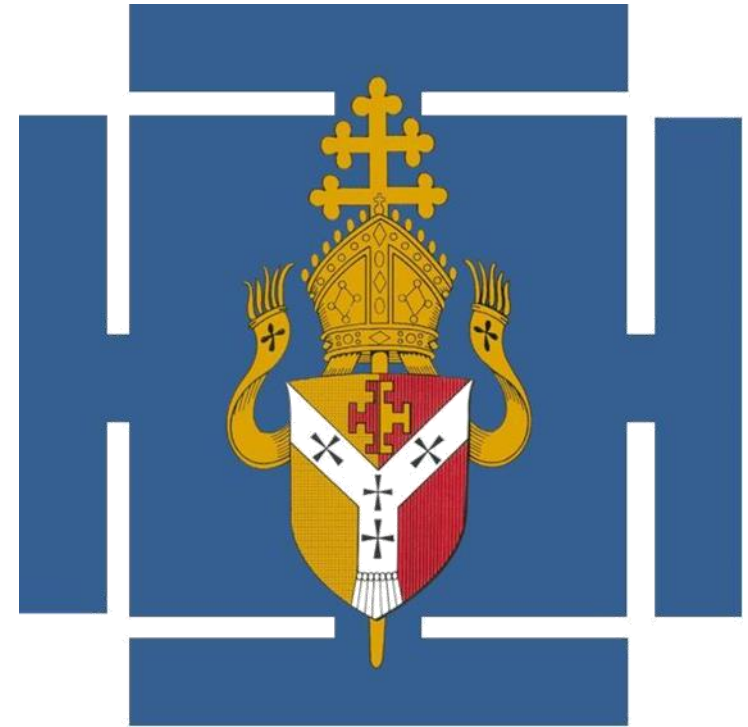
 **KAPWING**



Admissions

Rebecca Tonks

Governance Adviser



All schools will have received information about the drawing up of the 2025/2026 admissions policies.

These need to be determined by governors by 28th February 2024 and then sent to the local authority, published on the schools website by 15th March 2024.

Schools that need to undertake a full consultation under the seven year rule will have been contacted with instructions on what to do. Consultations must begin by 20th December 2023 at the latest in order to be able to comply with the School Admissions Code.

Reminder for in year applications:

- Anyone is entitled to apply for a place even if the year group is currently full. Please ensure that key staff in school are not discouraging parents to apply for places.
- For Reception, Year 1 and Year 2, places can only be offered in year if doing so would not breach infant class size legislation.
- For all other year groups, admission can only be refused if the governors consider that the admission of further pupils would be prejudicial to the provision of efficient education or the efficient use of resources, so governors need to ensure that they have considered and established how many pupils can be accommodated in each year group before prejudice occurs and admit up to that level.
- All in year applications **MUST** be considered by the full governing body or an admissions committee made up of governors and minutes of the meeting recorded. No individual, including the Head Teacher, is permitted to make a decision on whether to offer or refuse a school place (paragraph 2.7 of the School Admissions Code).

General Reminders:

- Please ensure that any changes in governance membership, including resignations, appointment of new parent or staff governors or change of Chair and Vice Chair are emailed to governance@bdes.org.uk to ensure that our records are correctly aligned with the schools.
- It is a statutory requirement that Get Information About Schools correctly reflects your school's governance membership. It must be updated whenever there is a change in membership. Please check that your school's information is correctly recorded.
- Likewise, the information recorded on your school's website should also match Get Information About Schools. Please check that this is correct.

Governor Induction training is offered online for any new governor who would like to attend. It is offered over a block of four weeks and registration to attend is via a link on our website at <https://www.bdes.org.uk/governance-updates--events.html>

There is currently an issue with the online governor training provided via the Formatio website making it inaccessible. This has been raised with the Catholic Education Service who is liaising with Formatio so will hopefully be addressed soon.

Reminder – Foundation Governor application forms need to be fully completed. Regularly forms are submitted without the DBS section being signed off by the school and no priest's reference. These applications cannot be considered and will be returned to the school and/or the applicant. Please help by checking any applications are fully completed before submitting them.

Model Complaints Policies

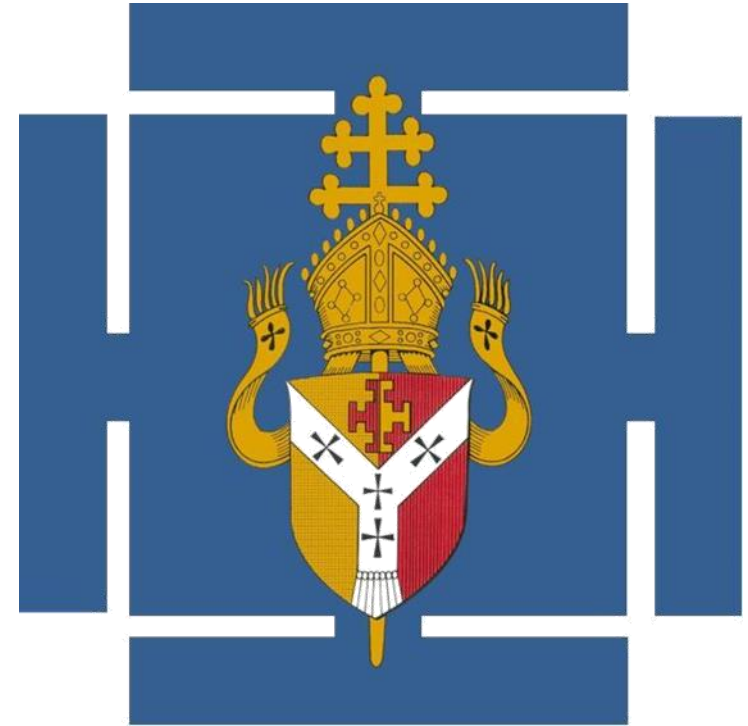
These have been revised to incorporate changes recommended by the School Complaints Unit. All schools are requested to review their complaints policy and adopt the revised version.

The revised model policies are on the DES website at <https://www.bdes.org.uk/complaints-procedure-and-guidance.html> and there are different versions for academy and VA schools.

A Catholic Approach to Mental Health and Wellbeing

Beccy Roseman

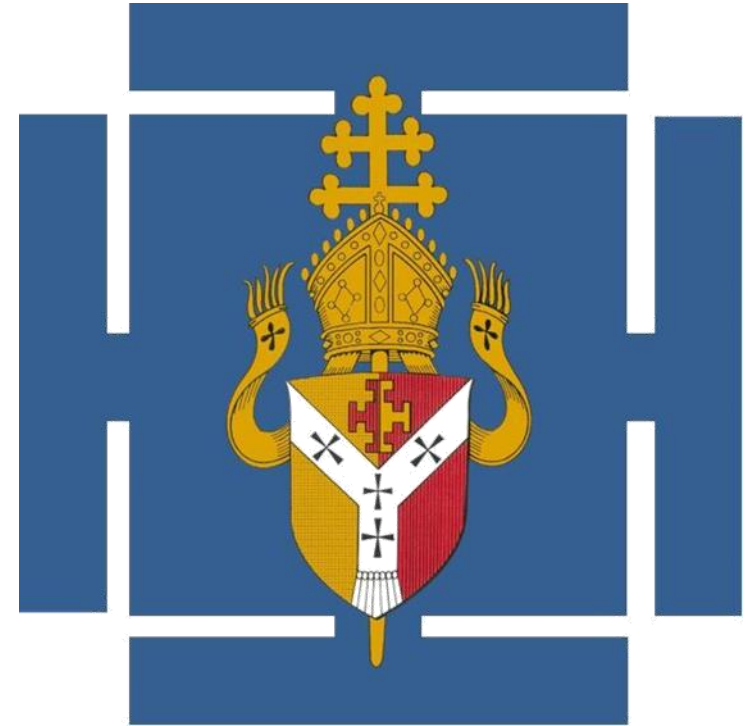
Lay Chaplain Coordinator



Personal Development

Kathleen Hinton

Headteacher St. Joseph's
Darlaston





Inspection of St Joseph's Catholic Primary School, Darlaston

Rough Hay Road, Darlaston, Wednesbury WS10 8HN



Inspection dates: 25 and 26 April 2023

Overall effectiveness **Outstanding**

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Requires improvement



Inspectors:

Lorraine Lord and Nicola Price.

April 25th and 26th 2023

Context of our school.

41% pupil premium

Area of high deprivation: Darlaston South, Walsall LA

24% SEND

60% EAL

Attendance **96%**

‘Leaders provide a wide range of opportunities to broaden pupils’ talents and interests, including clubs, trips and visits. Activities such as mathematics or science ambassadors and ‘Mini Vinnies’ allow pupils to take on responsibilities in school.

Leaders provide an exceptional personal development offer for all pupils. Pupils learn not to discriminate against others, such as by race or gender. They learn about different religions, cultures and celebrations. For example, younger pupils recently visited a Hindu temple to learn more about Diwali. They created Rangoli patterns and listened to the story of Rama and Sita. This helps pupils to understand and respect difference and understand the diverse society they live in. Pupils think about life beyond school. For example, they learn about the role of mathematics and science in different careers and how to manage money. Pupils know what democracy is and the role of the local member of parliament. They value each other’s contribution in discussions, learn to ask questions and share their views. Pupils learn about the importance of healthy food and lifestyles. They learn strategies to promote positive mental health, such as mindfulness, yoga and gardening. Pupils learn about the impact of plastics on the oceans, renewable energy and how precious a resource water is.

Pupils enjoy clubs, trips and visits, including a museum visit, orchestra performance, theatre production, outdoor residential and sports clubs. These enhance the curriculum offer and help children to understand and appreciate their world. There is strong take up and the most disadvantaged pupils consistently benefit from this excellent work.

Senior leaders and governors work very well to embed the school’s Catholic values.’



St. Joseph's Catholic Primary School

Curriculum Enrichment & Opportunities to Develop Cultural Capital

2020 – 21 & 2021 – 22& 22-23

It is our aim at St Joseph's, that each child is taught an ambitious, broad and balanced curriculum. At St Joseph's we promote the personal and character development of all children through a wide and rich set of experiences. The opportunities offered go beyond the expected and is of high quality. The planned quality experiences enhance the quality curriculum on offer. At St Joseph's School we have a rich and diverse Catholic Life programme; we believe our faith permeates all we do for and with our children. Prayer, Sacramental Preparation, the lives of the Saints, SMSVC and Collective Worship are all active elements of Catholic Life. We follow the Catholic Schools Pupil Profile. We work together across all phases of the school to look at the values



that come from the Gospel and teachings of Jesus. Each half term the whole school focus on one pair of words; we spend time reflecting on the meaning of the words; how we see these values in action in our lives and in the lives of others and how we can work to encapsulate these values in our lives. All classes discuss the meaning of these words at an age appropriate level; during whole school assemblies and Masses we will consider what they mean and will take time to reflect, quietly and peacefully, together so that we can listen carefully and try to hear the inner callings of our hearts. Teaching about British Values is incorporated into the focus on the Catholic School Pupil Profile and is also taught explicitly during Assemblies and PSHE lessons. The values focused on each half term are linked to our school reward system as children are awarded certificates weekly during a whole school assembly for demonstrating these values in their classrooms, around the school and in the local community.

Autumn Term 2020	Curriculum Area	Event
Thursday 24 th September	Catholic Life / PSHE/ SMVSC	Wear Green for MacMillan Cancer Care.
Monday 28 th September	Catholic Life / PSHE / SMVSC	The Big Anti-Bullying Assembly live
Thursday 1 st October	Collective Worship/Catholic Life / RE / PSHE / SMVSC	Harvest Mass & food collection for The Good Shepherd.
Thursday 8 th October	Science / Geography	'The Animal Man' in school for Nursery – Year 4
Thursday 22 nd October	Science / Geography / RE / PSHE	Severn Trent Water Workshops
Thursday 5 th November	History / Geography/ Science/ RE / PSHE	Prime VR Workshops for KS2 – Y3 – Prehistoric Times,Y4 & 5 Wonders of the World, Y6 Impact of Climate Change.
Tuesday 10 th November	Science	National Science Day
Wednesday 11 th November	Collective Worship / Catholic Life/ PSHE / History	Remembrance Day Liturgy



Curriculum Enrichment plan linked to the curriculum overview 2023 / 24



	Whole School	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Archaeology in mind workshops		OWL VISIT TO SCHOOL	VIRTUAL TOUR OF LONDON	GORILLA CHARITY SPEAKER	OUTBACK BASICS STONE AGE VISIT	WOODLANDS ADVENTUROUS DAY	BATIK WORKSHOP	SHAKESPEARE DRAMA WORKSHOP
	Harvest Mass				GREEN SCREEN COMPUTING WORKSHOP	CANAL / RIVER VISIT	TOURING GREEK TEMPLES VIRTUAL VISIT BRITISH MUSEUM	ROCKET CAR STEM WORKSHOP	ROCKET CAR STEM WORKSHOP
	Macmillan Coffee morning				CARBON MONOXIDE SAFETY WORKSHOP	COMPUTING WORKSHOP	CANAL / RIVER VISIT	COMPUTING WORKSHOP – BBC Micro bits	MP SPEAKER
	Anti-bullying week assembly						COMPUTING WORKSHOP – Science & Data logging		COMPUTING WORKSHOP
	Bollywood/ Diwali dance workshop								
	Black History month dance workshop / speaker								
	Falconry Visit								
	Royal British Legion Speaker								
	'A cleaner tomorrow' Key stage assemblies								
Autumn 2	CO2 Safety Seymour workshops	PARK VISIT – WALSALL ARBORETUM	FOREST SCHOOL DAY	FOREST SCHOOL DAY	VISIT LOCAL WAR MEMORIAL	PEDESTRIAN SAFETY TRAINING	HARRY POTTER STUDIOS	DOOMSDAY BOOK NATIONAL ARCHIVES ONLINE WORKSHOP	POLICE SPEAKER
	Bollywood / Diwali Dance Workshops	CHRISTMAS WISHES AT CANNOCK CHASE MUSEUM	HINDU TEMPLE VISIT	TOYS THROUGH THE AGES VISIT CANNOCK CHASE MUSEUM	SIKH GUDWARA VISIT	DISASTER AID SPEAKER			'FOUR DAYS HARD LABOUR' NATIONAL ARCHIVES ONLINE WORKSHOP

Personal Development



- Virtues – promoted and celebrated
- Achievements – promoted and celebrated
- RHE / PSHE – enhanced offer British values/protected characteristics using Ten Ten with additional lessons on Finance/live simply
- Pupil voice/teacher subject knowledge/planning/research of experiences and visits
- Speakers – in person & online-constant revisit of links to learning, not just a one off experience
- Enrichment offer is planned to enhance the curriculum – funding used to ensure all can access – remove barriers!
- Extra curricular activities – varied offer to appeal to different children, logged and analysed participation, children who have not taken part in previous half term prioritised when limited places, free of charge – no barriers!

School website

- <https://www.st-josephs.walsall.sch.uk/>



DFE & Ofsted Updates

Ted Hammond

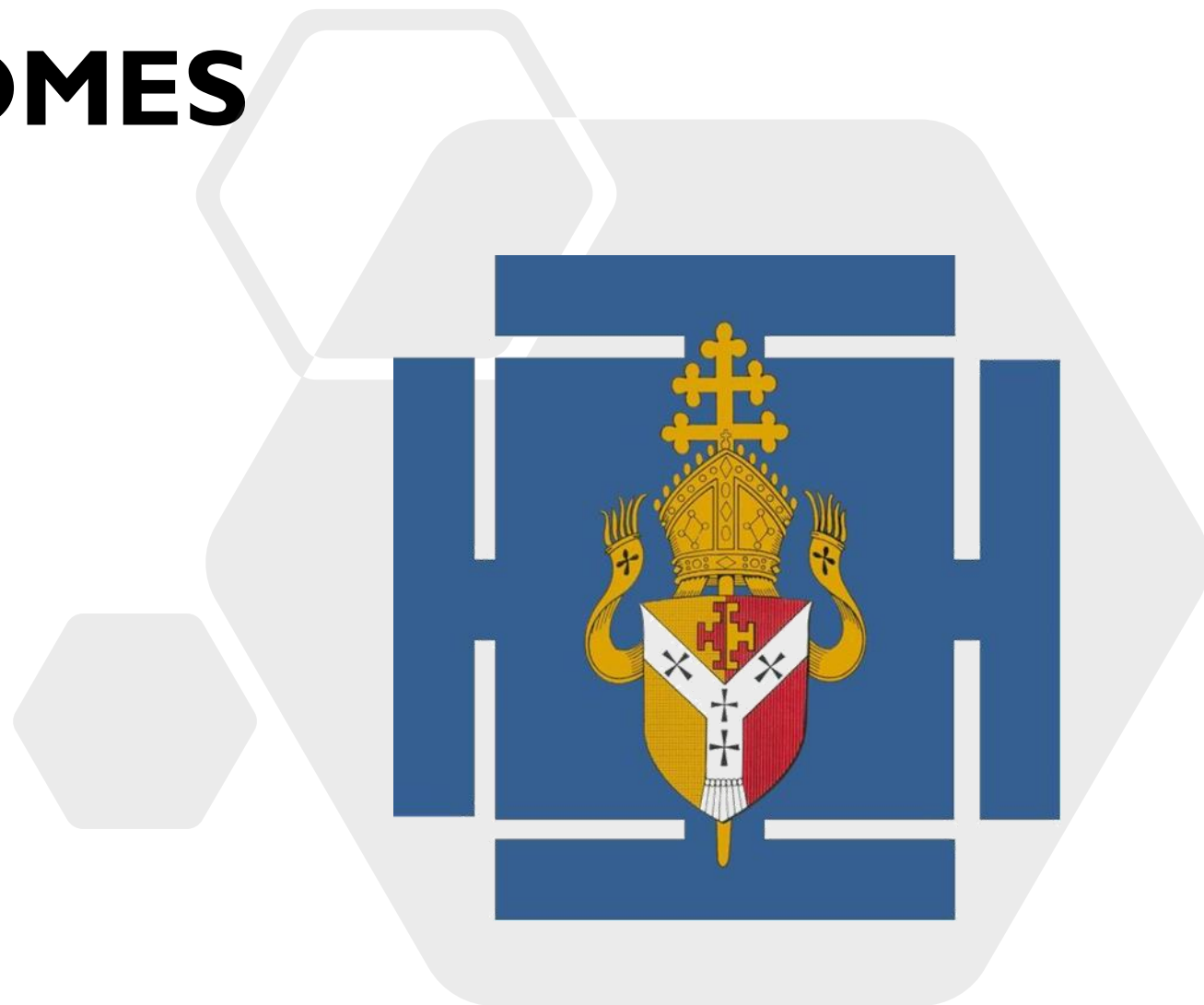
Deputy Director for
Education Standards

Justine Lomas

Deputy Director
School Improvement



PUPIL OUTCOMES 2023



Pupil Outcomes 2023 – Key Stage 2



	DES Schools 2022	DES Schools 2023	National 2022	National 2023	DES v National
% Pupils reaching at least Expected standard in Reading	81%	78% ↓3%	74%	73% ↓1%	+ 5% (+7%)
% Pupils reaching at least Expected standard in Writing	74%	76% ↑2%	69%	71% ↑2%	+5% (+5%)
% Pupils reaching at least Expected standard in Maths	77%	79% ↑2%	71%	73% ↑2%	+6% (+6%)
% Pupils reaching at least Expected standard in EGPS	78%	80% ↑2%	72%	72% 0%	+8% (+6%)
% Pupils reaching at least Expected standard in Reading, Writing & Maths Combined	66%	66% 0%	59%	59% 0%	+7% (+7%)



Pupil Outcomes 2023 – Key Stage 2

	National 2023	DES Schools 2023	MAC Schools	VA Schools	Metropolitan LAs	Shire LAs
% Pupils reaching at least Expected standard in Reading	73%	78% (+5%)	79% (+6%)	77% (+4%)	77% (+4%)	80% (+7%)
% Pupils reaching at least Expected standard in Writing	71%	76% (+5%)	76% (+5%)	75% (+4%)	75% (+4%)	77% (+6%)
% Pupils reaching at least Expected standard in Maths	73%	79% (+6%)	79% (+6%)	78% (+5%)	78% (+5%)	80% (+7%)
% Pupils reaching at least Expected standard in EGPS	72%	80% (+8%)	79% (+7%)	81% (+9%)	80% (+8%)	80% (+8%)
% Pupils reaching at least Expected standard in R, W & M Combined	59%	66% (+7%)	67% (+8%)	66% (+7%)	65% (+6%)	69% (+9%)



Pupil Outcomes 2023 – Key Stage 4

	2019	2022	2023
	Results	Results	Unvalidated
Total number of Year 11 Pupils in schools	5749	5982	6125
Total number of Disadvantaged Year 11 Pupils in schools	1571	1715	1814
Percentage of cohort Disadvantaged	27.3%	28.7%	29.6%
Total Number of GCSE Entries	49295	49399	50845
Percentage of GCSE awards at Grades 9 to 1	93.3%	96.3%	96.7%
Percentage of GCSE awards at Grade 9 to 7	19.6%	25.6%	21.1%
Percentage of GCSE awards at Grade 6 to 4	52.3%	49.6%	46.2%
Percentage of GCSE awards at Grade 3 to 1	24.8%	21.0%	27.0%

Pupil Outcomes 2023 – Key Stage 4



	2019	2022	2023
	Results	Results	Unvalidated
Percentage of All Pupils securing 5+ in English & Maths	44.6%	51.5%	45.4%
Percentage of Disadvantaged Pupils securing 5+ in English & Maths	Not recorded	35.6%	28.1%
Percentage of All Pupils securing 4+ in English & Maths	66.7%	71.8%	66.8%
Percentage of Disadvantaged Pupils securing 4+ in English & Maths	50.7%	54.4%	52.1%



Pupil Outcomes 2023 – Key Stage 4

	2019	2022	2023
	Results	Results	
Total Number of GCSE RE Entries	5556	5784	5948
Percentage of cohort securing a full GCSE grade	96.6%	96.7%	97.1%
Percentage of RE GCSE awards at Grades 9 to 1	94.8%	98.4%	97.4%
Percentage of RE GCSE awards at Grade 9 to 7	29.8%	32.8%	30.1%
Percentage of RE GCSE awards at Grade 6 to 4	40.7%	44.2%	40.6%
Percentage of RE GCSE awards at Grade 3 to 1	26.1%	21.3%	26.7%



Pupil Outcomes 2023 – Key Stage 5

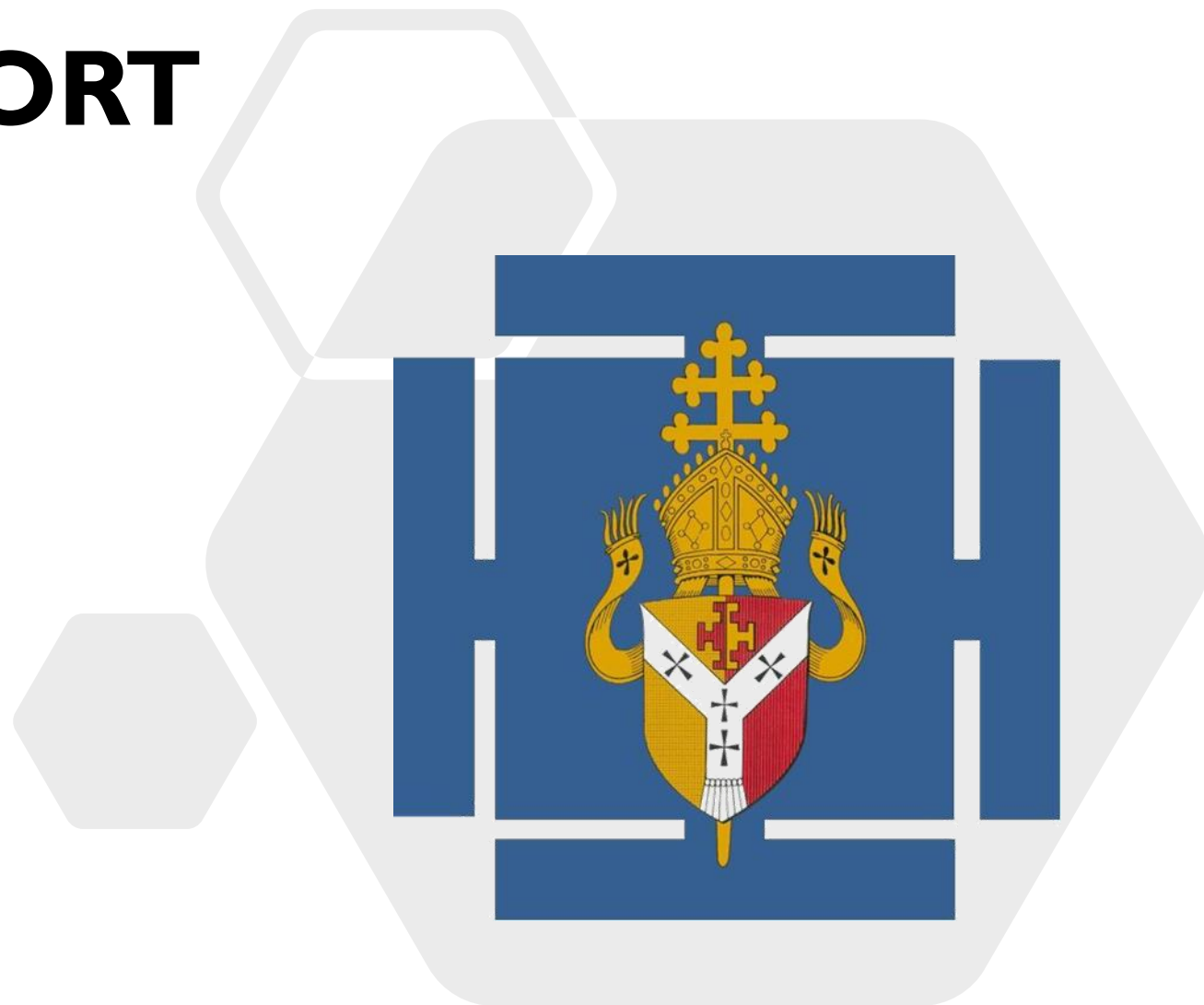
Key Stage 5 Outcomes 2019 -2022	2019 Results	2022 Results	2023 Results
Number of students completing Year 13	2148	2562	2422
Number of A level entries – BDES	5603	6025	5740
% of A levels graded A*-A – BDES	18.5%	26.5%	17.9%
% of A levels graded A*-A – England	25.2%	35.9%	27.2%
% of A levels graded A*-B – BDES	42.6%	54.8%	41.8%
% of A levels graded A*-B – England	51.1%	62.2%	52.7%
% of A levels graded A*-E – BDES	97.6%	98.2%	98.4%
% of A levels graded A*-E – England	97.5%	98.4%	97.6%
Number studying a Vocational Course	756	1063	934
Number of Vocational Entries	Not available	1747	1436
% of entries at graded pass or better	Not available	97.8%	97.8%



Pupil Outcomes 2023 – Key Stage 5

Key Stage 5 Outcomes 2019 -2022	2019 Results	2022 Results	2023 Results
Number of students completing Year 13	2148	2562	2422
Number of A level RE entries – BDES	307	243	250
Percent of students studying RE A level	14.3%	9.5%	10.3%
% of A level RE graded A*-A – BDES	11.4%	22.6%	16.4%
% of A level RE graded A*-A – England	21.5%	35.6%	
% of A level RE graded A*-B - BDES	42.6%	63.8%	44.8%
% of A level RE graded A*-C - England	55.1%	62.2%	
% of A level RE graded A*-E – BDES	95.4%	99.6%	97.2%
% of A level RE graded A*-E - England	98.1%	98.1%	

OFSTED REPORT 2022/23



Ofsted Inspection Report 2022/23



HEADLINES

- **During the academic year 2022/23, 69 schools were inspected which represents 28.2% of our schools. This is a significant increase from the previous year when 42 schools were inspected.**
- **Of these 69 inspections, 33 were Section 5 (Graded) Inspections including one Urgent Inspection and 36 were Section 8 (Ungraded) Inspections including one monitoring inspection.**
- **Since the introduction of the Education Inspection Framework (EIF) in September 2019, 141 of our schools have been inspected which means that the remaining 95 schools will be inspected by July 2025.**

Ofsted Inspection Report 2022/23

Section 5 – Graded Inspections



2022/23 Judgment →	Outstanding	Good	Requires Improvement	Inadequate – Serious Weaknesses	Inadequate – Special Measures
Previous Grade ↓					
Outstanding		7			
Good					
Improving					
Good		12	2		
Good		3		2	
Declining					
Requires Improvement	1	3			1
Serious Weaknesses					
Special Measures		2			
TOTAL	1	27	2	2	1

Ofsted Inspection Report 2022/23

Section 8 – Ungraded Inspections



2022/23 Judgment →	Outstanding	Good Improving	Good	Good Declining	Effective Action
Previous Grade ↓					
Outstanding	5				
Good		2	28		
Requires Improvement (Monitoring)					1
TOTAL	5	2	28	0	1

Ofsted Inspection Report 2022/23



- **Inspection Grades for our 236 Schools as of 1st September 2023**

Designated Grade	Primary - 201	Secondary - 35	All -236
Outstanding	31 (15.4%)	4 (11.4%)	35 (14.8%)
Good	152 (75.6%)	27 (77.1%)	179 (75.8%)
Requires Improvement	12 (6.0%)	1 (2.95)	13 (5.5%)
Inadequate	6 (3.0%)	3 (8.6%)	9 (3.8%)

- **Inspection Grades for our Schools – three-year trend**

Designated Grade	1st September 2021	1 st September 2022	1 st September 2023
Outstanding	43	41	35
Good	166	170	179
Requires Improvement	19	18	13
Inadequate	9	8	9
TOTAL	237	237	236

Ofsted Inspections 2023/24



Inspections this term:

- **Between 11th September and 6th October there have been 11 inspections, in the same time period last year there had been 5 inspections!**
- **Of the 11 inspections, only three have been Section 5 Graded and these have all been positive with two retaining the same grade and one improved its grade significantly.**
- **There have been eight Section 8 Ungraded inspections with all schools retaining the same grade.**
- **There has been one Section 8 Monitoring inspection.**



Inspecting Attendance

Inspecting Attendance



<https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence>

- Securing good attendance is everybody's business
 - Autumn 2019 4.9% Autumn 2022 7.5%
 - PA Autumn 2019 13.1% PA Autumn 2022 24.2

Ofsted* will ask –

‘to what extent have leaders done all that can be reasonably expected in the time available and circumstances in which they work?’

Para. 292 Inspection Handbook

* Could be replaced with Governors, LA, Directors



Inspecting Attendance

Consider four aspects of attendance

- Is it a high priority?
- Is there a strong analysis of the causes for attendance?
- Is there a clear and effective strategy?
- Is there evidence of sustained improvement?

A safe, calm, orderly and positive environment impacts on the behaviour and attitudes of pupils = pupils want to come to school

Para. 288 & 289

- Setting clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- Having a strong focus on attendance and punctuality so that all pupils benefit from the education and experiences the school offers
- Having clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff

Inspecting Attendance



Para 293.

Inspectors will expect schools to have done an analysis of absence and persistent absence rates for all pupils, and for different groups, compared with the published local and national averages for all pupils.

Consider-

- What lies beneath the data?
- Who isn't in school on certain days?
- Certain lessons, certain teachers, illness, started at a different time, safeguarding, what happens at home at the weekend, impact of social media?

Acting swiftly when things start to slide, odd days off etc. Is school aware?

Inspecting Attendance



Para.294. Where attendance is **not consistently at or above** what could reasonably be expected, inspectors will expect attendance to be a **high priority** for leaders and for it to be improving towards and beyond national, pre-pandemic levels. There should be a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. In some cases of persistent and all cases of severe absence, schools should make efforts to engage in multi-agency work with the local authority and other partners.

- Is there a coherent strategy? Do leaders such as attendance and behaviour work together?
- Is there communication across schools (same family in Ks2 and KS4 for example) and a common approach – an understanding of what works?
- Multi-agency approach in place?
- Support for pupils when they return to school?

Inspecting Attendance



Part-time timetables - Para 398 & 399

As set out in the DfE's attendance guidance, in very exceptional circumstances, where it is a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. They should not be used to manage behaviour.

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

DfE guidance 'Summary of responsibilities where a mental health issue is affecting attendance' provides further specific guidance for pupils who are anxious about attending school.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1136965/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf

Ofsted Updates



Changes to IDSR

- The order of the data has changed as contextualised data is at the start .
- Deprivation measures has been added to school characteristics.
- Ethnicity data is in a chart format instead of text
- Some data is now in a table format.
- Comparisons for 2022 and 2023 is a national comparison and not a comparison of school's own data.

Ofsted Updates



Changes to The School Inspection Handbook (updated 6th October 2023)

- 'When will my school be inspected' included in the handbook para 37 – 41
- Safeguarding will no longer have a separate written paragraph if it is effective. If it is not, there will be text to reflect this.
- Reports will refer to 'the school' rather than 'leaders'.
- The Report front cover will include the name of the Multi-Academy Company , the name of the Chair of the Directors and the name of the CSEL (CEO)



Ofsted Updates

Subject reports for Geography, Music and PE have been published.

<https://www.gov.uk/government/publications/subject-report-series-geography>

<https://www.gov.uk/government/publications/subject-report-series-music>

<https://www.gov.uk/government/publications/subject-report-series-pe>

Best start in life part 1: Setting the scene

<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene>

Best start in life part 2: Prime areas of learning

<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning>

Other Issues



Recruitment to Protected Posts



We continue to be committed to supporting all protected and senior leadership appointments.

As soon as you are aware of a vacancy, please email both BDES Admin and Ted & Justine.

We have appointed six experienced former headteacher as DES Associates to support us with the interviews. This allows us the capacity to attend shortlisting meetings and interviews.

Education in the news



From ASCL:

There's a **major recruitment and retention crisis** playing out; too many **school buildings are literally falling apart**; **pupil attendance** is an eye-watering concern; **child poverty** rages

Other Issues in the headlines:

Poor behaviour – Amanda Spielman, 6th October

Children's Health – mental & physical

New Post 16 Qualification – a post 16 curriculum.

Qualifications in Catholic Leadership



Newman University, Birmingham have asked us to highlight two post graduate courses they are running from January 2024 (both also have a September start):

- **Catholic Leadership, PG Certificate – 2 modules (which can transfer to an MA), normally over 12 to 18 months. (Fees for January start £2,100, Sept - £2,600)**
- **Catholic Leadership, MA – 4 modules and a dissertation, normally over 24 to 30 months. (Fees for January £6,900, September - £7,800)**

Both courses are delivered online and, in the evenings, and participants can work at their own pace.

If interested, please contact Ben Looker – b.looker@staff.newman.ac.uk

Car parking Issues at Schools



It's an age-old problem, complaints about irresponsible parking, road rage, danger to pupils and families etc.

If you have any tips or ideas of how schools can manage car parking at our schools, please email Ruth Kennedy our Senior Office Administrator E-mail:

r.kennedy@bdes.org.uk

Ruth will collate responses and we'll get our 'Managing Car Parking' ideas and tips out to you.

Closing Prayer

Justine Lomas

Deputy Director

School

Improvement



Jesus,

We are all different, but we are all human,

And you gave your life for all of us.

You don't judge us by the way we look, or speak, or where we come from.

Bring us together as we think of your sacrifice.

Let us see your light in the people around us.

Guide us as we try to be best examples for young

People. Help us find the holiness in our everyday acts,

And to live our faith with others, in simple joy.

Amen

