



November 2019

Dear chair

This twice-termly chairs mailing is part of our commitment to support you and keep you up-to-date with Diocesan news, educational developments and good practice, both locally and nationally. I hope you will find it a useful summary.

Diocese of Brentwood News

National Framework for Catholic School Inspection - Update

The new Catholic School Inspection (CSI) Framework (replacing the title of Section 48 Inspections) is still in production but there have been some delays in the process.

Following the consultation over the summer, responses are being analysed in preparation for an updated draft to be presented to the Bishops Conference in November. Bishops will be asked to commit to a national framework and common handbook as well as a common approach to the recruitment, training and accreditation of inspectors. Only the Evaluation Schedule and Grade Descriptors have been consulted on so far; the processes ie common periods of notice; common reporting formats; common SEFs (as best practice, not mandatory) and common Evidence Forms will be worked on during the rest of this academic year.

The proposed timeline is:

December 2019-May 2020 - ongoing preparation of documents and training materials

September 2020-July 2021 - training of new inspectors and voluntary pilots of new framework and September 2021 framework in place for all schools.

The new CSI Framework, the new Religious Education Curriculum Directory and Age-Related Standards will now be synchronised for launch. The national approach to inspection and an increase in the demand of Good and Outstanding Overall Effectiveness grade descriptors has general agreement.

Please note that 10% curriculum time continues to be a compliance factor and is likely to be a limiting judgement for Outstanding and possibly for Good.

Academisation

Congratulations to the following school who became an academy in a Diocesan Catholic Multi Academy Trust from November 2019:

The Christus Catholic Trust

Holy Cross Catholic Primary School, South Ockendon

Reserved appointments – Appointment of Catholics:

This is a reminder that the Diocese must be informed about and represented at all appointments of reserved posts.

Reserved posts are those posts to which only a Catholic in good standing with the Church may be appointed. These posts include CAO, Executive Headteacher, Headteacher, Deputy Headteacher (or any other post where the person concerned would be second in the chain of command – in some cases this may be Assistant Headteacher), Head of Religious Education and teachers of RE in Secondary Schools.

The Diocese must also be involved in the shortlisting process and interviews for all Headteacher appointments, so please make sure you contact your Diocesan Link Adviser at an early stage.

Governance Support – Website

The resources posted on the [School Governance pages on the Diocesan website](#) to support you in your role continue to grow. Have you taken a look yet?

Governor Recruitment

If you need help in filling a foundation governor vacancy [do get in touch](#). The Diocesan Education team is planning a further Recruitment Event next year and it is helpful to know which schools need support in filling foundation vacancies.

Governor Development

With an increasing national emphasis on skilled, knowledgeable school governors and trustees who contribute to the effective governance and success of the school, it has never been more important for governors and trustees to keep up to date with the latest legislation and good practice.

It is especially important that governors reflect on their responsibilities as a governor in a Catholic school, and the Diocese is keen to support the development of governors in the following ways:

Online Learning

As you know, we are working hard on a new APP that will allow access to training for governors of Catholic schools in the Diocese of Brentwood.

The training is Governor Internet Foundation Training in Education and we have named it “Gift-ED”. Each school will be given 5 Licences this academic year and 5 licences in the next academic year to enable good quality, easily accessible training for our governors.

We will be able to track what training has been completed by each governor on each licence and this will allow us to identify easily what specifically Catholic training has taken place over that period.

Diocesan Governance Development Programme

I am delighted that the Governance Development Programme has been so well received. Here is a snapshot of typical comments:

‘Thank you for a great session. It has given me a lot to think about’

‘Well informed presenter and excellent information and knowledge. Thank you’

'I wanted to say I found the course really informative and a great introduction to being a governor. It clarified a lot of questions I had and has given me a bit more confidence in the role which is what I needed'.

We are now planning further dates, including some new workshops, and are keen to run more of the workshops across the Diocese as well as at Cathedral House in Brentwood. If [you would like to offer your school as a venue for Diocesan governor training, please get in touch.](#)

Just a reminder of some of the training coming up – governors should book by using the booking links below:

Finance, Budgets and Financial Monitoring	This workshop will provide academy governors with the knowledge to effectively lead strategic financial management within their academies	All academy governors, but essential for those serving on a finance committee	Monday 11 November 2019 18:00-20:30	Palmer Catholic Academy, Ilford IG3 8EU	Katy Walkden, Schools Finance team – Juniper Education To book
Using Data for Improvement	Governors need to have a clear understanding of performance data to enable them to challenge and support school leaders	All governors, but especially those with a lead on data	Saturday 23 November 2019 10:00-12:00	Cathedral House, Brentwood CM15 8AT	Catherine Harwood and Cathy McKenna To book
Effective Monitoring for School Improvement	This session will look at some of the practical applications of governor monitoring for school improvement, including governor visits	All governors	Wednesday 29 January 2020 18:00-20:00	Holy Cross Catholic Primary Academy, Harlow CM18 6JJ	Debbi Botham To book

Chairs' Network

The spring term meeting of the new Diocesan Chairs' Network, open to all chairs, will focus on Admissions and Appeals. This is a valuable opportunity to meet once a term, networking with other chairs and sharing good practice whilst discussing a range of relevant issues with presenting professionals.

As one chair summed up at the last meeting, this is 'a *very good opportunity for frank exchange on governing body issues*'. The date of the next meeting is currently being finalised and will be published soon.

Safeguarding Update

Please make sure that all your safeguarding policies and procedures are in order – this is first thing Ofsted will check when they visit.

Peer-on-peer abuse

Ofsted's Sean Harford and Yvette Stanley, National Director for Social Care have written a [useful article](#) on peer-on-peer abuse

Ofsted News

Curriculum 'Deep Dives'

[Smaller schools won't be penalised by the demands of curriculum "deep dives" under the new inspection framework](#), Ofsted has said.

New Education Inspection Framework (EIF) – feedback to date

Although it is early days for the new Education Inspection Framework, as expected, the key focus has been on whole-school curricular breadth, sequencing and the building of knowledge. Inspectors have been especially interested in talking to subject leaders, particularly history, geography and modern foreign languages.

Positive comments relate to teaching that builds on prior knowledge and effective use of assessment to check pupils' understanding, and there continues to be a significant focus on the learning of disadvantaged pupils and those with special educational needs.

[This video gives a useful overview of the new Education Inspection framework](#)

The [November edition of Ofsted's School Inspection update](#), the first since the roll-out of the new framework, focuses on the minor changes to section 5 and section 8 handbooks following the first two months under EIF.

Here are sample questions to governing bodies under the new framework, recently asked by inspectors.

You may like to reflect on these questions with your governors. How might you answer them? What evidence do you have?

- What are the school priorities and how do you as a governing body ensure that priorities are moved forward?
- What makes your school unique?
- What do you hope Year 6 will have achieved by the time they leave?
- How do you ensure safeguarding is met?
- What training have governors done and what training can they access?
- How do you ensure staff wellbeing? Give examples.
- How do you meet the Equalities Act?
- How has curriculum review changed the CPD offer to staff?

Academy News

The 2019 edition of the [Academies Financial Handbook](#) came into effect on 1 September 2019. Here is a summary of [what has changed in this edition](#). This include new requirements for academy trusts, from 1 September 2019, to:

- maintain a risk register
- submit an annual internal scrutiny report to ESFA
- provide a direct email address for all members and trustees using the governance section of Get information about schools (GIAS)

The [guide to providing or updating academy trusts governance contact information](#) has also been updated to help trusts provide email addresses for their members and trustees.

DfE News

Guidance for governors

DfE have updated their [statutory policies for schools](#) resource, a list of statutory policies for schools and launched new pages for those working in school governance

- a [collection of all gov.uk guidance relevant to maintained school governance](#)
- a [collection of all gov.uk guidance relevant to academy trust governance](#)

Support for staff wellbeing

Staff wellbeing and workload are one of the top issues facing schools. DfE have published [support for governing boards](#) in the workload reduction toolkit, using the principles from the [Making data work report](#). Read [further information on action to support workload reduction](#).

DfE has also updated its [guidance on flexible working in schools to help recruit, retain and motivate teachers](#)

Technical Education

The government has announced [a series of measures to transform technical education](#) including a third [T Level Action Plan](#)

The DfE, in partnership with Nesta, is looking for schools and colleges to participate in the EdTech Innovation Testbed. This programme aims to help schools and colleges trial promising technology products that are suited to their needs for free, with hands-on support from evaluation experts. Applications for the Testbed are now open and will close on 25 November 2019. More information can be found [here](#). Please email edtechinnovation@nesta.org.uk if you have any queries.

Integrated curriculum and financial planning (ICFP)

ICFP is a management process designed to help schools plan the best curriculum for their pupils with the funding they have available. It can be used at any phase or type of school. DfE have produced [guidance on using an ICFP approach](#)

Guide to the Pupil Premium

Education Endowment Foundation's (EEF) [Guide to the Pupil Premium](#) aims to support schools in spending their pupil premium to maximise pupil benefit

Latest Research

Ofsted Study into Managing Behaviour

With a firm conviction that managing behaviour is key to the quality of education, Ofsted now have a separate 'behaviour and attitudes' judgement in the new [education inspection framework \(EIF\)](#). They are also running a programme of

research to study how schools are managing challenging behaviour. In this commentary, Ofsted [report on the first phase of this programme](#).

Sadfishing and Mental Health

A new social media trend called '[sadfishing](#)' is harming the mental health of children according to a new study by Digital Awareness UK (DAUK). Sadfishing is a growing trend where people make exaggerated claims about their emotional problems to generate sympathy', leaving those with genuine problems seeking support online often facing criticism and bullying

State of the Nation Report on Children and Young People's Wellbeing

The government's [2019 State of the Nation report](#) looks at factors that impact happiness and life satisfaction in children and young people in the UK, and focuses on mental health in teenage girls.

Overall, the study suggests the majority of young people are relatively happy with their lives, but there has been a slight increase over the past seven years in the proportion who are not. It also suggests that getting enough sleep and spending time with friends may have a bigger effect on teenage girls' mental wellbeing than social media use.

Career Aspirations and Ingrained Stereotyping

A report from the OECD and Education and Employers says that [by the age of seven, children have already begun to make assumptions about what type of people will enter different types of work](#) with "talent is being wasted" because of ingrained stereotyping about social background, gender and race. The Forum Network has looked at [how young people's career aspirations compare to projected work demands](#), including a [short video](#)

I look forward to supporting you for the remainder of this term.



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