



DIOCESE OF ARUNDEL & BRIGHTON CATHOLIC SCHOOLS SERVICE

Diocese of Arundel & Brighton Christian Education Centre
4 Southgate Drive, Crawley, West Sussex RH10 6RP

Tel: 01293 511130 Fax: 01293 616945 email: schools@dabnet.org

Director, Catholic Schools Service
Deputy Director
Education Officer
Primary RE Adviser
Secondary RE Adviser (p/t)
Buildings Consultant (p/t)
Chaplain Co-ordinator
Asst Education Officer/Director's PA
Secretaries

Mary Reynolds MA Cert Ed
Marie Ryan BA (Hons), MA, PGCE
Simon Parr B.Sc. (Hons)
Bernadette Connor B.Ed.
Peter Ward B.D., NPQH, AMCIPS
Jill Bates
Rt Rev Stephen Ortiger MA STB
Gill Sajnog
Ann Baldwin
Kirsty Howell (p/t)

"Helping to develop the Catholic life of our schools"

BULLETIN October 2013

Contents

- **Director's Letter**
- **Pope Francis on Education**
- **Congratulations to Catholic Secondary Schools on GCSE and A Level Results**
- **Academies**
- **2015 Admissions Table**
- **In-Year Admissions**
- **Admission Appeals Training**
- **School Governance (Roles, Procedures and Allowances) (England) Regulations 2013**
- **The Role of School Governing Bodies**
- **Lord Nash's address to the National Governors' Association (NGA) Conference**
- **DfE Advice on Handling Strike Action in Schools**
- **Update on CES Model Contracts of Employment and Workplace Policies**
- **CES Application Forms**
- **School Teachers' Pay & Conditions Document 2013 – Guidance (Sept 2013)**
- **Bids for LCVAP 2014-15**
- **Sex and Relationships Education**
- **New National Curriculum Framework**
- **Assessments and Reporting Arrangements Key Stage 2 - 2014**
- **Changes to Early Entry at GCSE**
- **Raising the Participation Age – How Does This Affect the Current Year 11s?**
- **Updated DfE School Uniform Guidance**
- **Duty to Publish Information on the School Website**
- **Update on Safeguarding**
- **Living Wage**
- **John Paul II Foundation for Sport**
- **Holy Bands Festival**
- **Taizé Weekender**
- **Churchmarketplace**
- **Spread the Good News**
- **Senior Leadership Vacancies**

Director's Letter

I am sure the new school year has begun for all of you, like ourselves, with a number of challenges but also a great number of opportunities. In this edition of the Bulletin we have reflected on some of them. Pope Francis in his address in Rome on education, encourages us not to be *'discouraged by the difficulties that the educational challenge presents!'* (see extract below).

We welcome new pupils, colleagues and governors to our family of schools. We are also delighted to welcome Bernadette Connor to the Schools Service Team. Bernadette has taken on the role of Primary RE Adviser; I know she is looking forward to working with all the schools.

As in previous Bulletins we have included the list of senior leadership vacancies and hope that all involved in nurturing future leaders for our Catholic schools will encourage and provide opportunities for staff to explore interim and substantive posts. Those wishing to be included in the list for a possible secondment should contact me as soon as possible.

We are indebted to those Foundation Governors who stepped down at the beginning of the Autumn Term. Their contribution to our school communities and to Catholic education in our Diocese has been valued over their many years of service.

We look forward to working with all our schools during this new academic year.

Congratulations to those schools who took part in Grandparents week, another great success!

Wishing you all every joy, happiness and success in the coming year.

Mary Reynolds
Director, Catholic Schools Service

Pope Francis on Education

Thousands of children and teenagers from Jesuit schools met with Pope Francis at the Vatican in June 2013. We hope you will find the following quotation from Pope Francis inspirational:

"Don't be discouraged by the difficulties that the educational challenge presents! Educating isn't a profession but an attitude, a way of being. In order to educate you must go out of yourselves and be amidst the young, accompanying them in the stages of their growth, standing beside them.

Educators impart knowledge and values with their words but it will be more influential on the students if your words are accompanied by your witness, by being consistent in your lives. It isn't possible to educate without being consistent!

... Schools can and should function as a catalyst, being a place of encounter and convergence of the entire educational community with the single objective of shaping and helping the students to grow as mature, simple, honest, and competent persons who know how to love faithfully, who know how to live their lives as a response to God's call and their future professions as a service to society." **Pope Francis – Rome, June 7, 2013**

Congratulations to Catholic Secondary Schools on GCSE and A Level results

Many congratulations to all staff and students on a wonderful set of GCSE and A-level results. Several schools set new records, and their impressive achievements are a source of great pride for all members of the school community. These results are testament to the hard work and enormous commitment of staff and students alike, and we are very proud of them all!

Academies

Briefings on Academies for governing bodies and clergy are taking place on 22 October at DABCEC. There are two sessions available (one between 2-4pm and the other between 6-8pm). The sessions will comprise presentation and discussion of a range of legal, financial and diocesan aspects for consideration.

2015 Admissions Timetable

The governors of all maintained schools in the Diocese should review their admission arrangements this (i.e. Autumn) term, in light of how well they operated in the last admissions round.

There have been no major changes from the DfE regarding admissions since 2012. Similarly, there have been no changes to the Diocesan Guidance on Admissions. The current copies of the Diocesan Guidance and the DfE's Admissions Code can be found respectively at:

<http://www.abdiocese.org.uk/Schools/Diocesan+Policies+for+Schools/Admissions+Policy>

<http://www.education.gov.uk/aboutdfe/statutory/g00213254/school-admissions-code-2012>

After reviewing their arrangements, governors must consider whether or not they want to make any changes for 2015.

If No Changes for 2015:

If governors decide not to make any changes, they need to:

- a) Confirm this in writing to simon.parr@dabnet.org and the LA's admission team by 30 November 2013.
- b) Formally determine the 2015 arrangements by 15 April 2014 and send by email to simon.parr@dabnet.org and the LA's admission team by 1 May 2014. Post determined 2015 admission arrangements on the school's website.

If Changes for 2015:

If governors decide to make changes for 2015, they need to:

- a) Liaise with the Diocese by 30 November 2013 (by email to simon.parr@dabnet.org)

And then consult the following for an 8 week period between 1 Nov 13 and 1 Mar 2104:

- b) The LA (by email to the Admissions Team)
- c) The Diocese (by email to simon.parr@dabnet.org)
- d) Schools and other LAs within a 3 mile radius (primary) or 5 mile (secondary).

NB: Consultation is achieved by emailing the relevant schools/LAs informing them that you are posting the admission arrangements for consultation on the school's website. The consultation should include the name/address of the school, a summary of changes being proposed and details of the person to whom comments should be addressed. Posting the arrangements on the website should happen at the same time as the email.

- e) Formally determine the 2015 arrangements by 15 April 2014 and send by email to simon.parr@dabnet.org and the LA's admission team by 1 May 2014. Post determined 2015 admission arrangements on the school's website.

Please do not hesitate to contact Simon Parr if you have any questions on the admissions process.

In-Year Admissions

The different LAs in the Diocese have different arrangements for in-year admissions. Please make sure the school's admission arrangements lay out the appropriate in-year process clearly for parents.

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 will be 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 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

School Governance (Roles, Procedures and Allowances) (England) Regulations 2013

The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 came into force on 1 September 2013. They apply to maintained schools and revoke or make amendments to a number of different sets of regulations affecting school governing bodies.

The government's rationale in introducing these regulations is part of its commitment to reduce bureaucracy and allow governing bodies more discretion in how they exercise their functions in line with the freedoms available to academies.

Appendix I of this Bulletin provides a summary of changes and highlights any actions or decisions that governing bodies need to consider.

It is recommended that governing bodies discuss the relevant changes and perhaps delegate detailed discussion to a group of governors who will make a recommendation at the next full governing body meeting on any changes to their committee working party structure or terms of reference copies of which will be circulated with the meeting papers.

It should be noted that since coming into force, the DfE has indicated that an amendment is going to be made to the Regulations to reinstate the requirement for papers to be included with the circulation of the agenda in advance of meetings for full governing body and committees.

The Role of School Governing Bodies

The Government's response to the Parliamentary Report by the House of Commons Education Committee's on the Role of School Governing Bodies (4 July 2013) was published on 13 September 2013.

The Government response addresses some of the recommendations made in the Education Committee's Report. At approximately seven pages long, it is interesting reading in a relatively concise form of some of the latest Government thinking on the role of governing bodies. It can be found at: <http://www.publications.parliament.uk/pa/cm201314/cmselect/cmeduc/661/66104.htm>

Schools Minister, Lord Nash, on Governance

The Government recognises the vital role that governors play in driving improvement and transforming schools. However, with Ofsted finding that in around 40% of schools, governance is not as strong as it could be, there is increased focus on governance from both Ofsted and the Government.

Lord Nash, in his address to the National Governors' Association on 6 July 2013, was keen to stress that more should be done to attract highly talented and committed governors and to create dynamic 'boards of governors' (as opposed to governing bodies), so that there is a stronger sense of strategic leadership.

The drive is very much for 'governing boards' to focus on their strategic functions of setting vision, holding the headteacher to account for results, making sure money is well spent, being curious about what is going on in the classroom, not being afraid to innovate and focussing ruthlessly on raising standards.

Lord Nash covers a variety of areas in his speech. He highlights, for example, the importance of accessing and understanding objective data. He acknowledges that RAISEonline is not especially easy to understand and, for data released this Autumn, has committed to a streamlined summary report and clear signposting to the most important sections. Governors should look out too for RAISEonline training workshops which are being relaunched this year.

Lord Nash's full address can be downloaded at:

<https://www.gov.uk/government/speeches/lord-nash-addresses-the-national-governors-association-nga-conference>

DfE Advice on Handling Strike Action in Schools

With the two biggest teachers' unions threatening a national one-day strike in October, it may be pertinent to point schools to the DfE's non-statutory guidance on handling strike action in schools which was updated in June 2013.

The guidance, intended for governing bodies and headteachers, provides advice on keeping schools open on strike days, and explains the law on trade disputes and picketing. Key points in the document include:

- a) in the event of strike action at a school, the DfE expects the headteacher to take all reasonable steps to keep the school open for as many pupils as possible.
- b) the decision to open, partially open, or close a maintained school is for the headteacher.
- c) it is best practice for headteachers to consult governors, parents, the local authority, and the Diocese before deciding whether to close.

The DfE document can be found at: <http://www.education.gov.uk/f00225488/strike-action-in-schools>

Update on CES Model Contracts of Employment and Workplace Policies

The CES produces model contracts of employment for staff employed in Catholic schools in order to ensure that the Bishops' objective that Catholic schools fulfil their responsibilities to preserve and develop the Catholic character of the school is met. It is also important that school staff are bound by the terms of the model contracts which reflect the specifically Catholic nature of the school and the relationship between the employer (the governing body of the school) and the employee.

The Catholic Education Service (CES) has recently reviewed its policies and model contracts. Application forms, model contracts, accompanying guidance and user guides can be found on the CES website at: <http://www.catholiceducation.org.uk/85-general/71-school-portal>

CES Application Forms

May we remind schools that the latest application forms for the different types of posts in Catholic schools as well as forms which supplement the application forms, are available on the CES website. The Notes to Applicants should be used by applicants to assist in completion of the application forms and supplementary forms. Applicants are reminded to use the Additional Pages at the back of the application forms where extra space is required to complete their answers.

The CES constantly updates these forms, so be sure to always use the latest version from the CES website each time you advertise a post.

The Diocese should be represented at every Headship, Deputy Headship, Heads of RE and Chaplaincy interview. In addition, we would be delighted to be involved in Assistant Head teacher interviews wherever possible. Headteachers and Governing Bodies are reminded to contact the Schools Service on 01293 51130, as soon as they are aware of a vacancy. The Schools Service can then co-ordinate the support from the Diocese and discuss the timeline for the appointment.

School Teachers' Pay & Conditions Document 2013 - Guidance (Sept 2013)

The Department for Education has issued *School Teachers' Pay and Conditions Document 2013 and Guidance on School Teachers' Pay and Conditions (September 2013)*. The main changes to the Document since 2012 relate to the ending of annual incremental pay progression for all pay progression after the September 2013 pay award; and the introduction of pay progression linked to performance for all pay progression from September 2013 onwards.

The changes which have been made to the Document and statutory guidance since 2012 result mainly from the recommendations in School Teachers' Review Body's (STRB) 21st report which was published in December 2012 and the 22nd report which was published in June 2013. The 2013 document is available at: www.education.gov.uk/g00227186/school-teachers-pay-and-conditions-2013

The main changes to the Document since 2012 are as follows:

- the ending of annual incremental pay progression for all pay progression after the September 2013 pay award;
- the introduction of pay progression linked to performance for all pay progression from September 2013 onwards;
- the removal of Advanced Skills Teachers (ASTs) and Excellent Teachers' (ETs) pay scales and assessment arrangements;
- the introduction of a new pay range for leading practitioners whose primary purpose is to model and lead the improvement of teaching skills;
- the replacement of the current threshold test for progression from the main to the upper pay range with new simpler criteria;
- more freedom for schools to determine starting salaries of teachers new to the school;
- the removal of any obligation on schools when recruiting to match a teacher's existing salary on either the main, the upper or the unqualified pay range (UPR);
- the introduction of fixed-term teaching and learning responsibility (TLR) –TLR3;
- the removal of the three-year time limit on recruitment and retention allowances; and
- the removal of the £250 unconsolidated payment to teachers on points 1, 2 or 3 of the unqualified teachers' pay scale.

Bids for LCVAP 2014-15

At the present time no announcement has been made by the Department of Education to confirm that LCVAP will continue for another year. However, in order to be prepared if and when details are published, we shall be inviting bids from schools very soon. Only bids which will address high priority condition and health and safety issues will be considered.

Forms will be emailed direct to Headteachers and Chairs of Governors very soon.

Sex and Relationships Education

Diocesan guidance on sex and relationships education has remained unchanged for some years, reflecting in part the fact that the non-statutory guidance – “Sex and Relationship Education Guidance” DfEE July 2000 – remains current.

However, a working party of national Catholic primary and secondary Religious Education advisers is currently reviewing the range of guidance and resources with the aim of producing a report early in 2014. In light of that report, the Diocese intends to review its advice, which will also cover the implications of the Marriage (Same Sex Couples) Act 2013 which is not expected to become law until later in 2014.

Meantime, schools should review their sex and relationships policy to ensure that it complies with statutory provisions including making sure it reflects the fact that section 28 of the Local Government Act 1988 was repealed by section 122 of the Local Government Act 2003.

New National Curriculum Framework

On 11 September 2013 the Secretary of State for Education published the new national curriculum framework. The new framework and other linked documents can be found at:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014/>

The majority of the new national curriculum will come into force from September 2014, so schools have a year to prepare to teach it. From September 2015, the new national curriculum for English, mathematics and science will come into force for years 2 and 6. English, mathematics and science for key stage 4 will be phased in from September 2015.

Assessment and Reporting Arrangements Key Stage 2 - 2014

The statutory guidance from the DfE on the statutory assessment and reporting requirements for key stage 2 was published in September 2013 and can be found on the DfE website at:

<http://media.education.gov.uk/assets/files/pdf/a/assessment%20and%20reporting%20arrangements%20-%20key%20stage%202.pdf>

It includes guidance on how to prepare for and administer key stage 2 national curriculum tests; information about teacher assessment; and requirements for reporting results to parents.

The key points are:

- That all those responsible for assessing and reporting key stage 2 need to refer to the assessment and reporting arrangement (ARA) and be aware of any changes from previous years;
- That this assessment and reporting arrangement is intended to help headteachers, governing bodies and LAs ensure that schools' statutory assessment and reporting arrangements are completed in accordance with the requirements of the order.

It is particularly **important to note** the changes to the floor standards. In the key stage 2 tests for 2013 to 2014 **a school will be below the floor standard if:**

- Fewer than 65 per cent of its children do not achieve level 4 or above in reading, writing and mathematics; and
- It is below the England median for progression by two levels in reading, in writing, and in mathematics.

Results of the English grammar, punctuation and spelling test are likely to be part of the floor standard in 2014. The DfE says that this will be confirmed sometime in the autumn term.

Changes to Early Entry at GCSE

From 29 September 2013, only a student's first entry to a GCSE examination will count in their school's performance tables.

The Secretary of State for Education has announced that, with effect from 29 September 2013, only a student's first entry to a GCSE examination will count in their school's performance tables.

For those who have already completed a GCSE, the performance tables will still record their best result from either their previous attempt or from the next time they sit that GCSE. Those who have not yet taken a GCSE will have their first GCSE taken after 29 September 2013 count in performance tables.

This change will affect all EBacc subjects and both GCSE and IGCSE examinations. For performance tables published in January 2016 and subsequently, the changes will apply to all non-EBacc subjects as well.

This change is being made to address the significant increase in early entry in recent years. In summer 2013, 23% of mathematics entries (170,537 entries) and 10% of English entries (70,134) were from students who were not yet at the end of their key stage 4 study. Overall, entries from 15-year-olds increased by 39% from 2012 to 2013.

Raising the Participation Age - How does this affect the current Year 11s?

The government has increased the age to which all young people in England must continue in education or training, requiring them to continue until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015. This means that pupils who left Year 11 in summer 2013 need to continue in education or training until at least the end of the academic year in which they turn 17.

Pupils starting year 11 or below in September 2013 will need to continue until at least their 18th birthday. There has been some uncertainty amongst school staff about how the current Year 11 will be impacted, so please make sure that this message gets out to all staff, students and parents.

Remaining in education or training does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16, which could be through:

- full-time study in a school, college or with a training provider
- full-time work or volunteering combined with part-time education or training
- an apprenticeship.

Updated DfE School Uniform Guidance

On 20 September 2013, the Department for Education (DfE) published new guidance to help schools which may be developing or changing their pupil uniform policy. There is no legislation in place that deals specifically with school uniform or other aspects of appearance, but the DfE expects schools to take full account of the guidance.

Greater emphasis is placed on considering the cost and availability of the uniform when making contracting decisions. Governing bodies are expected to demonstrate transparency and best value for money when appointing suppliers. The DfE Guidance is available at:

<http://www.education.gov.uk/schools/leadership/schoolethos/b0014144/schooluniform>

Duty to Publish Information on the School Website

The duties on schools are many but a quick look at some school websites suggests that not all are compliant with The School Information (England) (Amendment) Regulations 2012 which sets out a range of information that schools are required to publish on their website.

It is an extensive list covering such items as assessment data and the school curriculum. The duty came into effect on 1 September 2012 and may be accessed at:

<http://www.legislation.gov.uk/ukxi/2012/1124/made>.

Update on Safeguarding

The Children's Commissioner for England recently launched *Feeling Safe, Keeping Safe* - a new report looking at what secondary schools can do to keep their students safe from harm. The report is available for download at:

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=feeling-safe-keeping-safe-sept2013.pdf&site=387here>.

Alongside the report, the Office of the Children's Commissioner also published practical guidelines for schools based on those which have done exceptional work in this field. This has been carried out by the University of Sussex Centre for Innovation and Research in Childhood and Youth. These publications follow a similar report, on safeguarding in primary schools, which was published last year.

Living Wage

On 14th October 2013 the CES in collaboration with the Bishops' Conference of England and Wales will be launching a series of resources for schools on the Living Wage. This will include HR guidance for schools considering becoming Living Wage employers and a collection of films explaining the Catholic Social Teaching background to the Living Wage.

For further information please contact Marie Southall at the CES.

The John Paul II Foundation for Sport

The John Paul II Foundation for Sport was established by Benedict XVI during his visit to the UK in 2010. This small charity aims, through sport, to enable children and young people to develop their full potential across the physical, intellectual, emotional and spiritual aspects of their lives.

The John Paul II Foundation for Sport has recently produced a new series of educational resources *Values in Action* for KS2/3, KS4 and church/youth work settings. These free and easy to use resources are designed to help explore the wider benefits that participating in sport can bring, and to encourage

and celebrate the achievement of physical, intellectual, emotional and spiritual potential. Curriculum links for teachers are also included. The resource documents and further details are available to download at: <http://www.johnpaul2foundation4sport.org/resources/educational-resources>

Alternatively, contact the JP2F4S office on 020 7422 6631.

Holy Bands Festival 20 October 2013

Calling all young musicians! Are you a member of a worship band or group in your parish or school, or a solo singer who enjoys worship music? Do you have a favourite worship song you think others would enjoy singing and playing?

Come and join other young musicians, play and sing for and with each other, and share good music that helps us to pray at Chatsmore Catholic High School in Worthing from 1pm to 5pm on Sunday 20 October 2013. Please contact Catherine Christmas, Diocesan Liturgy Adviser, by email (catherine.christmas@dabnet.org) or phone 01293 651156 to let her know how many people will be coming and what song you would like to sing.

Taizé Weekender 16 May - 18 May 2014

Teachers, chaplains, youth workers, catechists ... all are invited to bring a group of young people to the 2014 Taizé Weekender, held at St Teresa's school near Dorking.

The weekender idea started in 2011 as a collaboration between several schools that wanted to offer a way for young people to get a 'taste of Taizé' without committing to travel to France for a full week.

Coming to the weekend can be a great way to prepare for a pilgrimage to Taizé or as a way to continue what was started there. The weekend is suitable for those in the range from Year 9 to Year 13. Accommodation is camping which all adds to the spirit of adventure!

For more information, please contact one of the following:

Steve Emerson
Chatsmore Catholic High, Worthing
semerson@chathigh.co.uk

Dominic Dring
Cardinal Newman, Hove
ddring@cncs.co.uk

Angela Eddy
St Teresa's, Dorking
a.eddy@st-teresas.com

Churchmarketplace

Churchmarketplace, set up by the Catholic Church, negotiates on a national basis to achieve high volume discounts. As such it is a potential supplier which may save schools money in areas such as telecommunications, computer hardware & software, office & school supplies, cleaning products, health & safety equipment, free catering audits, gift aid envelopes and much more.

Schools can register (free) at www.churchmarketplace.org.uk. More information can be obtained at www.churchmarketplace.org.uk, by email at coord@churchmarketplace.org.uk or on 020 79316092.

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!

Senior Leadership Vacancies

School:	Recruiting for:	Date of vacancy:	Contact information:
St Francis Catholic Primary School, Caterham	Headteacher	Current	info@stfrancis.surrey.sch.uk
St Philip's Catholic Primary School, Uckfield	Headteacher	Current	office@stphilips.e-sussex.sch.uk
St Peter's Catholic Primary School, Shoreham-by-Sea	Headteacher	Current	office@st-petersrc-shoreham.w-sussex.sch.uk
St Clement's Catholic Primary School, Ewell	Headteacher	Current	info@stclements.surrey.sch.uk
St Mary Magdalene Catholic Primary School, Bexhill	Headteacher	From Sept 2013	office@stmarymagsbex.e-sussex.sch.uk
St Francis of Assisi Catholic Primary School, Crawley	Headteacher	From Sept 2013	office@st-francisassisi.w-sussex.sch.uk
St Wilfrid's Catholic Primary School, Angmering	Headteacher	From Sept 2013	office@st-wilfrids-angmering.w-sussex.sch.uk
St Wilfrid's Catholic School, Crawley	Headteacher	From Jan 2014	office@stwilfrids.com
St Philip's Catholic Primary School, Arundel	Headteacher	From Sept 2014	office@st-philips.w-sussex.sch.uk
St Peter's Catholic School, Mellow, Guildford	Headteacher	From Sept 2014	info@st-peters.surrey.sch.uk
St Cuthbert's Catholic Primary School, Englefield Green	Deputy Headteacher	Current	info@stcuthberts.surrey.sch.uk
St Mary's Catholic Primary School, Worthing	Assistant Headteacher	Current	office@st-marysrc.w-sussex.sch.uk

Appendix 1: Changes to Maintained School Governance Procedures 2013

Reg. No	New Regulations	Previous position	Recommended Action/Decision required
Role of governing body (GB) and Head Teacher (HT)			
6 (1)	<p>Three core functions of GB</p> <ul style="list-style-type: none"> Ensuring that the vision, ethos and strategic direction of the school are clearly defined. Ensuring that the HT performs his or her responsibilities for the educational performance of the school; and Ensuring the sound, proper and effective use of the school's financial resources 	The Terms of Reference Regulations 2000 gave a more in depth description of governors roles and responsibilities of which one of the three key roles was "acting as a Critical Friend"	Recommended that governors note the new description of the governing body's core functions but should continue to refer to the criteria for effective governance in the Ofsted Inspection Handbook/Subsidiary Guidance for inspections as Ofsted will still expect GB to support and challenge schools in equal measure.
6 (2)	<p>In exercising their function the GB shall:</p> <ul style="list-style-type: none"> Act with integrity, objectivity and honesty and in the best interests of the school Be open about the decisions they make/ the actions they take In particular be prepared to explain their decisions and actions to interested parties 	The same	Note the expectations
6 (3) 10.2	<p>Strengthens the role of the Clerk to the GB specifying that the governing body must:</p> <ul style="list-style-type: none"> Appoint a clerk with a view to ensuring their efficient functioning Must have regard to advice from the clerk as to the nature of the GB functions. GB ensures the clerk is not the HT or governor. 	Not previously specified 2003 regulations also precluded an Associate Member being a clerk.	Note the change
6 (4) 6 (5) 6 (6)	<p>Head Teachers responsibilities include</p> <ul style="list-style-type: none"> The internal organisation, management and control of the school The educational performance of the school The HT is accountable to the governing body for the performance of all his or her responsibilities. The HT complies with any reasonable direction of the governing body 	Terms of Reference Regulations 2000 where not as clearly defined.	Note the changes.

Chair and Vice-Chair			
7 (2)	<p>Prior to the election of the chair and vice chair the GB must</p> <ul style="list-style-type: none"> Determine the date on which the term of office of the chair/vice chair will end. 	Term of office for chair/vice chair was between one and four year.	The time period is no longer specified. t GB should review their current arrange-ments and possibly include a specified number of years and determine a date when new elections will take place (ie the beginning of the academic year) in their committee working party structure document/terms of reference.
Convening meetings/delegating powers			
13 (4) (d)	<p>The clerk must give written notice of a meeting and a copy of the agenda at least 7 clear days in advance to: each governor, the HT, Associate member (and the LA where an agenda item involves consideration of a change in school category).</p>	The requirement to provide notice and a copy of the agenda to the LA was not specified in previous regulations. Requirement to provide papers/ reports with the agenda has also been removed.	Note the change to the regulations. Continue with good practice to circulate all papers and reports with the agenda to enable governor to prepare and participate effectively in meetings.
13 (7)	<p>At the discretion of the chair, any item of business may be discussed at a meeting irrespective of whether the matter is specified as an item of business on the agenda. Exceptions are:</p> <ul style="list-style-type: none"> Decision to serve notice of discontinuance of school Decision to change the name of the school Resolution to suspend a governor Consideration of a report proposing the federation of two or more governing bodies. Removal of chair or vice chair (regulation 9) Removal of a governor (2012 Constitution Regs) 	Not previously specified.	Note the change and continue with the good practice of only including items of “any other business” in exceptional circumstances at the discretion of the Chair.
14 (7) d	The proceedings of a GB are not invalidated by any person not having received written notice of the meeting or a copy of the agenda.	Not previously included.	Note the change.
14(8)	The GB may approve alternative arrangements for governors to participate or vote at meetings of the full GB (but not committees) including but not limited to by telephone or video conferencing.	Previous regs only allowed participation in meetings and voting by governors being physically present (with the one exception of voting on a change of the school name which could be decided by proxy)	Major change and it is recommended that the gb consider the implications of this new freedom and agree any alternative arrangements to be included in their committee structure/terms of reference.

19(1)	<p>The restrictions on delegation of powers to individuals has reduced and the only decisions that can't be delegated to an individual are:</p> <ul style="list-style-type: none"> • Discontinuance of a maintained school • Approval of the first formal budget plan • Suspension of governors (new restriction) <p><i>Although the restriction on delegation of admission decisions to an individual has been removed the Admissions Code still requires admission decisions to be made by the full GB or a committee. The Code has the status of statutory guidance and must be adhered to.</i></p>	Previously included restrictions relating to change of category of maintained schools, approval of discipline policies and determination of admission arrangements.	GB may wish to consider whether to change any of their delegated functions (only likely to apply to delegation of approval of the discipline policy to an individual if considered appropriate).
24(1) 25(2)	<p>Associate members have voting rights in a committee as determined by the GB.</p> <p>GB or committee can still exclude an associate member from any part of meeting when the business concerns an individual staff member or pupil.</p>	Previously they could not vote on matters relating to admissions, pupil discipline, the budget or financial commitments of the GB.	If applicable GB may wish to review and revise voting rights to associate members.
Pecuniary/conflicts of interest			
16(c)	Governors who are considered to have a pecuniary or conflict of interest are not prevented from entering into a contract with the GB from which they are entitled to profit . However, they must declare their interest, withdraw from the meeting and not vote on any related matter.	Not previously specified but generally understood.	Note the clarification in the regs.
Sc 1	Wording regarding pecuniary interests and conflicts of interest has been simplified, clarified and updated. Now includes reference to civil partners as well as spouses.	Reference to civil partners not previously included.	Note changes.
Miscellaneous			
14(6)	The only stipulation regarding changing the name of the school is that it must be included on the agenda for a meeting.	Previously specified that decisions to change the school name allowed proxy voting and any change had to be approved unanimously by every GB member.	Note the change.
Pt 6	Any provisions relating to governors' allowances are now incorporated into the new regulations and the only change is that there is no longer a stipulation that different arrangements cannot be made for associate members or different categories of governor.	The Governors' Allowances Regulations 2003 (now revoked) stipulated that GB could not make different provision for members of the GB and Associate Members.	Governors' Allowances Policy – a statutory document may be reviewed in light of the new regs. In doing so governors should give careful consideration to fairness /equality and be prepared to justify any differences in provision to different categories of governors.
Sh 3	Schedule 3 specifies an amendment to regulations relating to management committees for Pupil Referral Units, indicating which sections of the Roles, Procedures and Allowances Regulations apply to them.	Pupil Referral Unit regulations now updated in accordance with school governance regulations.	The clerk to the PRU will consider and communicate any changes necessary to the CEMB.

