



DIOCESE OF ARUNDEL & BRIGHTON CATHOLIC SCHOOLS SERVICE

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"Helping to develop the Catholic life of our schools"

BULLETIN

February 2014

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Director's Letter

The Good Shepherd celebration – 26 March 2014

We look forward to welcoming all of our schools to Worth Abbey on Wednesday 26 March 2014. The theme for the celebration this year will be 'Light of the World'. As you will see below, following the letter to schools from Cabrini, Bishop Kieran has confirmed that the fund raising will go to Missio – Children Helping Children. Details of resources will be sent out in a separate information pack.

Note: We understand there is a potential teachers strike on March 26th but at this stage our intention is to continue with the celebration.

Education Sunday – 16 February 2014.

Education Sunday is a great opportunity to celebrate all that is good in our schools. This year's theme is "Going above and Beyond".

Bishop Malcolm McMahon OP, Chairman of the Catholic Education Service, says in his letter to schools and colleges that in our schools, teachers, students and pupils are called to go beyond themselves and to discover Christ and His calling for them to "live life to the full" (Jn 10:10) by growing in wisdom and virtue. Resources as well as more information regarding Education Sunday can be found on the CES website.

Rome Pilgrimage – September 2014

Bishop Kieran has agreed to lead a Pilgrimage to Rome for all Headteachers in September 2014. Please see attached letter.

Mgr Jeff Scott RIP

It is with great sadness that we learned of the death of Mgr. Jeff Scott on 3 February. Fr Jeff was a great support to our schools as a parish priest, Foundation Governor and Chair of Governors. Fr Jeff will be greatly missed. May he rest in peace.

We look forward to working with you in your schools and wish you a restful half term break.

With every good wish,

Mary Reynolds
Director, Catholic Schools Service

Bishop Kieran Letter

Dear Headteacher Colleagues

Cabrini, formerly the Catholic Children's Society, have decided that they have got to restrict their activities and focus on adoption. Because of changes in the law in this area, the Church decided that it could not support this particular work. Consequently, Cabrini recognise that they can no longer depend on the churches for financial help.

Instead, for this year's Good Shepherd celebration and collection, schools are urged to support a very old Church charity that used to be called the Pontifical Mission Aid Society but is now called 'Missio'. Its particular arm that helps children abroad who are in need used to be called the Holy Childhood, but is now called 'Mission Together'.

Missio's website (<http://missio.org.uk>) will give you more information, and you can see some of the children you can help and the difficulties they cope with. I hope that you will be as generous as always and I look forward to seeing many of you at Worth.

+Kieran

Reserved Posts

Schools are reminded that the following posts are reserved for practising Catholics: Headteachers, Deputy Heads, RE-Coordinators, Heads of Religious Education and Chaplains.

The Bishop has advisory rights through his officers in all of the above appointments. When vacancies occur in any of the reserved posts it is essential that you contact the Catholic Schools Service as early as possible so that governors can be briefed and supported through the recruitment process.

CES Contracts should be used for all appointments and can be found on the CES website at:

<http://www.catholiceducation.org.uk/schools/contracts-and-appointments>

New Non-Statutory Guidance from DfE on the Roles, Procedures and Allowances Regulations

As was mentioned in the Autumn Term Bulletin, the focus of Lord Nash's speeches in Summer 2013 centred on the drive to 'governing boards' (rather than governing bodies) with specific skills and with a stronger sense of strategic leadership. This drive has now come through into DfE Guidance.

Published in January 2014, the DfE has published new non-statutory guidance on the Roles, Procedures and Allowances Regulations 2013. As a relatively short document (i.e less than 10 pages), it is helpful in outlining for all governors the role of the governing body, the headteacher, the chair and the clerk. It is particularly useful in highlighting the expectations of the chair (paragraphs 16-21) and in relation to "good practice" expectations around transparency and accountability (paragraph 10).

The Guidance also points to the regulations in defining the three core functions consistent with the strategic role of the board to:

- set the vision and strategic direction of the school:
- hold the headteacher to account for its educational performance; and
- ensure financial resources are well spent.

It is important to remember that in a Catholic school, of equal importance is the legal responsibility on foundation governors to maintain and develop the Catholic nature of the school.

The non-statutory Guidance can be downloaded at:

<https://www.gov.uk/government/publications/school-governance-regulations-2013>

Consultation on Changes to the Constitution of Governing Bodies

Linked to the above item, and the drive to more skills-orientated governing bodies/'boards' is the DfE consultation on changes to the Regulations and Statutory Guidance on the constitution of school governing bodies. (Note: governing bodies are required to 'have regard' to Statutory Guidance).

The main changes, as proposed, are:

- Only persons with skills and experience to drive school improvement can be appointed as governors
- Governing bodies will be expected to act as 'corporate boards' with governors having a non-executive director role
- Governing bodies must carry out regular skills audits
- Any appointed governors must have required skills as needed by the school at the time
- All governing bodies must reconstitute under the 2012 Reconstitution Regulations by September 2015

- Governing bodies should be no bigger than they need to be

The amendments, if they go ahead, are intended to come into force on 1 September 2014. The Catholic Schools Service will provide draft instruments of government and work closely with schools to make the reconstitution process itself as easy as possible. The Regulations require all constitution changes to be made through both the Diocese and the Local Authority.

The consultation runs from 13 January to 14 March 2014. The Catholic Schools Service will be making a response and would be grateful for views from either governing bodies and/or individual governors. These should be sent to simon.parr@dabnet.org by 28 February 2014.

The consultation can be accessed at: <https://www.gov.uk/government/consultations/maintained-school-governing-body-constitution-regulation-changes>

Short note on ‘Co-opted Governors’ and ‘Associate Members’:

The less prescriptive 2012 Constitution Regulations brought in a new category of ‘Co-opted Governor’. For some, this name is confusing as it is similar to a general term that was used in relation to governance in previous years. However, it is a new category and allows the governing body to appoint someone with specific skills.

Co-opted governors are different to ‘Associate Members’ in that they are governors with full voting rights and are part of the overall constitution of the governing body (NOTE: it still means however that in a Catholic school, foundation governors must outnumber all governors in other categories by two). Associate members cannot vote on full governing body decisions and are not listed in the Instrument of Government

New Governors’ Handbook

The DfE has published an updated version of the Governors’ Handbook. The new version can be downloaded at: <https://www.gov.uk/government/publications/governors-handbook>

The changes are summarised on page 107, annexe A of the Handbook.

Admissions

Thank you to all schools who have sent in their admission arrangements for consultation or have confirmed that the school is not consulting this year.

There are still a small number of schools remaining that need to confirm that the school is not consulting; it would be very helpful if chairs could do this by the end of February.

The next step is to for schools to put admission arrangements on the agenda for the next governors’ meeting so that they can be determined by the full governing body. It is a mandatory requirement in the Code that this has to be done by 15 April 2014 at the latest. With schools in most cases breaking up approximately 10 days before this, we would advise schools to determine their arrangements by the end of term. The policy and SIF can then be sent to your LA (and the Diocese) stating that they are determined arrangements and put on the school website.

Note: it is important to post admission arrangements clearly on your website. One of the points made by the Chief Schools Adjudicator in her Annual Report was that arrangements are often difficult to find on a school website; do not make clear the school year to which they apply; or are incomplete.

Admission Appeals

A quick reminder: schools are required (i.e. it is mandatory in the Admission Appeals Code) to set a timetable for organising and hearing appeals. There is a similar requirement for schools to publish their appeals timetable on their website by **28 February** each year.

Admission Appeals Training

Presenting Officer Training:

The 'Presenting Officer' is the person who represents the school's case at an admission appeal hearing. A training session for Presenting Officers is being offered in March 2014 to provide advice and guidance on the preparation required for the role and the best way to present the case of the school.

Date:	12 March 2014
Session Times:	10.00am – 1.00pm
Venue:	Christian Education Centre, Crawley (DABCEC)
Target Audience:	Headteacher, Chair of Governors, or alternative presenting officer

Appeals Panel Member Training

When parents are not allocated their preferred school for their child, they have a statutory right to have their case heard by an independent Appeals Panel. Panels are made up of people from a wide range of backgrounds, ages and experience. On behalf of schools, we are looking to build up a list of suitably trained people who have an interest in the distinctive nature of Catholic education and are prepared to sit on these panels which involve appeals at Catholic schools.

This training is for:

- Those interested in becoming Admissions Appeals Panel Members
- Existing panel members who want to be updated
- Those whose accreditation has lapsed and wish to have it renewed.

Date:	5 March 2014
Session Times:	10.00am – 3.00pm
Venue:	Christian Education Centre, Crawley (DABCEC)
Target Audience:	Existing and prospective Appeals Panel Members

For Clerks to the Governors ...

Please could we remind clerks:

1. To ensure that they inform us of any changes to the governing body, particularly the appointment/election of governors in governor categories that are not foundation governors e.g. staff, parent, LA etc.
2. To note that the Diocese requires a copy of any foundation governor resignation letter for our files.
3. To send us a copy of the minutes from full Governing Body meetings.
4. To note (if you have not already booked) that the date for Clerks training is:
Thursday 20th March, 10.00am – 12.00noon at DABCEC, Crawley
(A sandwich lunch will be provided at the end of the session)

The School Inspection Handbook and Subsidiary Guidance for Ofsted Inspectors Handbook were updated on 23rd December 2013 and are in place as of January 2014. These are the sixth versions that have been released since the current framework was introduced in September 2012 and replace earlier versions. The Subsidiary Guidance is produced to provide specific guidance for inspectors on aspects of Section 5 inspections. As such, it is also of interest to schools. The adjustments for the January 2014 version fall into five main areas: achievement, EYFS, sixth form, teaching and behaviour and safety.

Achievement

“When considering data on pupils’ progress shown in RAISEonline and for each year group of pupils currently in the school, inspectors should pay particular attention to the proportions that are on track to make, or have made, expected progress and more than expected progress. They should consider separately the progress of pupils from each starting point in comparison with the national proportions provided in the expected progress tables in RAISEonline. When considering year-by-year progress, inspectors should bear in mind that aggregate figures using average point scores (APS) mask the detail of progress from each starting point for each pupil.” (Paragraph 10; Subsidiary Guidance)

Floor standards

“For primary schools, inspectors should compare a school’s 2013 performance with the 2013 Department for Education (DfE) floor standard, which was published in December 2013.” (Paragraph 11; Subsidiary Guidance)

The floor standards for primary have changed. For 2013 performance, a primary school is deemed to be below the floor standards when **all** of these criteria apply:

- Less than 60% of pupils achieve level 4 or above in both English all of reading, writing and mathematics.
- Less than the median percentage (91%) make expected progress in reading
- Less than the median percentage (95%) make expected progress in writing
- Less than the median percentage (92%) make expected progress in English.
- Less than the median percentage (90%) make expected progress in mathematics.

Schools now need to exceed the median for only **one** of three progress measures to be considered above the floor standard. The percentages are based on median values for schools, which are 3% to 4% above the national proportions of pupils making expected progress.

For secondary schools [from mid-January onwards], inspectors should compare the school’s 2013 results with the 2013 floor standard. For 2013 performance, a secondary school floor will be below the floor standard if fewer than 40% of its pupils achieve five or more GCSEs A*- C (or equivalent) including English and mathematics, and it is below the England median for expected progress in English and in mathematics.

EYFS

The progress made in the Early Years Foundation Stage and Key Stage 1 must be taken into account when making the judgement about achievement in the whole of a primary school. It is not enough to look at indicators of progress from Key Stage 1 to Key Stage 2 alone. (Paragraph 35; Subsidiary Guidance)

For further details, please refer to the Handbook, paragraphs 18-35.

Sixth Form

The sixth-form PANDA report, in particular the value-added progress measures it contains, is a key source of evidence for evaluating sixth-form performance. The sixth-form PANDA report has been restructured for 2013. It is shorter yet contains some new measures, such as attainment of students known to have been eligible for free school meals, or looked after children, when in Year 11. Inspectors should give due weight to the progress measures for each qualification, which are shown alongside attainment data. (Paragraph 42; Subsidiary Guidance)

For further details, please refer to the Handbook, paragraphs 42-50.

Teaching

Inspectors must not give the impression that Ofsted favours a particular teaching style. Moreover, they must not inspect or report in a way that is not stipulated in the framework, handbook or guidance. For example, they should not criticise teacher talk for being overlong or bemoan a lack of opportunity for different activities in lessons unless there is unequivocal evidence that this is slowing learning over time. It is unrealistic, too, for inspectors to necessarily expect that all work in all lessons is always matched to the specific needs of each individual. Do not expect to see ‘independent learning’ in all lessons and do not make the assumption that this is always necessary or desirable....” (Paragraph 64, Subsidiary Guidance)

Behaviour and Safety

“Often, the grade for behaviour and safety is a grade higher than overall effectiveness. Where this is the case, reports will be given additional scrutiny. Please make sure that sufficient evidence is gathered to warrant the grade awarded. [...] Inspectors should also identify disruptive behaviour of any kind. This may be overt, for example, ‘shouting out’, or pupils ‘talking over the teacher’, or ‘arguing back’, or low level disruption, for example, through continuous chatter, not bringing the right equipment to lessons, not having books or doing homework, pupils arriving late to lessons, pupils chatting when they are supposed to be working together or pupils being slow to settle to their work and so on. It may also be more covert, taking the form, for example, of quiet reluctance from a number of pupils to participate in group work or to cooperate with each other. (Paragraphs 68 & 72; Subsidiary Guidance)

The above places more emphasis on behaviour than was the case previously. As you can see inspectors are now required to observe students in different settings and identify disruptive behaviour of any kind.

New Ofsted Guidance

The key Ofsted documentation referred to in the previous item can be found at:

<http://www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-maintained-schools/main-inspection-documents-for-inspectors>

There seems an increasingly articulated expectation on the part of HMI that governors should have read this guidance in full. Governors may be interested to read the Ofsted Report published on 24 December 2013 of a Catholic secondary school in Warrington, Cheshire which gives an indication of the significance of governance in terms of inspection outcomes. This is available at:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/111456>

LCVAP and Universal Free School Meals Capital Funding

We were very pleased to learn that LCVAP would continue in 2014/15 when an announcement was made by the Secretary of State on 24 January 2014. Local authorities have now been informed of their allocations and meetings are currently taking place with each of the four Local Authorities we

work with to agree a programme of works based on the bids that have been submitted. Projects that have been agreed will be confirmed with schools as soon as possible.

A small amount of capital is also being made available to support the delivery of free school meals to all pupils in Key Stage 1 from this September. Thank you to all those schools that returned the survey that the Diocese sent out to all infant and primary schools in January to assess the current arrangements and what improvements might be required to provide these additional meals.

We understand that some local authorities have also written to their schools separately on this matter, as have the companies who manage the catering contracts for them. All of the information gathered will be considered on how best to use the funding being made available. The funding is to follow the same arrangements for LCVAP. We are therefore meeting with local authorities with regard to how this money should be invested. Further details will follow.

CES Census

Thank you to the vast majority (i.e 81%) of schools that completed the CES Census in the 'window' provided for by the CES.

We will be contacting the remaining schools to ensure there is a 100% completion rate for schools in Arundel and Brighton so that the data can be used to best effect.

Curriculum and Qualifications

The new national curriculum (except for key stage 4 English, maths and science) is available for schools ready for first teaching to begin in September 2014. Pupils in years 2 and 6 will continue to be taught the current programmes of study for primary English, maths and science in the 2014 to 2015 academic year, to allow for statutory end-of-key-stage assessments in summer 2015. English, mathematics and science for key stage 4 will be phased in from September 2015.

The new programmes of study set out what should be taught by the end of each key stage. Schools will be given the freedom to develop a curriculum which is relevant to their pupils and enables them to meet these expectations. Schools will be able to introduce their own approaches to formative assessment, to support pupil attainment and progression. The assessment framework should be built into the school curriculum, so that schools can check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and so that they can report regularly to parents.

Ofsted's inspections will be informed by whatever pupil tracking data schools choose to keep. Schools will continue to benchmark their performance through statutory end of key stage assessments, including national curriculum tests. In the consultation on primary assessment and accountability, the Department for Education will consult on core principles for a school's curriculum and assessment system.

Need to Know - information for schools

The Mandatory and Useful timelines (accessed through DfE>Schools>Tools and Initiatives>Cutting burdens and bureaucracy) set out important information to help headteachers and governors plan ahead, prepare for, and implement changes during the academic year and beyond. Some of the timings are indicative and may change. To receive the Need to Know timelines and other departmental communications straight to your inbox, you must enter your school's contact details on Edubase and keep them up to date.

Children and Young People's Writing – Survey by National Literacy Trust

Girls are nearly twice as likely to enjoy writing very much than boys (19.3% vs. 11.6%), with 52.8% of girls enjoying writing either very much or quite a lot compared with only 35.5% of boys. By contrast, boys are twice as likely to say that they don't enjoy writing at all (20.9% vs. 8.6%).

34,910 pupils aged between eight and 16 took part in the UK-wide survey. Almost a third (30.2%) of the boys said they never or rarely wrote outside lessons, compared with 17.3% of girls. About a fifth of the boys admitted that they "would be embarrassed" if their friends saw them write. Only one in eight of the girls said the same.

Boys and older pupils tend to be more disengaged from writing in terms of enjoyment and attitudes when compared to girls or younger pupils. However, the issue is amplified if one combines gender and key stages in the analyses and it becomes evident that boys in KS4 present a particular problem with writing engagement.

A series of tips on getting boys to write from the National Literacy Trust includes:

- choosing subjects they love
- laying out stories visually
- thinking about character and location before plot

In the survey, over 75% of the children and young people agreed that "writing is more fun when you can choose the subject" - but almost half said they had trouble deciding what to write.

Julie Gibbings, of the National Literacy Trust, said: "It is through writing that children learn to formulate thoughts and improve their creativity and thinking skills. Our research shows that we must focus on increasing boys' enjoyment of writing if we are to support them to succeed at school and throughout their future lives."

More information, guidance, research and resources can be found on <http://www.literacytrust.org.uk/>

Mutual Support Within our Family of Schools

Thank you to all those who sent in information regarding areas of the curriculum in which they felt they could support others, as well as aspects where they would appreciate additional support from within our family of schools. Details will be uploaded on our website at half-term so that schools can access the information readily.

Please be aware that schools' strengths and/or areas for development are self-identified; curriculum support offered by schools is not quality assured by the CSS.

Taizé School and College Weeks 2014

Taizé is an international and ecumenical monastic community founded in 1940 in the village of the same name, in Burgundy (France). From the 1960s the Community has welcomed young adults (minimum age 15) for week-long international meetings. 80,000 young people from all over the world participate in these meetings each year.

In 2014, some weeks in June and July are designated as school and college weeks for which school groups (Years 10-13) and 6th-form college groups are especially invited. Any of the following weeks are suggested for schools and colleges in England and Wales: 22-29 June, 29 June - 6 July, 6 - 13, 13 -

20 or 20 - 27 July. Easter break is also possible; other weeks by arrangement.

Groups should arrive if possible on Sunday and leave the following Sunday, from midday on. Groups may leave instead around 10pm on Saturday, after the evening service, if students need to be home on Sunday. Further information can be found on:

www.catholiceducation.org.uk/news/ces-blog/item/1000186-taiz%C3%A9-school--college-weeks-2014.

Young People's Congress for World Citizenship: 10-12 July 2014 at Liverpool Hope University

This three-day residential gathering will bring together young people from England and Wales (and beyond) to explore their major social, ethical and cultural concerns and ideas. This will be an active and engaged experience with the young people taking responsibility.

The Congress will:

- enable young people to identify and voice their concerns, interests, hopes and fears
- deepen their awareness, commitment, confidence and leadership abilities
- develop long term and on-going relationships
- empower young people to make positive life choices.

The Congress will include keynote lectures, discussion forums, formal debates, art, music, dance and drama activity workshops, visits and discussions with local charities and their beneficiaries and a full social programme. The Congress (including programme, accommodation and food) will cost £99 plus transport to Liverpool.

Schools are invited to send a delegation of five or six Year 10 students possibly accompanied by one or two Year 12/13 students who will act as mentors. It is anticipated that on return to school they will present what they have learnt to the rest of the school.

The Congress is organised by The Catholic Association for Racial Justice (CARJ) which is an independent charity working with all people of good will to bring about a more just, more equal and more co-operative society. For more information please email: carjcongress@hope.ac.uk

News

“8 Qualities of successful school leaders” by Jeremy Sutcliffe (Bloomsbury, 2013). Ani Magill was interviewed as part of Jeremy Sutcliffe’s research into the qualities of outstanding school leaders.

You can read Ani’s thoughts on coaching, communication, networking, positivity, staff and vision.

Special Dates for Your Diary:

Not to be missed:

1. “A Day with David Wells” for Headteachers and Senior Leaders on Monday 24 March 2014. David Wells is Director of RE: Adult / Parish Formation at Plymouth Diocese and is an excellent speaker. Please see booking form attached to this bulletin.
2. Please note an additional date for “Come and See” Training for Governors will now take place on Monday 3 March 2014

Details of these and other courses this term are listed below.

Courses for this Term

February

Thursday	6 Secondary Heads of Religious Education	10.00 - 15.00	DABCEC
Monday	10 "Come and See" Training for Foundation Governors	19.00 - 21.00	DABCEC
Tuesday	27 Foundation Governors – Succession Planning for Senior Leadership	19.00 - 20.30	DABCEC

March

Monday	3 "Come and See" Training for Foundation Governors	19.00 - 21.00	DABCEC
Wednesday	5 Appeals Panel Members Training	10.00 - 15.00	DABCEC
Wednesday	12 Appeals Presentation Officer Training	10.00 - 13.00	DABCEC
Wednesday	19 "Head for the Future" - Leadership Programme for Aspirant Heads of Catholic Schools	14.00 - 16.30	Church House, Hove
Thursday	20 Clerks' Training	10.00 - 12.00	DABCEC
Friday	21 Formation for Teachers	09.30 - 15.15	DABCEC
Monday	24 "A Day with David Wells": Cross-phase day for Headteachers and Senior Leaders	10.00 - 15.00	South Lodge, Lower Beeding
Wednesday	26 Good Shepherd Celebration 2014	11.30	Worth Abbey

April

Wednesday	2 Induction Training for new Foundation Governors	19.00 - 20.30	DABCEC
Tuesday	29 Preparing for Section 48	14.00 - 15.30	DABCEC
Wednesday	30 "Push out into deep water" (Primary & Secondary Middle Leaders' Conference)	09.30 - 15.15	DABCEC

Senior Leadership Team Vacancies

HEADTEACHER VACANCIES	
Post	School
	Primary
Headteacher	St Clement's Catholic Primary School, Ewell
Headteacher	St Edmund's Catholic Primary School, Godalming
Headteacher	St Francis Catholic Primary School, Caterham
Headteacher	St Francis of Assisi Catholic Primary school, Crawley
Headteacher	St Mary Magdalene Catholic Primary School, Bexhill
Headteacher	St Peter's Catholic Primary School, Shoreham
Headteacher	St Philip's Catholic Primary School, Arundel
Headteacher	St Philip's Catholic Primary School, Uckfield
	Recently notified vacancies
Headteacher	St Anne's Catholic Primary School, Chertsey
Headteacher	St Bede's School, Redhill

Head of RE Vacancy at The Towers Convent

There is a currently a vacancy for a Head of RE at The Towers Convent in Upper Beeding to start in September 2014. For an application form, please go to the school website at: www.towers.w-sussex.sch.uk or email Louise Crick (PA to the Headmistress) at: lcrick@towers.w-sussex.sch.uk.

The closing date for applications is 24 February 2014. Interviews will take place in the week commencing 3 March 2014.

Appointments

HEADTEACHER APPOINTMENTS

Name/Post	School	Effective from
	Primary	
Sharon Reynolds	St Wilfrid's Catholic Primary School, Angmering	January 2014
	Secondary	
Michael Ferry	St Wilfrid's Catholic School, Crawley	January 2014

DEPUTY HEADTEACHER APPOINTMENTS

Name/Post	School	Effective from
Gillian Foan (Deputy Head)	St Joseph's Catholic Primary School, Brighton	January 2014

RECENT INTERIM APPOINTMENTS HEADTEACHERS

Name/Post	School	Effective from
Dorothy Rollason Jill Keany (Joint Acting Heads)	St Francis Catholic Primary School, Caterham	January 2014
Elizabeth Higgins (Acting Headteacher)	St Edmund's Catholic Primary School, Godalming	January 2014
Jacqueline Zadeh (Acting Headteacher)	St Philip's Catholic Primary School, Uckfield	January 2014

Spread the Good News!

If you have a good news story that you would like to share with a wider audience, please send a short account with details and preferably a photo if possible to Marie Ryan (marie.ryan@dabnet.org), who will liaise with the editor of the A & B News.

There is so much to celebrate in our schools- let's make sure everybody across the Diocese hears the good news!

“A Day with David Wells”

“What impact has Pope Francis had on Catholic Education and us as Catholic Leaders?”

This day is designed for Headteachers and Senior Leaders in Primary and Secondary schools, with presentation and discussion.

Venue: South Lodge Hotel
Brighton Road, Lower Beeding
Nr. Horsham
West Sussex
RH13 6PS

Date: Monday, 24th March 2014

Session time: 10.00am - 3.00 pm

Course Leaders: David Wells
Director for Parish Formation, Diocese of Plymouth
Schools Team

Cost of the day: £80.00 Headteachers £60.00 Deputies and Assistant Heads



“A Day with David Wells” For Headteachers and Senior Leaders

Venue: South Lodge, Lower Beeding, Nr. Horsham, RH13 6PS
Monday 24th March 2014
10.00am – 3.00pm

Name

School

Address

£80.00 Cheque enclosed £60.00 Cheque enclosed

Please make cheques payable to DABCEC and return this form to:
Schools Office, DABCEC, 4 Southgate Drive, Crawley, RH10 6RP

***Please indicate if you have special dietary requirements
eg: vegetarian, wheat-free, gluten free, etc.***

Diocese of Arundel & Brighton Catholic Schools Service

4 Southgate Drive, Crawley, West Sussex RH10 6RP

Telephone: (01293) 511130 **Fax:** (01293) 616945

E-mail: schools@dabnet.org

Mrs Mary Reynolds MA – Director
Catholic Schools Service

Ref: MR/ASB

11th February 2014

To all Secondary and Primary Headteachers in the Diocese

Dear Colleague

Headteacher's Pilgrimage Rome
Tuesday 23rd – Friday 26th September 2014

I am pleased to confirm that Bishop Kieran has agreed to lead another pilgrimage for headteachers to Rome in September 2014.

Taking on board feedback from previous trips, we have started planning a programme of visits, speakers and liturgies and as always, will look to have input from a planning group of headteachers.

Initially we plan to fly out early morning on Tuesday, attend a Papal Audience on Wednesday and include a day trip to Assisi.

As we have done previously, we will give priority to newly appointed headteachers or headteachers who haven't travelled with us previously.

To enable me to gauge interest would you please indicate – on the attached slip your interest.

Please return this slip by Monday 3rd March 2014.

With every good wish



**Mary Reynolds – Director
Catholic Schools Service.**

/.....

**Headteacher's Pilgrimage Rome
Tuesday 23rd – Friday 26th September 2014**

NAME _____ **SCHOOL** _____

TEL NO _____ **EMAIL** _____

I am/am not interested in attending.

Please return to Ann Baldwin (ann.baldwin@dabnet.org) at Catholic Schools Service by **Monday 3rd March 2014**.