



BRENTWOOD DIOCESAN EDUCATION SERVICE

“Supporting Catholic schools to provide excellent education where pupils flourish, and Christ is made known to all.”

September 2022

Dear chair

Welcome back to the start of term. I hope you managed to enjoy some time over the summer to refresh and relax to recharge your batteries for the forthcoming academic year. It was certainly a hot one!

This twice-termly chairs' mailing is part of our commitment to support you and keep you up-to-date with educational developments and good practice, both locally and nationally.

Diocese of Brentwood News

Catholic School Inspection

As you are aware, the new Framework for Catholic School Inspections (CSI) comes into force from September 2022 and inspections of Catholic schools will now be subject to this national framework.

Note the definition for progress has been refined:

‘the extent to which all pupils, including disadvantaged pupils and pupils with SEND, make progress when measured against the planned curriculum by knowing more, remembering more and doing more’.

In Brentwood, we will not be conducting any Catholic School Inspections in the autumn term 2022 to give schools additional time to prepare and undertake training, such as writing your CSED. CSI inspections in Brentwood will begin from January 2023. **Please note that we are running a [CSI webinar for governors on 28 November 2022](#).**

Ways of Working: ensuring the implementation of the Memorandum of Understanding between the Catholic Church and the Department for Education
The Memorandum of Understanding (MoU) between the Catholic Church and the DfE was agreed in April 2016. It sets out key principles to inform the working arrangements between the DfE, the Catholic Education Service (CES) and Catholic Dioceses with regard, inter alia, to Catholic schools becoming academies, and any action to support, challenge or intervene in any underperforming Catholic school.

[This note represents a commitment on the part of the DfE to adopt the ways of working in three broad areas: communication, decision-making and consistency.](#) In response to the DfE adopting these ways of working, the CES, Catholic Dioceses, Catholic Academy Trusts and individual Catholic schools commit to working in cooperative partnership with the DfE in pursuit of the shared goals of the MoU. In addition, the DfE will procure that RSC teams and ESFA teams work in the ways set

out in the note. The CES will also work with Catholic Dioceses and schools to assist them in working constructively and co-operatively with the DfE and its RSCs.

Academy Director/Trustee Appointments

Some of you will, no doubt, have some changes to Trust Directors in the new academic year and in anticipation of this I want to make sure you have the correct form to use. [The attached form should be used for any further appointments or re-appointments for Trust Board Directors.](#) Please can you share this document with the clerk of your Trust Board.

RECD Update

The bishops have asked that the new RE Curriculum Directory (RECD) be named the RE Directory (RED) together with a number of changes to the draft circulated for consultation earlier this year. The draft will be revised in light of the bishops' requests and the consultation responses received from schools and dioceses.

Subject to their approval, we will circulate an approved RED (Ages 3-14) later in the autumn term. Full implementation of the RED (Ages 3-14) will be a requirement of National Framework inspections from 2025.

The sixth-form consultation suggests that this part of the RED requires additional work. Therefore, this aspect of the RED will be put on hold. Instead, a 14-19 section of the RED will be developed. Brief, summative guidance for sixth form settings will be shared early in the autumn term, which will be in line with National Framework.

Welcome to Victoria Barnes

A warm welcome to Victoria Barnes, who has joined the Diocesan Education team as the permanent replacement for Sophie Russell. If you need to send forms for the appointment, reappointment or resignation of school governors or trustee directors please get in touch at governanceappointments@dioceseofbrentwood.org

Code of Conduct

All governors are expected to sign the Code of Conduct annually and uphold the [Seven Principles of Public Life](#) (the Nolan principles). The Code of Conduct sets out clear expectations of the role and behaviour required from all school governors and trustees in order for the governing board to properly carry out its work.

If you have not already done so, the Diocese recommends that you adopt/adapt the [Catholic Education Service Code of Conduct](#) (they have 3 versions for different types of school). **The Code of Conduct should be reviewed and agreed at the first full governing body meeting of the autumn term each year**, but please also remember that new governors should sign the Code of Conduct when they are appointed.

Headteacher Appraisal

Many of you will be setting objectives for your headteacher this term as well as assessing their performance and professional development needs. Effective oversight of the headteacher performance management process is one of the most important roles in the overall governance of the school and an essential part of driving school improvement.

The Diocese has written a practical online course for governors serving on the headteacher appraisal panel as part of the Gift-ED library. **Please ensure that governors appointed to undertake this crucial role complete this course so**

they can effectively play their part as a member of the headteacher appraisal panel. Governors who already have an access code for Faithful Governance will be able to view the course. Each school has been allocated up to 5 Gift-ED licences so if you would like to request access to the Gift ED library for further governors, please advise us [by using this link](#)

Jargon Buster

Are you confused by constantly changing education jargon? [You can access our updated jargon buster here.](#)

Academy News

Congratulations to the following school who became an academy in a Diocesan Catholic Multi Academy Trust on 1 September 2022:

The Good Shepherd Catholic Trust

St Vincent's Catholic Primary School, Dagenham

Academy Trust Handbook

The [new Academy Trust Handbook has been published and took effect from 1 September](#). It looks very similar to the last handbook with these changes:

Financial Reporting: Confirming withdrawal of the Budget Forecast Return Outturn paragraph [\[2.15\]](#).

Special Payments: Clarifying in paragraph [\[5.12\]](#) that **prior approval of staff severance payments** in accordance with HM Treasury's Guidance on Public Sector Exit Payments applies **only to 'special' (non-statutory/non-contractual) payments**.

Indemnities: Confirming that trusts will be able to enter into indemnities which are in the **normal course of business** without seeking approval paragraph [\[5.19\]](#).

Religious Character: Extending the scope of paragraph [\[5.57\]](#) from dioceses to all religious authorities, confirming when the 'at cost' requirement is met.

Education and Skills Funding Agency (ESFA) weekly updates

ESFA's [weekly updates](#) provide useful information for trusts.

Governor Development

Webinars

NEW: *Exclusion – the role of governors and trustees*

This webinar, led by Theresa Kerr at Winckworth Sherwood, takes place on **21 September 2022** (16:30-18:00) and will look at the revised statutory guidance relating to exclusions and explore the legal responsibilities of the head, governing body or trust board. In addition, this training will consider exclusions in relation to independent appeals.

This is a very important role and it is vital that all involved are clear about the procedures and protocols that must be followed. [Please book your place here.](#)

Safeguarding Children (webinar for school governors)

The next *Safeguarding Children* workshop will run as a webinar on **Monday 26 September 2022** (17:30-19:00) and cover all the essential information needed to understand your statutory responsibilities. It is so important that all governors are aware of their responsibilities for child protection and safeguarding - especially new governors as part of their induction and governors with a lead for monitoring safeguarding in your school. [You can book your place here.](#)

NEW: *SEND – Responsibilities and Accountability of Governors and Trustees*

All governing bodies [have important legal duties in relation to pupils with SEND](#) including monitoring to ensure the SENCO has sufficient time and resources to carry out their role effectively. This webinar on **Tuesday 4 October 2022** (18:00-19:30) will explore the responsibilities and accountabilities of all governors and trustees, as well as the role of the governor with a lead responsibility for SEND, sharing good practice around monitoring SEND provision. Led by [Professor Adam Boddison](#), you can [book your place here.](#)

[Save the Date!](#)

Mental Health and Wellbeing (SEND Focus) Conference – Chelmsford, 23 November 2022 (9:00-15:00)

For SENCOs, headteachers and governors with responsibility for SEND. Further details and booking available soon.

NEW: *Making Effective Governor Visits*

This face-to-face workshop in Brentwood on **23 November 2022** (16:00-17:30) will look at some of the practical applications of governor monitoring for school improvement, with a focus on governor visits. Governor visits are not the only way that monitoring by the governing body is undertaken, but it plays an important part. Meeting children, talking to staff and seeing policies in action will help governors monitor progress and make governing body decisions with greater clarity. Our expectation is that every governor should make at least one visit to the school a year to monitor an area of the school development plan and see the school in action.

Facilitators: Catherine Harwood, Primary School Link Adviser and Debbi Botham, Diocesan Governance. [You can book your place here.](#)

NEW: *Catholic School Inspection (CSI) for Governors - webinar*

How do you as governors promote, monitor and evaluate the provision for the Catholic life and mission of the school, RE and collective worship-prayer and liturgy? [This webinar](#) on **Monday 28 November 2022** (17:30-19:00) will outline the key information governors need in order to develop their understanding of the Catholic School Inspection (CSI) process so that they can effectively play their part in preparing for inspection and during inspection.

Facilitator: Maria Shepherd, Deputy Director of Education. [To book your place please complete this form.](#)

NEW DATES: *Induction- Being an Effective Governor in a Catholic School (Webinars)*

An important part of governor induction, this training will help governors gain confidence and knowledge of their role within a Catholic setting. Although the webinars are especially useful for new governors, they will also be of benefit to governors wishing to refresh their knowledge about the role.

Our Induction training now consists of 2 modules and **the expectation is that governors attend both to complete their induction training.**

Module 1: The Distinctive Nature of Catholic Schools – Wed 14 December 2022 (17:00-18:30)

This module explores the distinctive ethos of church schools and the role of governance within a Catholic setting. [To book your place](#)

Module 2: An Introduction to the Roles and Responsibilities of Governors – Mon 23 Jan 2023 (17:00-18:30)

This module will help governors gain confidence and knowledge of the 3 core functions of governance and share good practice [To book your place](#)

Facilitators: John Adams, Secondary RE Adviser and Debbi Botham, Diocesan Governance Development Officer

Liverpool Hope University - Church School Online Governance Training Programme
The [Hope Church School Governance Online Training Programme \(CSGTP\)](#) is aimed at experienced governors and trustees (Directors) in Catholic and Anglican schools.

Particularly suitable for chairs, the aim of this part-time course which takes place over a 6 month period (**starting in January 2023**), is to raise awareness of the changing expectations of governing boards and meeting today's challenges in the education sector, whilst holding on to the mission and vision of a church school. Key themes include the changing context, mission, vision and values, collaborative learning, decision-making and accountability.

During the course you would:

- engage professionally with others in a collaborative and interactive module
- study online in your own time, whilst benefitting from access to personal tutors and group reflections
- access support with using the online Virtual Learning Environment and Zoom, developing skills which extend to everyday life

The Diocese of Brentwood is interested in sponsoring a small cohort of chairs or vice chairs for this course.

If you are interested in taking part in this programme please contact debbibotham@dioceseofbrentwood.org

Online learning through Gift-ED

Each school has been allocated at least 5 Gift-ED licences so if you would like to request access to the Gift ED library of online courses for further governors, please advise us [by using this link](#)

These are the modules currently available:

- Faithful Governance (for new and re-appointed governors)
- Engaging with parents

- Preparing for Ofsted
- Curriculum for governors
- Appointing the Headteacher/Deputy Headteacher
- Appointing Heads of RE
- Headteacher Appraisal (for members of the headteacher appraisal panel)

Governor Recruitment

Foundation governor vacancies are advertised through the Diocesan website. We also work with local parishes, *Inspiring Governance* and *Governors for Schools* to look for suitable governors for our schools.

We have asked clerks to advise us of [foundation governor vacancies](#) but if your school is not shown and you need support in filling a foundation governor vacancy please [get in touch](#).

Schools looking to recruit Foundation Governors may also be interested in [our flyer](#) to distribute to parents and the local Catholic community. [Get in touch](#) if you would like a word version so you can adapt the flyer for your school.

Safeguarding Update

Keeping Children Safe in Education (KCSIE) for September 2022

The [new version of Keeping Children Safe in Education has been published](#) and came into effect on 1 September 2022.

This is a KCSIE with relatively small tweaks but a full list of the substantive changes is included at Annex F.

One significant change is the new training requirement for governing bodies making it explicit that all governors and trustees should receive safeguarding and child protection training (including online safety) at induction, and to require that the training should be regularly updated.

Another key change is for schools to consider online searches as part of their due diligence checks on shortlisted candidates. Online searches are a useful addition to the checks made during a safer recruitment process and there are a number of cases where information has become known about a candidate, which would not necessarily have been found by completing the usual checks.

Good Practice Checklist

- Include general guidance about online searches in the school's Safer Recruitment policy
- Include in the wording to candidates that online searches may be conducted
- Add a step in the recruitment process to prompt that online searches should be made for shortlisted candidates
- Add a tickbox in the front of the personnel file to show that the recommendation to carry out online searches has been complied with.

Online Safety Audit

KCSIE also states:

'Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing

bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system'

As part of this process, governing bodies and schools should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

The National Grid for Learning (LGfL) have created an audit for schools to use as part of the KCSIE requirement to review their online safety approach, available free to all schools from [onlinesafetyaudit.lgfl.net](https://www.lgfl.net/online-safety-audit) as an editable template.

HSE School Asbestos Inspections

The Health and Safety Executive (HSE) has announced that from September 2022 it will start to visit schools to check on their arrangements for managing asbestos. It is crucial that the school's asbestos management plan clearly identifies the duty holder (normally the headteacher) and sets out asbestos containing materials in the school are managed. The duty holder should attend at least an asbestos awareness course if not a duty holder course. Other staff (school business managers, site managers, etc.) and governors with responsibility for health and safety should also attend asbestos awareness courses.

[Airborne Environmental Consultants \(AEC\)](#) are based in Mountnessing, Essex and are a good provider of asbestos training. Their [asbestos awareness course](#) can be booked for £55 per person plus VAT and is run from their excellent training suite in Mountnessing in which they have an environmentally sealed demonstration area and several laboratories where trainees can learn hands on. The [duty holder course](#) is £480 plus VAT and is goes into greater depth training responsible persons and/or deputy responsible persons how to manage asbestos.

DfE has also published the [asbestos management in schools guidance](#) for schools to help them understand and meet their responsibilities in managing asbestos safely, including having an asbestos management plan and register.

Any questions, call David Gatheral on 07857 718351 or email davidgatheral@dioceseofbrentwood.org

Updates to inspection handbooks for September 2022

Ofsted has reviewed and updated its school inspection handbooks to take account of the pandemic and curriculum transition arrangements.

They have published a [blog by Chris Russell](#), National Director of Education, which explains the changes in detail and why they have been made together with [guidance on what schools should expect and what they need to do as part of an Ofsted inspection](#).

The updated [school inspection handbook](#) also sees Section 5 inspections now referred to as 'graded inspections' and Section 8 inspections of good and outstanding schools called 'ungraded inspections'. The purpose of each inspection type and how they are carried out remains unchanged. The change in name is simply aimed at promoting a better understanding of the types of inspection Ofsted conducts and why, especially among parents. [This summary may help you understand the different types of inspections](#).

DfE News

New Education Secretary

Following the appointment of Liz Truss as Prime Minister, you will no doubt have seen that [Kit Malthouse is the new Secretary of State for Education.](#)

Behaviour in schools (DfE)

New DfE behaviour in schools advice describes what effective behaviour management looks like and what must be included in a school behaviour policy.


This [document has been updated](#) to give guidance on some specific behaviour issues:

- Child-on-child sexual violence and sexual harassment
- Behaviour incidents online
- Suspected criminal behaviour

Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – New Guidance for maintained schools, academies, and pupil referral units in England

DfE has published updated [guidance](#) as a companion piece to the [Behaviour in Schools](#) guidance, which provides advice to headteachers, trust leaders and school staff on implementing a behaviour policy. Therefore, DfE believes that this guidance should only be necessary when strategies, practices and interventions set out within the Behaviour in Schools guidance have not been successful in improving a pupil's behaviour or the use of more significant interventions or sanctions are required.

The document provides a guide to the legislation that governs the suspension and permanent exclusion of pupils from all maintained schools, including special schools, and academies. Here are the key updates:

	<ul style="list-style-type: none">• Headteachers may cancel an exclusion that has not been reviewed by the governing board. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and Virtual School Head (VSH)• When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable• When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension• Guidance on the role of a social worker and VSH, during governing board meetings and IRP meetings• Guidance on managed moves, what they are and how they should be used• Clarified guidance on the use of off-site direction5 as a short-term measure that can be used as part of a school's behaviour management strategy• Further guidance on the practice of involving pupils so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or permanent exclusion process, considering their age and ability to understand• Guidance for governing boards to ensure that they review data to consider the level of pupil moves and the characteristics of pupils who
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	have been permanently excluded to ensure the sanction is only used when necessary as a last resort.
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A reminder that the Diocese of Brentwood has arranged a webinar *Exclusion – the role of governors and trustees* on **21 September 2022** (16:30-18:00) led by Theresa Kerr at Winckworth Sherwood. [Please book your place here.](#)

Working together to improve school attendance

The [Working together to improve school attendance guidance](#) is now in force, making it clear that all schools should have an attendance policy.

Section 3 details the expectations of academy trust boards and governing bodies of maintained schools, including monitoring attendance patterns across their schools to identify common issues and patterns and evaluating the impact of attendance efforts.

Pupil Premium: new reporting requirements

DfE has updated the statement template and provided completed examples for primary, secondary and special schools.

Use of the pupil premium must align with the DfE ‘menu of approaches’ from September 2022 and schools must publish, or update, a strategy statement by 31 December annually using the statutory DfE template.

The menu of approaches is based on guidance from the Education Endowment Foundation (EEF) following research into successful strategies and features three areas:

High-quality teaching

- Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
- Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
- Mentoring and coaching
- Recruitment and retention of teaching staff
- Technology and other resources focussed on supporting high quality teaching and learning

Targeted academic support


- Interventions to support language development, literacy, and numeracy
- Activity and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching assistant deployment and interventions
- One to one and small group tuition peer tutoring.

Wider Strategies

- Supporting pupils’ social, emotional and behavioural needs
- Supporting attendance
- Extracurricular activities, including sports, outdoor activities, arts, culture and trips
- Extended school time, including summer schools
- Breakfast clubs and meal provision

- Communicating with and supporting parents.

[EEF's guide to using pupil premium effectively](#) recommends that you 'focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation'.

	<ul style="list-style-type: none">• Can governors articulate how the Pupil Premium funding is used to support disadvantaged pupils?• Where has the funding had the biggest impact? How do you know?• How will governors ensure that your school publishes or updates their pupil premium strategy statement? (by 31 December using the statutory DfE template)
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National Plan for Music Education

DfE have published their refreshed plan [The power of music to change lives](#) which sets out their vision for music education to 2030, and how this can be achieved through partnerships with schools, music hubs, the music and creative sector, and others. There is a renewed emphasis on opportunities for all, from early years through to further and higher education and careers, with clear progression paths.

The Coasting Schools Regulations 2022

[The Coasting Schools Regulations 2022](#) ("the Regulations") came into force on 1 September 2022, providing a new definition of the circumstances in which a school is deemed to be coasting as follows:

- the school has had two or more section 5 inspections
- at its most recent section 5 inspection it was awarded a grade of "requires improvement" for the quality of education provided at the school
- in the section 5 inspection that took place before the inspection referred to in (b) above it was awarded a grade of "requires improvement", "satisfactory" or "inadequate for the quality of education provided at the school."

[The Schools Causing Concern Guidance](#) has been updated and came into force on 1 September 2022.

Good Estate Management of Schools (GEMS)

Those of you who attended David Gatheral's webinar in June 2022 will have heard him speak highly of the DfE's manual [Good Estate Management for Schools](#) for headteachers, school business managers, responsible bodies and governors about managing their school buildings and land.

Recommended for governors serving on Premises or Health and Safety committees, it contains 8 main sections:

Tools & Checklists

Strategic Management

Projects

Plan & Organise

Understand Estate

Maintenance

H&S

Performance & Sustainability

Latest Research

Pressures on Middle Leaders in Schools

A [report](#) from Education Support sets out the growing challenges affecting the role of middle leaders. Although testimonials expressed overall satisfaction despite the obstacles faced, an overwhelming proportion of teachers spoke of recurring themes including time pressures, bureaucracy, and a lack of autonomy or reward despite the additional responsibility. The consequences of these challenges were reported to be physical and mental fatigue and increasing levels of anxiety, with the lasting effects of COVID-19 exacerbating issues further.

The report sets out clear recommendations for school leaders to improve working conditions for middle leaders. For many, the extra time to fulfil management duties without a personal compromise was a tangible agent of change.

As the middle leadership tier is growing, schools should develop a culture of support that is sensitive to unique stresses and strains. BDES has published a range of mental health and wellbeing resources to support you:

[Model Policy on Staff Wellbeing](#) (BDES 2019)

[Staff Wellbeing Resource Flyer \(BDES and BCCS\)](#)

[Staff Wellbeing Resource Presentation](#) (BCCS)

[Wellbeing of headteachers – questions for governors](#) (BDES)

Thank you for all that you do for your school.

With best wishes and prayers

Debbi Botham
Diocesan Governance Development Officer

Diocesan communications are issued solely to support you to carry out your education functions as a Catholic school leader on behalf of your diocesan bishop. They may contain sensitive information and must be respected as private communications and not be shared with any third parties external to the diocese without written BDES consent.