

Bishop Hogarth Catholic Education Trust

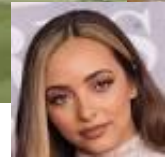
The Trust Dividend



Clare

Rachel

Alison



A photograph of a sunset over a beach. The sun is low on the horizon, casting a golden glow across the sky and reflecting on the wet sand. The ocean waves are visible on the right side. In the background, a city skyline is silhouetted against the sunset, with a prominent church spire on the right. A person is walking on the beach in the distance.

Home

- Head Teacher of four thriving primary schools
- Executive Head Teacher
- Executive Head Teacher
- Senior School Improvement Lead – leading the School improvement service (primary and secondary)
- Deputy CEO
- Voluntary Aided and then academy
- Outstanding school and leading a school in Special Measures to Good
- Within a Sponsored academy – sponsor has local high performing secondary school
- Diocese MAT (25 schools/ 5 secondary/ 20 primary)
- Diocese MAT (35 schools/ 5 secondary/ 30 primary)

Diocese of Hexham and Newcastle:

- December 2019 - Bishop/Diocesan Directors agreed strategic plan for Catholic education in the Diocese. The Policy of December 2019 outlines the plan for **all schools to convert to academy status**.
- Underpinning this Policy, is the desire and need to ensure the **promotion, preservation, protection and future development of Catholic education** within the Diocese so that it is **fit for the mission of the Church**.
- In establishing the trust structures and having a **single system** in our Diocese, the aim is to ensure that the children and young people receive the very best educational opportunities and life fulfilling experiences, within communities which have the teachings of Christ and his Church at the very centre.

The aim was that all 156 schools will be within one of four Catholic Education Trusts by July 2022. The four Trusts are all named after founding bishops of the Diocese and each covers a regional area:

- **Bishop Bewick Catholic Education Trust** (39 schools in Newcastle, Northumberland, and North Tyneside)
- **Bishop Chadwick Catholic Education Trust** (34 schools in City of Sunderland, East Durham and South Tyneside)
- **Bishop Hogarth Catholic Education Trust** (35 schools in Darlington, Hartlepool, South Durham and Stockton)
- **Bishop Wilkinson Catholic Education Trust** (48 schools in North and Central Durham, Gateshead, Prudhoe and Hexham).

Prior to the Diocese 2019 Policy there were many single or empty MATs across the diocese (mostly secondary). Carmel Education Trust the exception.



Carmel
Education Trust

Scaling the Organisation

Vision and Ambition

- Diocesan Geographical Model
- Current Position

The aim was to provide an infrastructure that is efficient, effective and flexible that would serve an expanding Trust. To create an effective Catholic trust that remains true to its Christian values and can perform at the highest level and provide the highest quality education to the children it serves.

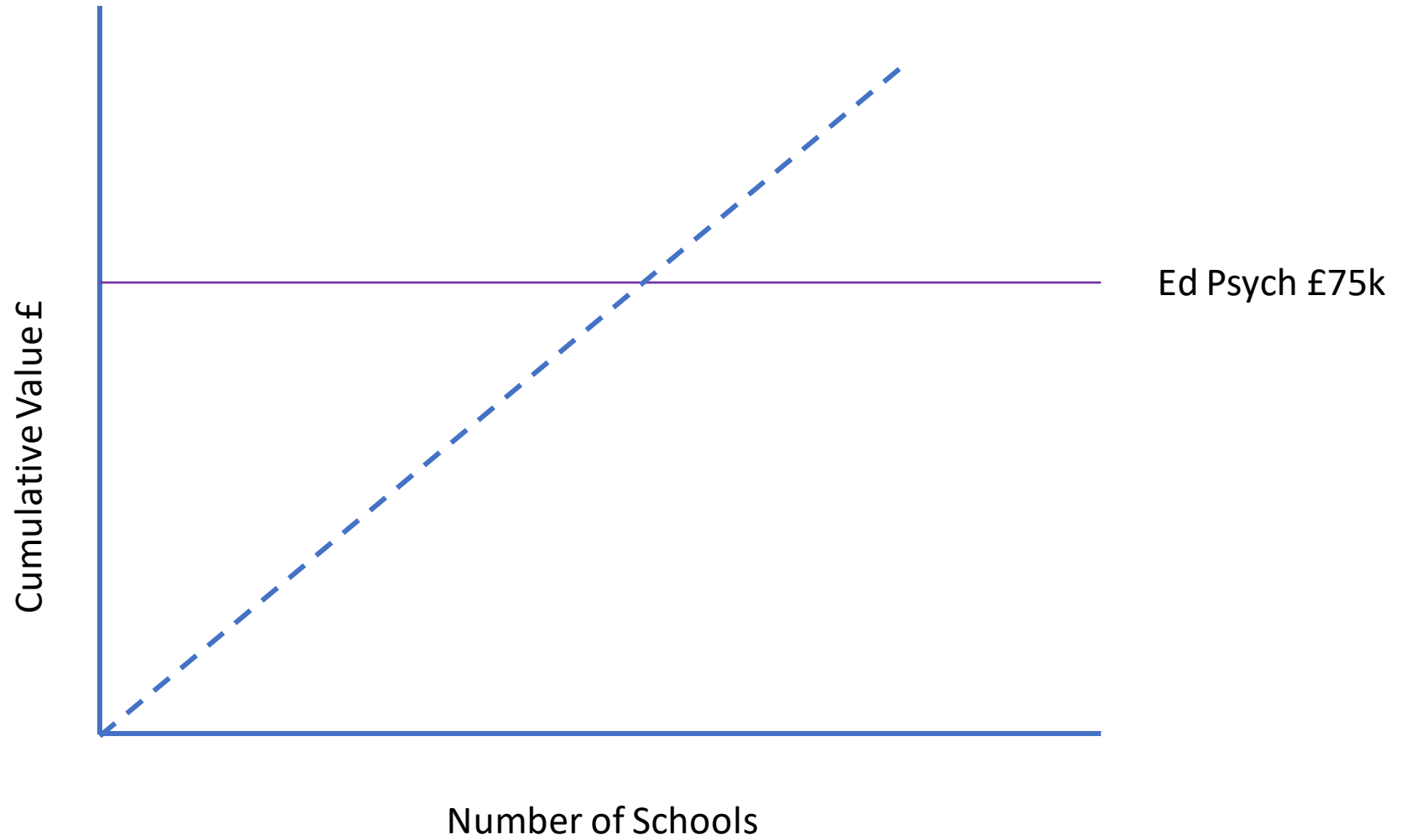


Financial Considerations

- Economies of Scale for sourcing resources
- Economies of Scale for high quality specialist provision [Ed Psych]
- Investment tipping point for capacity
- Reduced budgets/ rising costs nationally
- Business model must support the organisation model at each stage of growth



Central Services Growth



Educational Considerations

- Risks to standards
 - Spread, limited capacity for the school improvement team
 - Focus, taking on a high needs school
 - Fidelity, potential risk to faithfully adhering to Trust vision
- Potential Benefits
 - Wider, richer pool of potential school leaders
 - Full set, family of schools leads to curriculum continuity
 - Attractive career development for recruitment and retention
 - Broader base to source Trust wide specialists [SEN]



From



Carmel
Education Trust

To

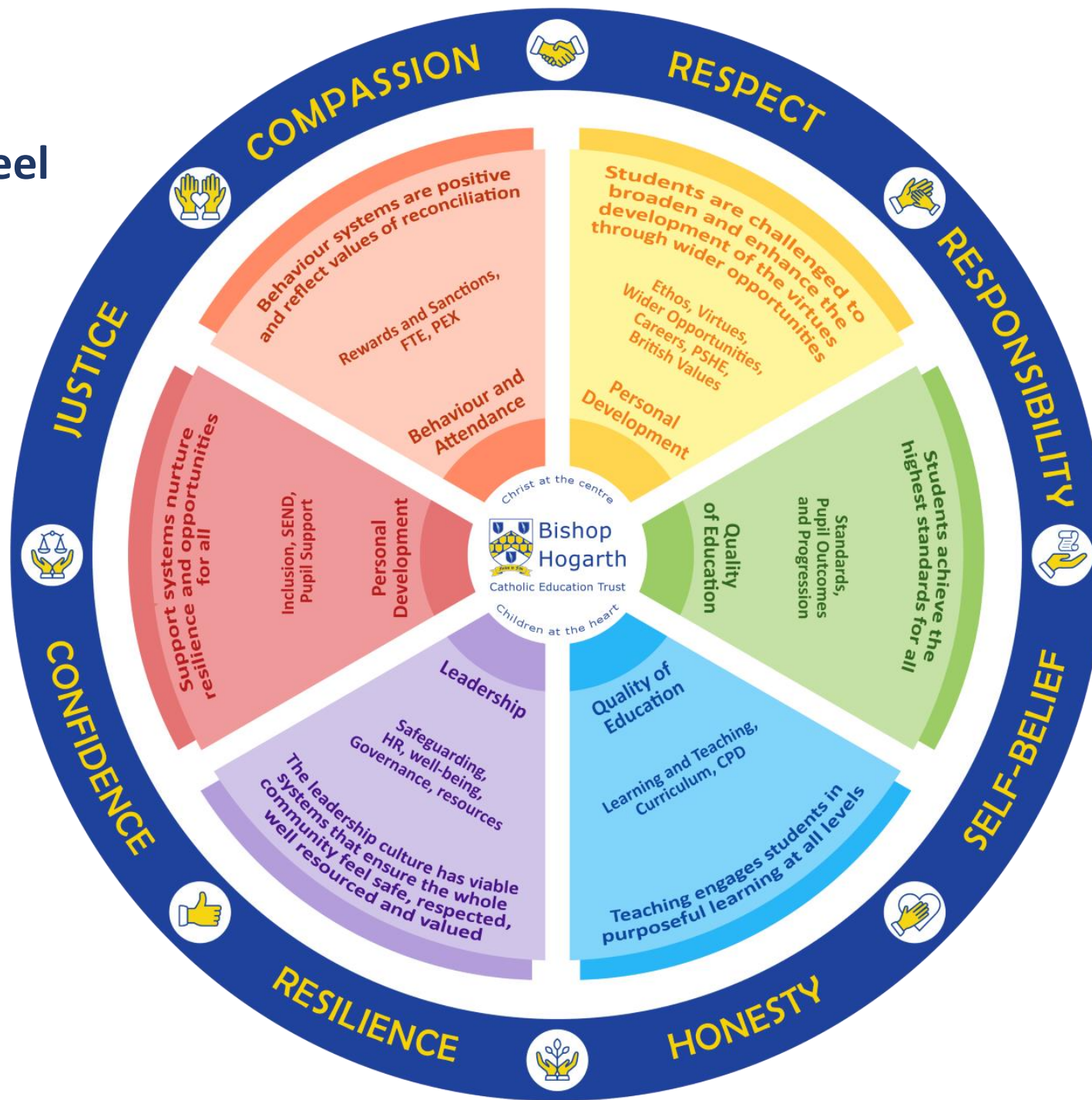


**Bishop
Hogarth**

Catholic Education Trust



Trust Virtues Wheel



What the Heads say!

As a new head, I find being part of a trust incredibly supportive. I enjoy being part of the trust community and appreciate the wealth of knowledge that is readily available to me

are a great support so you don't feel quite so 'alone'

I'd say being part of a supportive team, being involved and included in decision making and sharing a common purpose

Benefits are teamwork, sharing good practise, strength in numbers, being part of something bigger

the biggest benefit is being able to pick up the phone or email and talk to experts about queries - Geoff being a case in point

I became a head to improve the life chances of the children. My area of expertise is teaching and learning. I am able to get on with that job and have a really strong back room staff to support me.

Benefits are teamwork, sharing good practise, strength in numbers, being part of something bigger

enjoy the challenge and accountability of an invested SIP because it makes me reflect on my school

working within BHCET, with the support, challenge, further development and the knowledge that you are never alone without losing the autonomy of a Headteacher

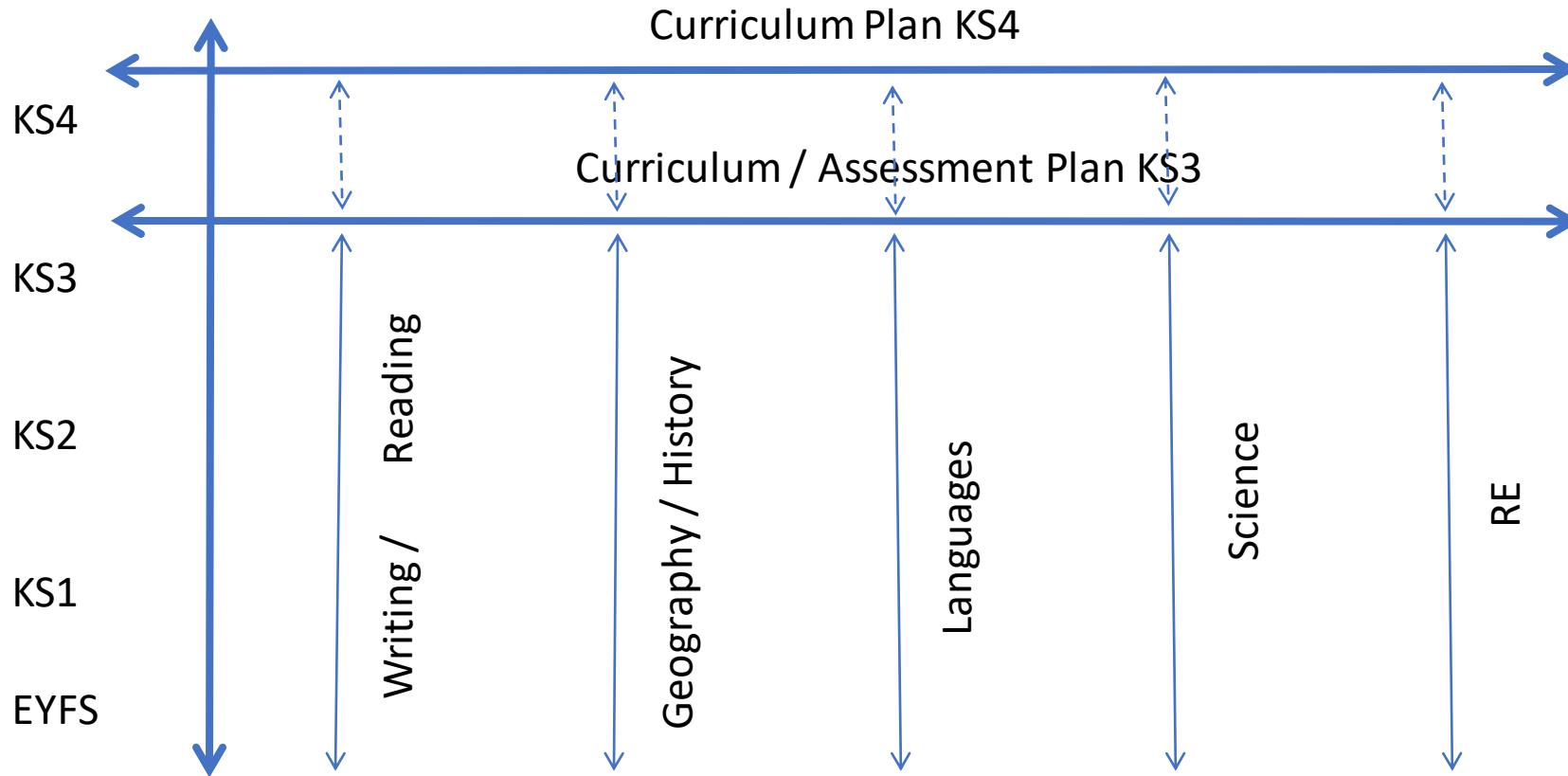


And what do the children get?



- A well planned and resourced Curriculum [greater consistency with high expectations]
- A well planned and resourced Catholic Life programme [Director of Catholic Life]
 - A coordinated residential retreat programme
- All schools 'poverty proofed' + and engaged with Just Change
- A broad set of wider opportunities [Director of Opportunities]
 - Challenge: Debating, Sport, (incl E-sports)
 - Culture: Art exhibition, Photography events, Music performance
 - Leadership: Trust Council, Eco Forum,

Curriculum Development



Curriculum Continuity - improving outcomes through collaboration

The problem we aimed to address

- Lack of curriculum continuity from KS2 to KS3 resulting in **repeated content** and **lower than expected outcomes**.
- Few opportunities for primary and secondary colleagues to **collaborate** on curriculum and moderation.
- Clarifying excellence, identifying **minimum knowledge and skills to ensure** expectations for KS2 are built upon in KS3.
- Develop shared sector principles to **assessment**.
- Embedding a **minimum standard of writing** in secondary schools, building on KS2 standards and practice.

Defining the problem:

- The North East is the highest performing region outside of London for the children reaching age expected at KS2
- The results are not translating often enough into sufficiently strong secondary and post-16 outcomes
- The most able disadvantaged at KS2 are typically overtaken by the end of KS4
- Currently, there is limited evidence that anything so far has made any difference to change this

Source: DfE (2019)

What did we do?

- Primary and secondary colleagues now spend significant time together designing and quality assuring curriculum
- Cohesive curriculum rationale EYFS – KS5
- Defined endpoints
- Comprehensive resources
- Misconceptions tackled
- Removing the disconnect
- Clear understanding of assessment

Communicating history



I think that that the Anglo Saxon army was the most effective because they had excellent ~~tactic~~ tactics. They used strongholds (burhs) which they built to protect themselves. The Saxons were more protected ~~aswell~~ because they wore chainmail ~~armor~~ armour whilst the Vikings only used animal hide. There also might have been more of the Saxons rather than Vikings as they were paid but the Vikings weren't. The Saxons may also have been more ready to fight as some ventured to fight but the Vikings ~~were~~ were called upon. Another reason why the Anglo Saxons were more protected was because they all wore helmets whereas only Viking leaders wore helmets in the Vikings. The Saxons could be more protected with a long shield and not just a circular one that the Vikings had. A bad tactic the Saxons had was that they paid a ~~special~~ special type of money (Danegeld) for them to not attack. The Saxons were also not as strict as they weren't all expected to have weapons as some used farming tools (eg. syles).

I believe that the Anglo-Saxons were the more talented warriors, for many (because) reasons. First Anglo-Saxons had many talented soldiers, and were trained, but the Viking army didn't have any personal soldiers, and the Viking king could just call upon people to fight in war, such as farmers. I also think the Anglo-Saxon army were more talented / better fighters because when they were going to be in a war, they always prepared their soldiers with strong (for the time) chainmail armour. The Vikings, meanwhile, never wore armour. The Vikings only wore dead reindeer hide for ~~ward~~ protection. They did this, because they believed they would get super-human powers from their god, Odin. Another reason why I believe the Anglo-Saxons were better warriors is because the Anglo-Saxons had long shields, which protected their entire body, but the Vikings had small shields. Finally, the Anglo-Saxons had a good tactic (which was to build strongholds which were called burhs,) and they could hide from the Vikings and attack much easier. But, the Vikings charged into combat without thinking about it, and they don't think about any defensive tactics.

"I think that the Anglo Saxon army was the most effective because they had excellent tactics. They used strongholds (burhs) to protect themselves."

"I also think the Anglo Saxon army were better fighters because they always prepared their soldiers with strong chainmail armour. The Vikings meanwhile, never wore armour."

Who were the better warriors?

TASK 3: Who were the better warriors?

Write an answer to this question using the evidence you have studied and the knowledge you have gained in today's lesson.

You must include the following:

- A judgement about who were the better warriors with reasons why.
- An example of weapons, tactics or soldiers to support your opinion
- A reference to a historical source which backs up your argument.

Don't forget to write like a historian by including key historical terms in your writing



Example sentence starters:

The Anglo Saxons/Vikings were better warriors because of their superior weapons/ tactics/ soldiers...

An example of why they were such successful warriors is...

This made them better warriors because...


According to the historical source...

Examples of work

Animals,
humans and
plants


The life process of sexual reproduction

4. Seed dispersal



As the seed fertilisation in the ovule is done the ovule will become a seed. To ignore fighting over nutrients (including light water and soil) with the parent plant the seed will disperse. Seeds can disperse alot of different ways. One way is when the parent plant explodes and throws out their seeds. Another way for plant dispersal can be also by the wind. The last way is by animals some seeds can catch fruit or can attach to fur and skin.

BOLT What are the three different types of seed dispersal? (1) Air (2) Water (3) Animal




3. After Germination and Pollination the pollen lands on the stigma a pollen tube grows inside the style. Next, as the tube reaches the ovule fertilisation begins and another seed forms. Finally, after all the seeds have developed properly the seeds die.

Germination and plant growth

Seed Page. you were able to describe the different stages well.

1. Germination is the start stage of growth for a glower but in order for the glower it needs the right temperature and texture (warm and moist) if it has these conditions, it will be able to germinate properly. firstly, the first root shoots out from the seed. After that, using the energy that it has and the seed produces a shoot. Next, the seed leaves appear so that means the plant is allowed to start photosynthesis. Finally the seed stem grows up to find light so then the leaves unfold and the glower buds open.

Pollination



2. The pollination process is very complicated but it all starts when an insect (mostly bees and wasps) comes for some nectar and without knowing they rub themselves on the anther (which has all the pollen on) after the insect is done it moves back and gets hungry and goes to the next glower and does the same thing all over again.

Year 5 pupils were able to describe each stage of the life process of reproduction in plants.



Physical features & processes

To understand what flora lives in the tropical rainforest

Support the tree
(hence the name.)

Low density soil
so the roots stay
above the soil

Wide spreading to
gather nutrients

Very robust
to strengthen
and support
the tree



Figure 1: Buttress root

They sit on top
of the soil

Found in
Tropical rainforests

Curved edges
to hold
water inside.



Figure 2: Drip tip leaf

Pointy shape
tip to help the
water drip off.

Waxy covering
which makes it
easier for the
water to run off.

Wide surface
area to catch
rainfall

It is found
in the Emergent
layer.

My rainforest animal Habitat and Diet



The camouflaged beast will prefer meat but it is so feared it lives on leaves and vines. It kills its rare prey by sneaking up and jabbing with venomous claws. Its bulky skin enables it to endure poison, paralysis or bites. It lives in the understory.

Key Adaptations

The camouflaged beast
Appearance
Green leaf and brown legs helps this animal to stay hidden in the tropical environment. Overgrown leaves are full of toxin help cover deadly stingers hunt for prey. Leaves over can withstand any attack. Ripe bananas grow of its chin to lure unsuspecting prey. Sturdy appendages help to rocket into the sky.

The most notable feature is the camouflaged colours and leaves which help it stay under cover. Muscular wings (disguised as leaves) helps the camouflaged beast explore the emergent layer. Lethal stingers help to black out harsh sun. Three extra leg bones help the camouflaged beast launch in the air. An excellent animal design with lots of super features. Well done, Finn!

How have these 2 types of flora adapted to life in the rainforest?

The climate of the tropical rainforest is hot, often humid, and can be very wet. It is important then that plants and trees be able to handle these challenges without getting sick, rotting and dying.

The process in which flora and fauna change in order to better survive in their environment is called adaptation. This ability to change is very important in understanding how the rainforest eco-system has survived for so many years.

Buttress

Buttress roots have adapted to living in the rainforest biome by spreading their roots wide over the surface of the soil. They don't go very deep under the soil because the soil is low density. They could spread upto 30m to gather nutrients and can grow up to 30ft. They are very robust to strengthen and support the tree.

Drip tip leaves thrive in the rainforest biome because they have made adaptations such as having curved edges to hold the water inside. They also have a wide surface area to catch the rainfall. The pointy funnel shaped tip helps the water drip off. It has a waxy covering which helps makes it easier for the water to run off.

© Excellent listening today, Jack. You understand how different plants have adapted to live in the tropical rainforest.

School Improvement

- Co Design vs Collaboration vs Standardisation
- Three layers of School Improvement
 - School in-year improvements
 - Whole Trust shared issues
 - Trust strategy to progress the Vision
- Clarity of Vision (fidelity)
 - Vision to practice [EEF Implementation Planning]
 - Efficient use of resources
 - To be cost effective and within the financial limits
 - Shared expertise / specialist resources





Autonomy.

Budget
Staffing
School Name
Uniform
School Badge
Behaviour Policy

Alignment.

Whole school policies
Teaching and Learning
Shared CPD
ECT
Aspiring Leaders
Trust Curriculum
Catholic Life (CSI)

Standardisation.

Central Services
Data Analysis
Headteacher Reports
School Improvement
Governance
Finance
HR
IT Communications
Catering

Acknowledging local context, harnessing cultural capital whilst
aligning policy and standardising school improvement

Education

- **School Leadership Support**
 - Ofsted inspectors on hand
 - CSI support and training
 - Continuous professional pathways
 - Shared leadership [Secondments]
- **Curriculum**
 - Cross phase design and resourcing
 - T+L Signature Pedagogy
 - Moderation
 - Assessment
- **Standards**
 - Shared accountability
 - Data Analysis
 - Safeguarding

- **Professional Development**
 - Professional networks
 - Curriculum Subjects
 - Pastoral
 - SEND
- **Behaviour and Attendance**
 - Attendance leads Networks
 - Engagement Leads
- **Wider Trust Opportunities**
 - Catholic Life Retreats
 - Character Education through Trust Virtues
 - Careers cross phase
 - Civic Responsibility
 - Industry links / partnerships
 - Extra Curr. Events Music, PE, Debating, Art, Photography, Student leadership



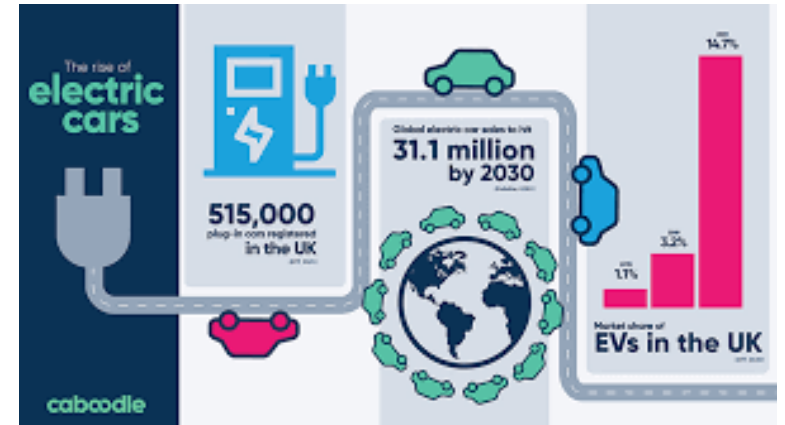
Back Office

- Procurement
 - Economies of scale: reducing costs by buying in bulk [paper]
 - Efficiency savings: reducing expenditure when shared collectively [staffing]
 - Enhanced contract management
 - In-house v outsource [often cheaper and better quality]
- Finance
 - Benchmarking and budget setting
 - Treasury Management
- Estates
 - Capital Building projects
 - SCA sharing the collective SCA for major works and emergencies
 - DFC [IT replacement strategy]
 - Collective use of reserves to bring forward projects [internal loans]
- Governance
 - Recruitment
 - Training
 - Pooled Governors
 - Complaints Management
- IT infrastructure
 - Procurement
 - Maintenance and help desk
 - Connectivity
 - Comms, Media and Marketing
 - Admissions [R, Y7 or Y12]
 - Intrusive media
 - Social media handling
- Health and Safety
 - Safeguarding
 - RPA
- HR
 - Recruitment
 - Performance Management
- Catering and Facilities
 - In-house catering service
 - In-house maintenance team
 - Trust Minibuses

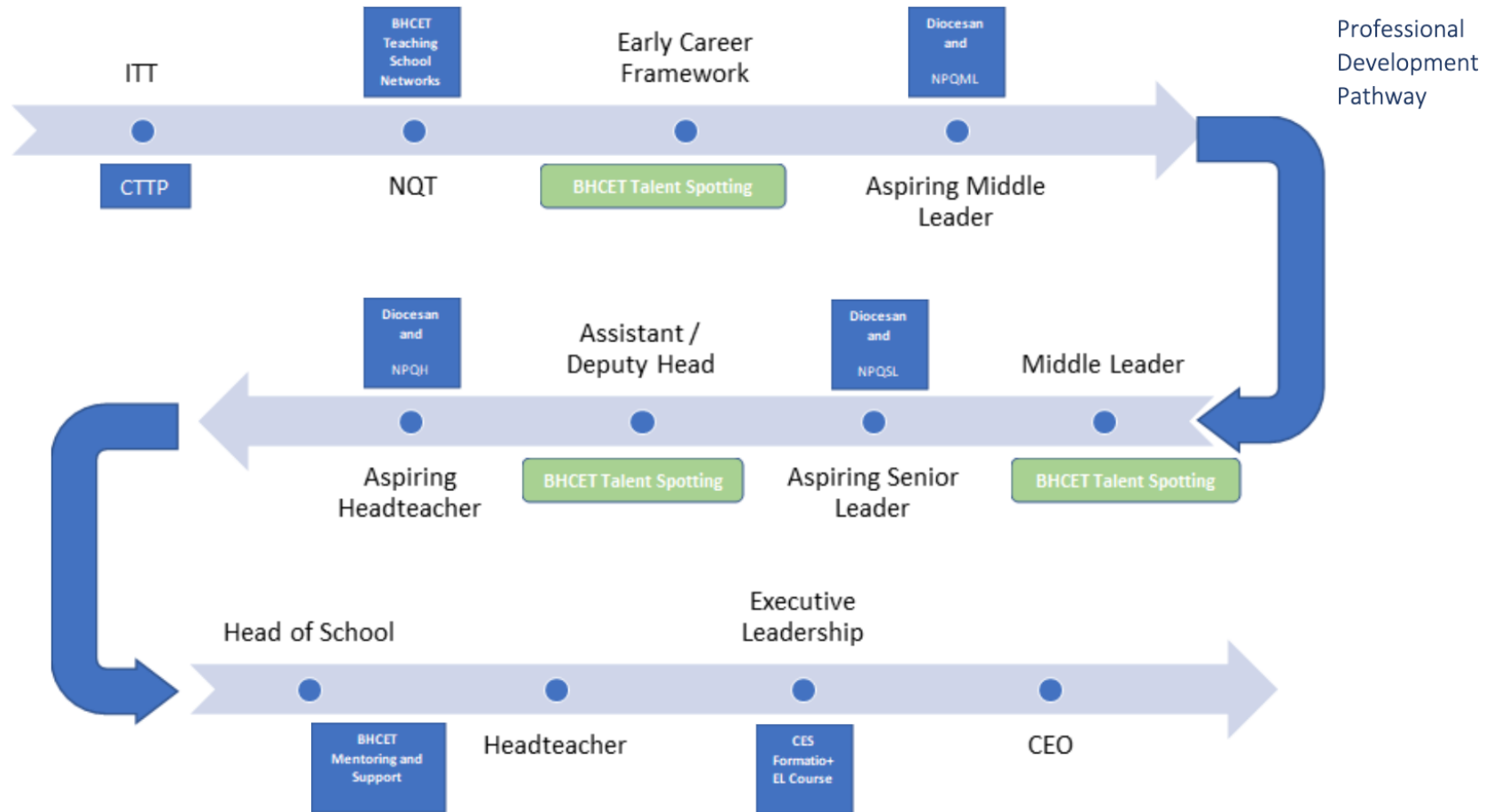


How do the Staff benefit?

- Coordinated CPD and secondment opportunities
- Professional Networks
 - Behaviour
 - SEND
 - Subject Knowledge
- [Real] Living wage.
- ‘Bike to Work’ and ‘Electric Car’ salary sacrifice scheme



Career Pathway: recruitment and retention



Admin

Finance

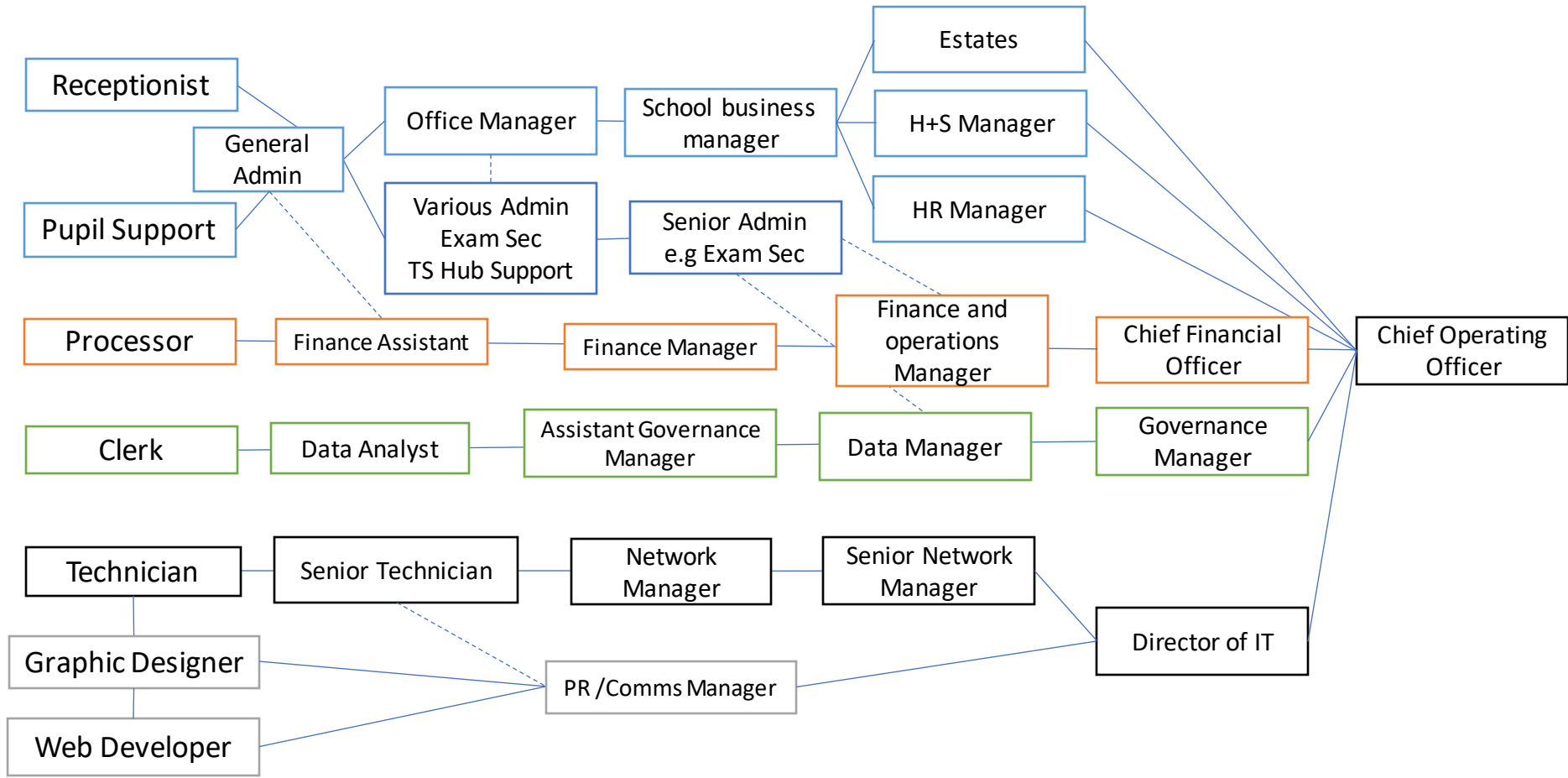
Governance

IT

Comms / Media

Apprentice

Dedicated apprentice / General Admin Apprentice route



Career Pathways: Support Services

Inspection Outcomes

- Catholic School Inspection [CSI] 3 Outstanding and 1 Good
- 5 Secondary: 2 Outstanding, 2 Good and 1 Requires Improvement
 - RI to Outstanding
 - RI to Good to Good
- 30 Primary: 4 RI, 21 Good, 5 Outstanding
 - 2 RI to Good
 - 5 schools Good to Good

In Summary

Catholic Social Teaching: Common Good, Subsidiarity, Solidarity

- Headteachers and Senior Leadership can concentrate on the Quality of Education, behaviour and attendance
- Schools can be more focused on their parish and local community
- We collectively provide solutions to temporary leadership gaps
- Headteachers report they are less stressed and welcome the Trust support during inspections
- Teachers and Subject leaders welcome and appreciate the support and CPD, around Curriculum, behaviour, T+L, and Assessment

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