



The news and information bulletin from the A & B Diocesan Education Service



May 2018



Director's Letter

Dear Colleagues,

I hope everyone has had an enjoyable and sunny break over half-term! It is important (although not easy) to achieve a healthy work-life balance, so I hope you all really were able to switch off and recharge the batteries for at least, if not all, of last week.

As Year 6 pupils anxiously await the outcomes of their SATs tests, may I congratulate the children on their excellent behaviour and positive attitude throughout SATs week. On behalf of all at the Education Service, may I wish the best of luck to all students sitting public examinations, and may I also extend our thanks to all staff who have prepared them for this moment.

Here at the Education Service we are delighted to welcome Simon Parr back after an extended absence. Thank you to all those who sent messages of support for Simon and his family. They were all very much appreciated. We have all missed Simon greatly and it is wonderful to have him back! At the same time, we owe an enormous debt of gratitude to Geoff Taylor who very generously stepped in and covered Simon's work over the past three months. He has been a great support to the Education Service and to schools alike and we are very sorry to see Geoff go!

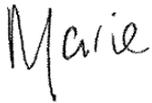
We are looking forward to seeing as many of you as possible at our forthcoming Conference 'Celebrating Catholic Leadership' at Denbies Vineyard on Wednesday 27th June 2018. Our theme for the day is 'I am the true Vine' and the vineyard setting seems especially fitting therefore. The event is filling up quickly so if you have not yet secured your place, please do so by contacting our CPD Co-ordinator, Claire Martin, on Claire.martin@dabnet.org as soon as possible.

As you are aware, our Secondary RE Adviser Peter Ward is retiring at the end of this academic year. He has been a great advocate of Catholic education both at diocesan and

national level and we have benefited greatly from his wealth of knowledge. Peter is intending to visit each secondary school between now and the end of the school year to make his goodbyes personally. We will shortly be re-advertising for Peter's replacement as we enter into a new phase.

Lastly, I hope you all have a happy and fulfilling few weeks in school as we head towards the long-awaited Summer holidays. There is much to be done between now and then and we all know how quickly time flies by! Thank you for everything you do to support, protect and enhance Catholic education across our Diocese.

Best wishes,



Marie Ryan

New criteria under Universal Credit for the entitlements to free school meals and the early years pupil premium

Following consideration of consultation responses, the Government published its response in February in relation to introducing new criteria under Universal Credit for the entitlements to free school meals and the early years pupil premium. These changes were introduced on 1 April and include:

- introducing a net earnings threshold of £7,400 per annum for free school meals eligibility under Universal Credit, to take effect from 1 April 2018. A typical family earning around £7,400 per annum would, depending on their exact circumstances, have a total household income of between £18,000 and £24,000 once benefits are taken into account;
- mirroring this eligibility criteria for the early years pupil premium, which gives additional funding to early years settings to boost the attainment of pupils from low income families; and
- introducing a net earnings threshold of £15,400 per annum under Universal Credit for eligibility for the 15-hour free early education entitlement for disadvantaged two-year-olds, to take effect from 1 April 2018.

The government estimates that by 2022 around 50,000 more children will benefit from a free school meal compared to the previous benefits system and that no child will experience the loss of a meal because of these changes.

More detail can be found via the links to below:

GOV.UK Page: <https://www.gov.uk/government/news/government-responds-to-consultation-on-disadvantage-support>

Government response to the consultation:
<https://www.gov.uk/government/consultations/eligibility-for-free-school-meals-and-the-early-years-pupil-premium-under-universal-credit>

Crisis Fund

We referred in the November and March editions of *AlphaBeta* to the establishment of a 'Crisis Fund', administered through the Catholic Children's Society (CCS). Now the initiative is properly underway we invite schools to support the Crisis Fund through helping to raise money for the Fund. **Please don't send contributions to the Diocesan Education Service.** Cheques made payable to Catholic Children's Society with A+B Crisis Fund written on the reverse should be sent to the **Catholic Children's Society (Westminster), 73 St Charles Square, London W10 6EJ,**

Parish priests and Headteachers can apply for a one-off payment for individuals in extreme hardship where no other avenues of funding are available. Applications for funding must be signed by the Head Teacher and will be assessed on a case by case basis by members of CCS's management team. This often involves phoning the Headteacher/Parish Priest just to get additional information to ensure they have a good understanding of the family's circumstances. At this point CCS staff may advise schools to signpost families to other support services that may be appropriate, to ensure there is no duplication and that the Crisis Fund is only used when no other help is available. Payment is made through the Head Teacher or Parish Priest and a decision is usually given the same day as the request.

Buildings & Finance Matters

[LCVAP 17-18](#)

Many thanks to those schools which claimed the monies allocated by the deadline in March; the funding is lost if not claimed, so it was pleasing to see that less than £12,000 of the available £6.5m funding was not used.

[LCVAP 18-19](#)

Schools were notified in March of the allocations for the year – and of which project proposals were unsuccessful. Please do keep us informed of any significant progress or changes in projects as they develop – we know that many are now well underway!

[Healthy pupils capital funding \(HPCF\)](#)

The ESFA finally published criteria and funding details for HPCF at the end of March. Many thanks for those schools which bid for projects – a very wide variety of imaginative ideas were prioritised and, as this is prepared, negotiations with the Local Authorities and the Diocese of Chichester are ongoing. We will let school know the outcomes as soon as we are able to.

[Condition Data Collection](#)

Many thanks to those who have spent time with the surveyors from the various companies collecting data about all our schools – nearly half way through now.

Schools should note that as well as looking at the condition of the fabric, they are collecting data on the statutory checks for gas and electrical safety, and other regular inspections – in

particular, one area which schools should ensure is covered is that they have an Asbestos Management Plan

[GDPR](#)

Schools should, by now have undertaken a data audit and have an action plan of items to address to be compliant.

A sample audit, courtesy of Winkworth Sherwood who have given us permission to share this) and other resources are available at the Education Service website – search for “GDPR” under resources.

[Asbestos](#)

On the subject of asbestos – the Asbestos Management survey being carried out separately by the ESFA has not gone as smoothly as might have been hoped; VA schools were only mailed their login details on 18 May. As a result, the deadline for completion of the survey is now June 24th; if any school hasn't found the relevant e-mail, please contact Mark Brunet at the Education Service and we will see what we can do to help.

[Gift Aid](#)

HMRC have made it clear to the Diocese that schools should not be reclaiming Gift Aid via the Diocese, as this is seen as a separate charity from the schools.

Schools are charities in their own right, but “exempt” charities – they do not need to register with the Charities Commission.

Unfortunately, for HMRC to process claims for tax refunds under Gift Aid, they need an HMRC reference number – with thanks to the School Business Manager at St Andrew's in Leatherhead, we have posted instructions on how to obtain this on the website – and SBM's have also been briefed on this.

Schools can either reclaim Gift Aid through submitting a spreadsheet to HMRC (see www.gov.uk/claim-gift-aid-online) or by using a third party processor – BT MyDonate will do all the processing for free apart from credit and debit card processing fees. <https://www.btplc.com/mydonate/> for more details (but get your HMRC reference number first!)

[Governor Cheques](#)

Any cheque over £7,500 written on the Governors' Account now needs to be signed at Bishop's House.

Cheques should be sent to Maggie Wares at Bishop's House with an SAE for the final recipient - she will get a second signature and forward on behalf of the sender.

*Maggie Wares, PA Finance Secretary, Finance Office, Diocese of Arundel & Brighton
Bishops House, The Upper Drive, Hove, East Sussex BN3 6NB
Tel: 01273 859705; Email: maggie.wares@bishops-house.co.uk
Maggie's working days are Monday to Thursday*

Delays to compulsory Relationships and Sex Education are looking likely

Due to the government failing to meet a key milestone, it is almost certain that the implementation of compulsory relationships and sex education will be delayed.

Schools were due to begin teaching to a new RSE curriculum from September 2019, for which the government will be required to publish guidance. This was promised for early 2018 to ensure schools were prepared for the new curriculum content.

The response to a call for evidence on the guidance, which closed in February 2018 is not yet ready to be published. There are growing doubts over further consultation before the summer holidays and therefore no reassurance that draft guidance would be published before the end of July 2018.

Schools in the Diocese of Arundel & Brighton are to continue to teach to the guidelines that can be found on the Education Service website www.abeducationservice.org.uk under Resources/ RE resources/ Relationship and Sex Education Resources and the guidance from the Catholic Education Service www.catholiceducation.org.uk/

Standards in Religious Education - Pilot Update. May 2018

The piloting phase of the suggested new draft Standards in Religious Education ended at Easter 2018. All schools that took part in the pilot were asked by NBRIA and the CES to submit responses to questions regarding how the standards were used to inform assessment, planning and reporting in Religious Education in the Catholic schools of England and Wales.

The Curriculum and Assessment Working Group from NBRIA has analysed the feedback from the pilot schools and is considering suggestions for how it might be further improved.

This consultation is an important part of the development of the suggested new assessment tool and the group wanted to hear honest responses from a variety of Catholic schools across the country.

The key area in which schools sought further development was the production of an assessment document with end of year expectations. However, concern from the working party was that this would require content to be specified. This would inevitably require a review of the Religious Education Curriculum Directory (RECD) and determine the timeframe in which it will need to be reviewed.

Therefore, the proposal that is likely to be taken to the Bishops' department by the NBRIA Curriculum Development and Assessment Working Party is that these standards of assessment will be used as 'Interim' from September 2018.

All Catholic schools in Arundel and Brighton will be informed of any further developments with the new Draft Standards of Assessment via email directly to schools and on the 'News' section of the Education Service Website.

Strategic governance – setting agendas that creates role-related debate

From time to time we're asked by governors to give some sort of steer on how best to separate 'the wheat from the chaff' of information you're expected to deal with, often on a day by day basis. The key to ensuring focussed, strategic attention is the School Development Plan (SDP) or School Improvement Plan (SIP) and how it addresses the 3 core aims of school governance:

- Setting the vision, ethos and strategic direction of the school.
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
- Overseeing the financial performance of the school and making sure its money is well spent.

An SDP should start with a 3 to 5-year vision, the strategic goal, which will then get broken down into a set of priorities for the next year or longer. The priorities are agreed between the board and headteacher to achieve the strategic goal. It is then for the headteacher to develop an action plan to achieve the strategic priorities, with input from the senior staff at an operational level. Subsequently, it is advisable for the board and head to agree how to report on progress towards the priorities.

Each priority should be made to fall naturally into the remit of one or other of governor committees, where detailed challenge of progress can be made. An overall summary can then be given at the full governing board meeting. If this process is adhered to, it strongly encourages boards to act strategically and allows the headteacher, senior leaders and governors to create clear delineation between the strategic and the operational. Please consider taking time to agree on the content of the headteacher's termly report to governors. Use it to focus attention on progress against the strategic goal and do not allow it to consume your valuable time with issues of a lower priority. Make the strategic priorities a key part of every agenda and try to cut out most of everything else.

Good governance – preparation and timeliness

Thorough preparation and a solid agenda are keys to good meetings. It is pointless, therefore, to issue supporting papers without sufficient time for attendees to read them. Governors need time to analyse information so that challenging questions or supporting actions can be prepared in advance. If that's not happening, please consider discussing a way to achieve it. Equally, minutes of meetings usually have actions that have been allocated because there is a desired outcome. If the minutes are delayed, actions often become forgotten or skipped over. This is not good governance so please, do not delay in confirming or correcting draft minutes. Your local authority Governor Services team can advise on sources of good practice.

Thank you to all schools for sending your 2019-20 determined admission arrangements in by the deadline of 15 March 2018.

Please ensure that your school has also sent a copy of the determined 2019 admission arrangements to your Local Authority. **It's also essential that schools have posted a copy of their 2019 arrangements on the school's website.**

The Annual Report of the Chief Schools Adjudicator for 2016/17 was published on 8 February 2018 and is available on the Gov.UK website at: www.gov.uk/government/publications/osa-annual-report.

All schools which are their own admission authorities are asked to consider the full report in light of their own admission arrangements and practices. In particular, schools are asked to ensure the following:

- any links to external sites that are included on the school's website in relation to the admission arrangements are not out of date – where links don't work or where the information is linked to a local authority's admission arrangements, the school's arrangements may be found to be unclear or incomplete (paragraph 12).
- any change to a school's admission arrangements undergoes full consultation as required by paragraphs 1.42 to 1.45 of the School Admissions Code and parents are consulted effectively throughout any consultation. The Chief Schools Adjudicator confirms that good consultation uses a number of different ways to reach those with an interest, takes account of the likely interests and concerns of the target audience and is followed by careful consideration of responses (paragraph 13). Paragraphs 36 to 40 of the report sets out some good examples of how local authorities and schools have communicated about proposed changes and also some examples of what might not be considered to be sufficient or effective consultation.
- any catchments are kept under review in light of changes in the local area e.g. new housing (paragraph 17).
- if selecting feeder schools, ensure they are selected on reasonable grounds and that the effect of the selection is reasonable and fair e.g. that other children will not face a significantly longer or more difficult journey to different schools as a result (paragraph 18).
- arrangements are not unnecessarily complex but, if they are complex, ensure they are clear and expressed in language that parents will understand (paragraph 20).
- arrangements include a statement about admission outside a child's normal age group (paragraphs 12 and 23).
- for infant and primary schools, ensure that it is clear that parents can defer their child's entry to school or decide that they start part time (paragraphs 12 and 23).
- any supplementary form accurately reflects what is said in the admission arrangements (paragraph 21).

- if a reduction in PAN is being considered, that the view of the local authority is taken in to account as to whether it believes there to be a need for the places. In determining objections against a reduced PAN, the Chief Schools Adjudicator indicates that adjudicators had regard to the Code's provision that "There is a strong presumption in favour of an increase to the PAN" and that objections were likely to be upheld where the local authority has been able to show that there will be a need for the places which would have been removed (paragraph 25).

Consultation on school admissions arrangements

Since it's likely that a number of governing bodies will be considering changes to their school's admissions policy in the next few months it might be useful to highlight issues around the formal consultation on such policy changes.

The OSA's annual report refers to the failure of some admissions authorities to consult properly as required by paragraphs 1.42 to 1.45 of the Admissions Code. The OSA highlights a number of common failings, in particular a failure to consult with parents! A number of objectors said that they had been unaware that arrangements were going to be changed or that they had responded to a consultation and felt that their views had been ignored. Too many admission authorities consulted other schools and assumed they would pass the consultation onto parents without actually asking them to do so and did not take any other steps to consult parents of children between the ages of two and eighteen as required by the Code. Other admission authorities relied on the local authority to consult on their behalf without adequately ensuring that the local authority had agreed to do so.

Another concern was that consultation had not made clear what aspects of the arrangements were proposed to be changed. However, it is also the case that in considering objections, adjudicators did find good examples of consultation by own admission authority schools. We very much hope that such examples may be followed by governors in our own schools. GOOD consultations make use of the school's website, social media and local papers to publicise their consultation and where they wish consultees to pass on the consultation, to ask them to do so (e.g. local schools, nurseries, etc.). The OSA report also adds that good consultations set out a clear rationale for why the admission authority wants to make the proposed changes as well as setting out what the proposed changes are and how they differ from existing arrangements. It also stresses the importance of providing clear information about how to respond to the consultation and what the deadline for responses is. We're aware that some schools also hold meetings to explain the proposed arrangements and listen to parents' and others' views on them and we applaud such initiatives.

The OSA report also highlights differences in terms of how admission authorities treat responses to consultation. It goes on to say that in some cases, judging by the notes of meetings (if any are made) provided to adjudicators, there appear to have been very little considerations of responses. In others, more encouragingly, comprehensive notes demonstrated careful – sometimes robust – discussion of the best way ahead, informed by assessment of responses and use of available data. In one case a school had commissioned an equality impact statement of different possible sets of arrangements.

If it's the case that your school intends making changes to school admission arrangements in time for 2020-21 it will be useful for us to hear how governors go about the matter of formal consultation on changes to school admission arrangements in order that we can build up a bank of good practice consultation guidance that can be shared across our schools.

Supporting Mental Health in Schools

In early May, the Department for Education updated their “Supporting Mental Health in Schools and Colleges” document <https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges>. This research set out to understand what schools, colleges and other educational institutions in England currently do to promote positive mental health and wellbeing among all of their pupils, to identify and support pupils who might have particular mental health needs and to help pupils access specialist support where needed, and to explore their experiences of putting this provision into place.

A shared vision and ethos, established processes and strong relationships between staff and pupils were seen to be key to the promotion of positive mental health and supporting pupils with particular needs, as well as early identification of those in need. Institutions referred to and/or worked in tandem with external mental health services to offer specialist mental health provision, though a lack of time and capacity within these services were highlighted as problematic.

Though this research identified some key factors that institutions felt were key to success, such as a shared vision for mental health, strong leadership, trusting relationships and high quality training, this research did not attempt to capture the quality or effectiveness of current provision. The DfE intend for this work to provide a foundation for future policy and research.

Fresh figures from the Institute of Public Policy Research [IPPR] think-tank lay bare the broken system facing excluded pupils, as part of a major new study into the social mobility chances of the most vulnerable teens. The figures come as the government prepares to release the latest data on the number of pupils expelled from mainstream schools (on Thursday 20 July). IPPR predicts increasing pressures on schools and councils will lead to seeing a sharp rise in the number of pupils excluded.

In the coming weeks, IPPR research will publish evidence to break this cycle by developing detailed proposals for a new teaching pathway for mental health experts to work closely with excluded children. By combining teaching skills with mental health expertise they can better respond to the complex educational and health needs of the most vulnerable pupils, helping them to get back on course to achieve their potential.

We're aware that a number of local authorities are providing guidance to schools on how school staff can better support the emotional health and wellbeing of young people. We commend East Sussex County Council's Children's Services recently published guide '*Supporting Children & Young People In Their Mental Health*'. Taking a whole school approach and using some simple low cost suggestions for classroom teachers, the guide is designed to support schools in addressing emotional, behavioural and emerging mental health problems which can be barriers to attainment.

Note to Clerks

GDPR

As you will be aware, legislation around the General Data Protection Regulation (GDPR) came into effect on 25th May 2018. The GDPR forms part of the data protection regime in the UK. It is the most important change in data privacy regulation in twenty years and requires all organisations to strengthen their protection of personal data.

The Diocesan Education Service has therefore updated Foundation Governor application forms to comply with new GDPR legislation. You will notice three differences:

1. The updated form states how long the diocese will keep the completed information.
2. The updated form includes a link to the Diocesan Policy, which sets out how the diocese uses this information.
3. The updated form is on light yellow paper and states (top right hand corner) 'with effect from 25th May 2018'.

Any application forms completed and signed on or after 25th May 2018 **MUST** be on the new light yellow form. To this end, unused application forms **MUST** be destroyed as they do not comply with legislation. Old forms cannot be accepted by the diocese and will be returned without exception.

Please remember to update the Education Service with any changes to the Governing body e.g. Staff governors, Parent governors LA governors etc. Also please notify us of any changes to the position of Chair or Vice Chair with full contact details.

N.B. Foundation Governors are appointed by the Diocese. Any resignations should be addressed to Marie Ryan, Director, and sent by the clerk to the Education Service at the following address:

Marie Ryan, Director, Education Service, 4 Southgate Drive, Crawley, West Sussex RH10 6RP

The Daily Mile

Founder of The Daily Mile, Elaine Wyllie, has seen her idea adopted by more than 3500 schools in 31 countries. And, she hopes, scientific research coming out soon will underline the fitness benefits for children and prompt more schools to start a mile of their own.

Elaine, who started it in all with just 15 minutes per day of running or walking in a Stirlingshire school playground, has already seen it transform UK children's health. And she's anticipating that the final conclusion of research by the universities of Edinburgh and Stirling will provide concrete evidence that such exercise helps tackle the obesity epidemic. "I hope and believe this major new report will give us the scientific proof that The Daily Mile does what it says on the tin," said Elaine, former headteacher of St Ninian's Primary.

Even before the scientific paper has been completed, the expansion of The Daily Mile has been quite remarkable since it began in 2012. It has now been adopted in almost 2,500 schools in the UK who have officially registered.

“Schools can just open their doors and take the children out without ever signing up,” she said. “In Ealing, we had four schools registered, but when we spoke to the borough, 35 were actually doing it – so, many more schools are involved.”

Elaine had a meeting with Professor Stephen Powis, new medical director for NHS England, as part of discussions aimed at getting England to follow the Scottish, Welsh and Irish governments in recommending schools do The Daily Mile.

Is your school doing it?

Upcoming Courses and Events

A Summary of the courses for the month of June until July include:

	Support and training for Primary NQTs (Day 3 of 3)	09.30 – 15.15	DABCEC
14 June 18	Primary RE Coordinators CPD Day (Day 3 of 3)	09.30 – 15.15	DABCEC
20 June 18	Good Shepherd Celebration	11.30	Worth Abbey
27 June 18	Cross-Phase Catholic Leaders' Conference for Headteachers, Deputy/Assistant Headteachers, Heads of RE, Chaplains and Chairs of Governors	09.30 – 15.15	Denbies Vineyard
5 July 18	Secondary Heads of RE CPD Day (Day 3 of 3)	09.30 – 15.15	DABCEC
6 July 18	Rainbows Conference	09.30 – 15.15	DABCEC
12 July 18	Section 48 Inspectors' CPD Day	09.30 – 15.15	DABCEC

Full details of all courses are listed in the Education Service CPD Handbook and on the Diocesan Education Service website at www.abeducationservice.org.uk/Courses/.

Recent Appointments

NEWLY APPOINTED HEADTEACHERS		
Name	School	With Effect From:
Tamsyn Lawlor	St Joseph's Catholic Primary School, Redhill	1 st January 2018
James Granville Hamshar	St John the Baptist School, Woking	1 st January 2018
Paul Gower Head of School	Salesian School, Chertsey	1 st June 2018

NEWLY APPOINTED DEPUTY HEADTEACHERS		
Name	School	With Effect From:
Owen Bruynseels	Salesian School, Chertsey	1 st September 2018
Jacqueline Cannon	St Wilfrid's Catholic Primary School, Burgess Hill	1 st September 2018

Current Vacancies

VACANCIES		
Post	School	With Effect From:
Headteacher	St Paul's Catholic Primary School, Thames Ditton	Easter 2018
Headteacher	St Mary Star of the Sea, St Leonard's-on-Sea	September 2018
Headteacher	St Mary Magdalene Catholic Primary School, Bexhill-on-Sea	September 2018

Please may we remind colleagues that the Bishops' Conference has a very clear stance on the posts of Headteacher, Head of School, Deputy Headteacher, Head of RE and Chaplain. These posts must be reserved for practising Catholics and clearly advertised as such. In view of this, a senior member of the Diocesan Education Service (DES) is obliged to represent Bishop Richard in the recruitment process for any of the above positions, even if a post is part-time. With this in mind, it is essential when recruiting for any of these positions that the school liaises with Gill Sajnog (gill.sajnog@dabnet.org or 01293 511130) in advance of any advertisements being placed or before any dates are agreed. Gill co-ordinates our recruitment diary and is the first port of call for these matters. The updated *Memorandum on the Appointment of Teachers to Catholic Schools* can be found at:

www.catholiceducation.org.uk/employment-documents/bishops-memorandum/item/1000049-memorandum-on-appointment-of-teachers-to-catholic-schools