



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, MCIL
Simon Parr B.Sc (Hons)
Bernadette Connor B.Ed.
Peter Ward B.D, NPQH, MCIPS
Jill Bates
Rt Rev Stephen Ortiger OSB MA STB
Gill Sajnog
Ann Baldwin
Kirsty Howell (p/t)

"Helping to develop the Catholic life of our schools"

BULLETIN

September 2014

Welcome back to the new academic year!

As Catholic educators, striving for excellence and supporting our pupils to "be the best they can be ", it is evident across the sector from SATs results to GCSE and A level results that we have much to celebrate within our family of schools.

Our diocesan schools' excellent results at GCSE, A-level and in the SATs are indicative of students' hard work and commitment coupled with outstanding support from staff and parents in Catholic schools throughout the Diocese. Every member of each school community works together to bring the best out of their students and as a result many students have exceeded their own expectations this year. We are proud of each and every one of our schools, and are truly grateful for the invaluable contribution all staff make to shape our Catholic schools.

As the new academic year begins, we extend a warm welcome to pupils, staff and governors who have joined our Diocesan schools. We hope you will be very happy in your new school community. On behalf of all those involved in our schools I would like to welcome, congratulate and thank the following who have taken up new leadership positions this term:-

- Maria Wheeler - Headteacher at St Francis Catholic Primary School, Caterham
- Lucy Horne - Headteacher at St Philip's Catholic Primary School, Arundel
- Kate Crees – Headteacher at St Peter's Catholic Primary School, Shoreham
- Paul Beverton - Headteacher at Our Lady of Lourdes Catholic Primary School, Rottingdean
- Toby Miller - Headteacher at St Peter's Catholic School, Guildford
- Stephen Crabtree - Headteacher at St Bede's School, Redhill
- Ann Colman – Consultant Headteacher at St Francis of Assisi Catholic Primary school, Crawley
- Leanne Simpson, Acting Headteacher at St Anne's Catholic Primary school, Chertsey
- Robert Marr – Deputy Head at St Wilfrid's Catholic School, Crawley

- Rachel Heard - Deputy Head at St Bede's School, Redhill
- Jo Lewry – Deputy Headteacher at St Cuthbert Mayne Catholic Primary School, Cranleigh
- Fiona McGonigle – Deputy Headteacher at St Catherine's Catholic Primary School, Littlehampton
- Shelagh Loveder – Deputy Headteacher at St Dunstan's Catholic Primary School, Woking
- Finula Farr – Deputy Headteacher at St Joseph's Catholic Primary School, Dorking
- Helen Townsley – Deputy Headteacher at St Joseph's Catholic Primary School, Haywards Heath
- Kate Beaven – Deputy Headteacher at St Mary's Catholic Primary School, Bognor Regis
- Kate Carter – Deputy Headteacher at St Thomas of Canterbury Catholic Primary School, Guildford
- Sue Allen – Deputy Headteacher at Sacred Heart Catholic Primary School, Hastings
- Hanorah Murphy, St Anne's Catholic Primary school, Chertsey

Catholic Collaborative Networks (CCNs)

During this academic year we are trialling a new model of meeting with inter-deanery groups including headteachers, chairs of governors and clergy.

The CCNs will provide enhanced collaboration and communication opportunities across the Diocese.

Newly Appointed Headteachers

We look forward to welcoming our new headteachers to an induction meeting at DABCEC from 2-3.30pm on Wednesday, 10 September 2014.

Rome Pilgrimage 23-26 September 2014

We are in the final planning stage of our Rome Pilgrimage. The group of 36 includes headteachers from our primary, secondary and independent schools. The pilgrimage will be led by Bishop Kieran and Fr Stephen Ortiger OSB. The theme is *Evangelii Gaudium* – as Catholic leaders how do we witness and communicate the joy of the gospel?

We have as always a number of unique places to visit and people to meet. Special thanks to governors who have supported heads in attending. We will keep you all in our thoughts and prayers during our days in Rome.

Many thanks to each and every one of you for the unique contribution you make to our school communities, and for all that you do for Catholic education in our Diocese; may you have a very happy and fulfilling term.

Mary Reynolds
Director

Catholic Collaborative Networks

The 'new-look' diocesan CPD Handbook detailing courses and conferences for the academic year 2014-15 has been distributed to schools. It includes a wide range of new courses addressing a broad range of needs within the Catholic community. As mentioned in the introductory letter at the front of the Handbook, we are introducing four Catholic Collaborative Networks (CCNs), and are hosting a CCN Day for each network in early October.

The introductory letter at the front of the Handbook explains something of the rationale behind developing a new mode of collaborative working across the Diocese. It also includes a list of schools

within each of the four networks.

We would ask Heads and Chairs as a matter of urgency to prioritise the date for your respective Catholic Collaborative Network meeting, in order to ensure that each school and governing body is represented.

Use of levels for Assessment in Religious Education

Notwithstanding the Government's decision to cease to require the use of Levels in National Curriculum subjects in England, the Diocese is clear that Levels are a key element of the *Religious Education Curriculum Directory for Catholic Schools and Colleges 2012*, (RECD 2012) enabling religious educators to provide increasingly challenging Religious Education to match each pupil's stage of development and ability.

Therefore **Levels are and remain the established mode of pupil assessment in Religious Education in KSI-3 in line with all requirements of RECD2012.**

If and when new methods of valid and reliable assessment of national curriculum subjects evolve or are promulgated, their appropriateness and application to Catholic Religious Education will be reviewed and new guidance published.

On behalf of diocesan advisers, NBRIA (the National Board of Religious Inspectors and Advisers) is committed to monitoring developments in assessment in order to ensure that the assessment of Catholic Religious Education remains robust and comparable with that of national curriculum and other subjects.

GCSE and GCE Reform: subject content Consultation

The DfE launched a consultation on the subject content of 5 GCSE and 8 A Level subjects on 16 July 2014. The consultation is running for 10 weeks and closes on 19 September 2014. It may be accessed at: <https://www.gov.uk/government/consultations/gcse-and-a-level-reform>.

GCSE Religious Studies, along with Citizenship and Design & Technology, were not included in this consultation but are expected to go out to consultation very shortly. The period of consultation is unlikely to be more than 8 weeks, and may be shorter. This is in order that responses may be considered and content finalised by the DfE by the end of the calendar year in order to meet the published timetable for first teaching in September 2016.

The Diocese will alert headteachers and heads of Religious Education to the launch of the consultation and welcome comments that can inform a diocesan and national Catholic response to the consultation.

It is hoped that all secondary schools will be represented at the heads of Religious Education meeting at DABCEC on 15 October 2014 when the draft content and its implications for the teaching of Catholic Religious Education will be analysed and explored.

Special Educational Needs and Disability (SEND) Reforms: Information for Governors

Below is some information produced by the DfE in partnership with a range of organisations, aimed at supporting governors in their understanding of the new SEND reforms.

Overview

The Special Educational Needs and Disability (SEND) reforms came into force from 1 September 2014. The provisions in the Children and Families Act 2014 and the new '0 to 25 Special Educational Needs and Disabilities Code of Practice' are a significant set of cultural and systematic changes which are

designed to improve outcomes of children and young people with SEND. The reforms require a whole school approach to SEND. It is essential that the whole school community, governors, teaching and non-teaching staff, young people and parents, understand what the reforms mean for them.

The vision of the reform is for the SEND system to be clearer, more joined-up, with a sharper focus on outcomes and better relationships with parents and improved transition to adulthood. The aim is to provide the best possible education and prospects for all children regardless of background.

The new 0-25 SEND Code of Practice

The way in which schools work with pupils, including those with SEN, has moved on considerably since the last code of practice was issued in 2001. The new code of practice draws on the experience of parents, schools, colleges, councils and health care providers. It sets out a more individualised and better graduated response to support children and young people with special educational needs and disabilities.

The new code makes it clear that additional intervention and support cannot compensate for a lack of good teaching. As such it reflects that high quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs. For pupils that need special educational provision, the code sets out the principle of a graduated response. This acknowledges that some children will benefit from specific support from the school or external experts (such as an Educational Psychologist or a Speech and Language Therapist).

The categories of School Action and School Action Plus will no longer apply and will be replaced with a new system called special educational needs (SEN) support. The new approach is designed to ensure support is focused on individual need and personal outcomes rather than classifications.

Statements will be replaced by integrated Education, Health and Care (EHC) plans. The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. Therefore, it is expected that all children and young people who have a statement and who would have continued to have one under the current system, will be transferred to an EHC plan – no child or young person should lose their statement and not have it replaced with an EHC plan simply because the system is changing.

Governors

Governing bodies have a vital role to play in the system. They are likely to be amongst the people that parents turn to when they worry that the system in the school is not working well for them. So their understanding and involvement in the implementation of the reforms will help ensure schools are working in the spirit of the new code of practice and ensure schools are fulfilling their best endeavours duties.

While the Code of Practice recommends that governing bodies appoint an individual governor or committee with a specific remit for SEND, ensuring the delivery of the changes is the collective responsibility of the whole governing body and it should ensure that it is receiving regular reports from the senior leadership team about how implementation is progressing.

In line with their strategic responsibilities, the governing body should consider what the reforms mean for its school so that the SEN policy can be reviewed and refreshed in partnership with parents, carers, families and children and young people from September. In considering changes to the policy, governors will need to take into account the total resources available, including any resources targeted at particular groups, such as the pupil premium. It may wish to consider and budget for staff training and development needs.

Your school should be working with the local authority on developing the local offer and being clear about what parents can expect and developing your own school offer in the same vein. Where relevant, your school should be reaching out to sixth forms and further education colleges, and making plans much earlier to prepare young people for adulthood and independence and to engage with the health service on better support for pupils with disabilities or medical conditions.

Engaging parents

The reform places greater emphasis on the involvement of parents so that they understand what provision is available to meet their child's needs. Schools should be communicating the changes to parents. Governors could signpost parents to the open letter from the Minister for Children and Families, Edward Timpson MP.

Material for Governors

The Department for Education has also produced a set of bespoke PowerPoint slides on the SEND reforms for governors. This is available through the following link:



Governor slide pack.pptx

Cross-phase Conference for Headteachers and SENCOs – 26 November 2014

As detailed in the previous item above, September 2014 sees the implementation of the biggest change to SEN legislation in 30 years.

In response to these changes the Diocesan Schools Service is hosting an informative and resourceful day at DABCEC on Wednesday 26 November to ensure schools are ready to meet the opportunities and challenges that the new legislation presents.

The course run by The Kairos Forum is designed to provide staff, school leaders and governing bodies, with an understanding of 2014 SEN legislation in the light of Christian thinking on Disability. The unique nature of this training event will provide participants with knowledge and practical skills so as to foster communities of belonging for Disabled children within the Christian School.

The course will provide:

- Contemporary Christian thinking and guidelines on disability
- A greater understanding of the Education, Health and Care Plans
- Creative methods for interpreting the requirements and vision of the incoming Legislation, in the light of the Christian Gospel
- An Overview of 2014 SEN Legislation and the new code of practice

You will leave with:

- Knowledge of the up-to-date legislation and terminology and how to meet its requirements within your School
- A deeper awareness of Christian thinking concerning disability
- Ideas for deeper involvement of parents and children in SEN Policy development and personal budgets
- Creative and unique techniques for tailoring learning for the SEN child
- An understanding of single assessment processes from ages 0–25

The CPD Handbook, recently distributed to schools, contains further details.

Cross Phase Day on Policy and Practice in SRE / EPR

Work is currently being undertaken to review diocesan guidelines and resources to support teaching and learning in Sex and Relationships Education (SRE)/Education for Personal Relationships (EPR). On Wednesday 10 December 2014, the Diocesan Schools Service will be running a training day at DABCEC designed to ensure staff, school leaders and governors are familiar with diocesan guidelines, expectations and recommended resources for the teaching of SRE and EPR.

Please see the CPD Handbook for further details.

The Property Data Survey Programme (PDSP)

As part of the Government's response to the Review of Education Capital (James Review) in July 2011, the Secretary of State for Education agreed that work should start to collect up-to-date information on the building condition of the education estate. The Property Data Survey Programme (PDSP) was established to enable the collection of this condition data. The programme started in 2012 and was due to be completed by October 2013. However, almost one year late, the Property Data Survey reports started coming through in the 2014 summer holidays. We have been asked to distribute these reports to our schools and have forwarded on the first 21 that have been received. These have been provided in two formats, Excel and PDF with the PDF copy being preferable if a hard copy is required.

It is the responsibility of schools to check the data contained in the surveys and report to the Diocese any comments or queries. These will then be passed on to EC Harris, the company appointed in the South East to undertake the surveys. Guidance is provided in the survey report which deals with many common questions and will hopefully answer any questions arising.

The Diocese has tried to establish whether all schools were surveyed and will therefore receive a property survey. We understand that EC Harris is still quality checking surveys and we hope to receive further ones by the end of September.

We have been advised that St Paul's Catholic College and The Marist Catholic Primary School will not have been surveyed as they are not part of the scope of the programme as they have new buildings and are recently modernised.

We will keep you informed as more details are received.