

York Diocesan Board of Education

Business Over Breakfast Meetings

Tickton Grange, Beverley – Wednesday 21st February

Bishopthorpe Palace, York – Friday 23rd February

Wydale Hall, Scarborough – Tuesday 27th February

Network Programme:

8.30am – 9.00am Breakfast and Networking

**9.00am – 11.00am Reflection and Distinctively Effective
Up-date**



Briefing Programme:

- Welcome and Reflection
- SIAMS Up-date
- National C of E Vision Conference
- Useful Resources
- Ofsted and DfE Up-date
- School Improvement Funding
- Diocesan Performance
- Sharing Good Practice



Reflection



Daring to be Disturbed

Daring to be Disturbed



Longstone Lighthouse
Farne Islands

Daring to be Disturbed

(attributed - Sir Francis Drake -1577)

Disturb us, Lord, when
We are too well pleased with ourselves,
When our dreams have come true
Because we have dreamed too little,
When we arrived safely
Because we sailed too close to the shore.



Disturb us, Lord, when
With the abundance of things we possess
We have lost our thirst for the waters of life;
Having fallen in love with life,
We have ceased to dream of eternity
And in our efforts to build a new earth,
We have allowed our vision of the new Heaven to dim.

Reflection

Disturb us, Lord, to dare more boldly,
To venture on wider seas
Where storms will show your mastery;
Where losing sight of land,
We shall find the stars.



We ask You to push back
The horizons of our hopes;
And to push into the future
In strength, courage, hope, and love.



SIAMS update

Timeline

- October 17 Advisers and school training
- Autumn/spring 17 open pilots.
- Summer 18 inspector training
- September 18 first inspections.



SIAMS update

Pilot outcomes

Evidence gathering group

Further training

National Conference

February 2018:

'Called, Connected & Committed'



<https://www.cefel.org.uk/conferences/>

Amanda Spielman's speech at the Church of England Foundation for Educational Leadership



- Strong support networks and collaboration
- No trade-off between ethos and outcomes

The duty of school leaders is to make sure that young people receive a rich and deep education. Good leaders make sure the focus of their schools is, in the words of Psalm 119, to 'teach knowledge and good judgment.'

- Ethical leadership

The starting point for that is that school leaders, the people who children look to day to day, must embody the values we want young people to inherit.

Faith schools are exemplars in promoting tolerance, not just of different faiths, but also lifestyles and cultures as well.

The Ethical Leadership Commission

- No code of conduct
- Ethical Framework for Educational Leadership
- Professional development programmes
- *Seven Principles for Public Life.*
- Six Virtues
- Public consultation
- December 2018

Amongst others

The Rev Nigel Genders **C of E**

Anne Lyons **NAHT**

Emma Knights **NGA**

Stephen Munday **TSC, FLE**

Dame Alison Peacock
CCT

Amanda Spielman
Ofsted

Malcolm Trobe **ASCL**

Educating for
**Wisdom,
Knowledge and
Skills**

Educating for
Hope and Aspiration

***‘Life in all
its fullness’***

Educating for
**Community and
Living Well Together**

Educating for
Dignity and Respect

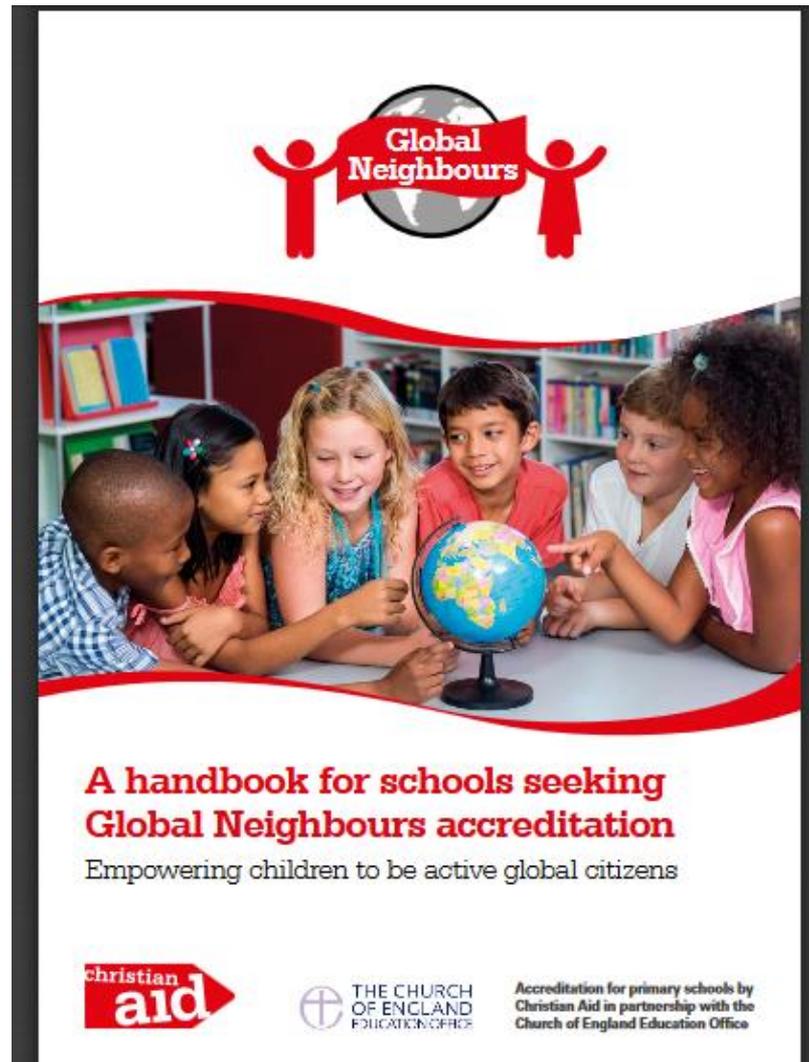


Bringing the Vision Alive in Governance

Ethos Enhancing Outcomes for governance



Global Neighbours



<https://www.christianaid.org.uk/schools/global-neighbours-accreditation-scheme>



Young Leaders Award



THE ARCHBISHOP OF YORK
YOUTH TRUST

Be the Change you want to see

KS1

5 big questions about money

Where does our money come from?

How does money make us feel?

What can we use our money for?

How does our money help other people?

How can we look after our money?

Classroom resources

Five Big Questions About Money enables pupils to explore where money comes from, how it makes us feel, what we can use money for, how it can be used to help others, and how we look after it.

[Read more and download](#) ▶



<https://www.lifesavers.co.uk/classresource/>

Lent

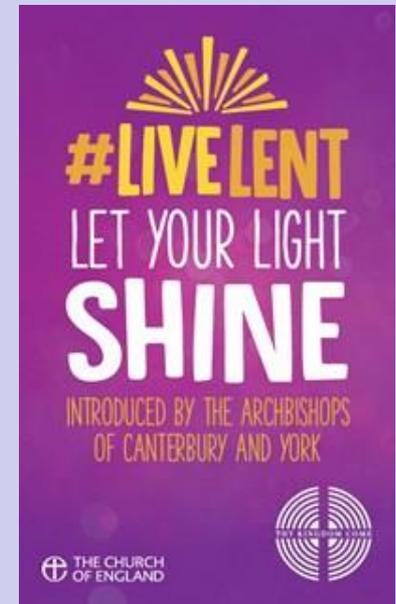
Water Aid -

<https://www.wateraid.org/uk/get-involved/fundraising/lent-appeal-jars-of-change>



Shrinking the Footprint – Plastic Free Lent

http://www.churchcare.co.uk/images/Plastic_Free_Lent.pdf



Tuesday Email – links and ideas



Valuing All God's Children

Guidance for Church of England schools
on challenging homophobic, biphobic and
transphobic bullying

The Church of England Education Office

Headlines



*Today we published **new guidance to Church schools on tackling homophobic, biphobic and transphobic (HBT) bullying**. We are equipping schools with support to ensure that they can create welcoming communities where human identity in all its forms is celebrated.*

*One in ten pupils who are transgender have received death threats. Can you imagine how that can impact on a young life? More frequent is **marginalizing through social exclusion, cyberbullying, verbal and physical abuse**.*

No parent, friend, teacher or governor would wish this on their own and it is incumbent on us as Christians to act to create welcoming schools where all pupils are honoured and respected members of their community. Without this fundamental element how can we enable all our children to flourish?

Nigel Genders, Chief Education Officer at the Church of England

(from blog published 13/11/17 www.churchofengland.org/more/media-centre/comment-and-features/why-our-guidance-combating-bullying-part-our-vision)

www.churchofengland.org/education



**Children's
Mental Health
Week 2018**
5-11 February #childrensmhw
ChildrensMentalHealthWeek.org.uk

Being Ourselves



www.place2be.org.uk

www.childrensmentalhealthweek.org.uk/about-the-week

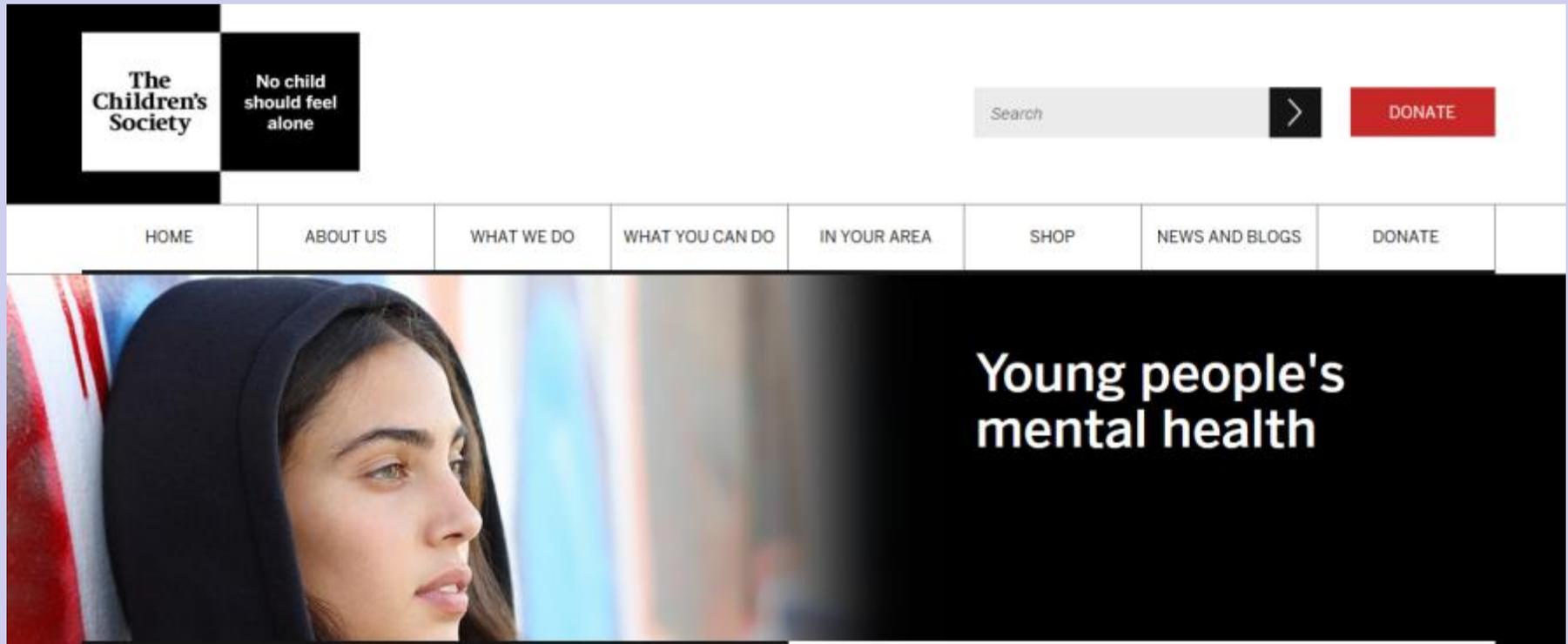


Green Paper and Mentally Healthy Schools



www.mentallyhealthyschools.org.uk

Children's Society



<https://www.childrenssociety.org.uk>



Annual Education Conference

Wednesday 20th June 2018, 9.30 am – 3.45 pm

Dante Suite, 2nd Floor Ebor Stand, The Racecourse, York

Vision into Action

Living life in all its fullness

John 10:10, I have come that they may have life, and have it to the full

The final of three conferences based around the Church of England's Vision for Education, 'Deeply Christian, Serving the
Confirmed Speakers

The Most Reverend & Right Honourable Dr. John Sentamu

Archbishop of York

Dame Alison Peacock

Chief Executive of the Chartered College of Teaching

Lat Blaylock

RE Today

Jim Davis MBE

Head of Youth Engagement, The Children's Society



Ofsted briefing for School Effectiveness Officers

Review of the curriculum and implications for inspection

Lee Northern HMI
Specialist Adviser, School Inspection Policy & Quality

London, 14 November 2017



Influence
Inform inspection policy
Inform policy making in the DfE

What has happened in phase 1?

- Research visits to 40 primary and secondary schools
- Review of routine school inspection reports
- Focus group discussions in five regions with headteachers of good and outstanding schools
- Questionnaire responses from Ofsted's Parents Panel
- Desk-based retrieval from school websites.

- Rich and Deep .
- Lack of coherent debate and discussion about the curriculum.
- No shared understanding across the sector of what the key terms actually mean.
- Timetable.
- Language used to talk about the curriculum is ambiguous.
- Preparing for tests was cutting learning time – intensity of this!
- Workload.

Many school leaders and teachers who were enthusiastic about revitalising the debate about what it means to develop and implement a great curriculum.

Summary – review phase 1

Lack of curriculum knowledge and expertise



Curriculum being confused with assessment and qualifications



Curriculum narrowing



Teaching to the test



Social justice issues

Late spring 2018 - more to be published about the curriculum survey.

The new framework

- Build on the curriculum work
- Build on other research work
- Time to develop and engage with the sectors
- Time for sectors to adjust, so...
- ...start in September 2019.

In the meantime, schools need to:

- know their curriculum – design and intent
- know how their curriculum is being implemented
- know what impact their curriculum is having on pupils' knowledge and understanding.

Need for numbers? That's up to the school – best way of 'knowing' (not 'demonstrating') the above?

Bold beginnings:

The Reception curriculum in a sample of good and outstanding primary schools



In January 2017, Her Majesty's Chief Inspector (HMCI) commissioned an Ofsted-wide review of the curriculum. Its aim was to provide fresh insight into leaders' curriculum intentions, how these are implemented and the impact on outcomes for pupils. This report shines a spotlight on the Reception Year and the extent to which a school's curriculum for four- and five-year-olds prepares them for the rest of their education and beyond.



No relief at 2pm on a Wednesday!

Key Themes (HMI and inspection feedback)

Raised profile upon the curriculum – breadth and depth

Non-core subjects

Foundation subject leadership

Assessment of foundation subjects

Progression and planning for challenge in foundation subjects –

What does good progress look like in history? Distinctive skills, knowledge and experiences? Young apprentice!

Quality of work in topic books (expectations)

Governor knowledge of the curriculum (not the timetable)

Continued focus

English and Maths in other subjects – writing in other subjects, more able.

Flight paths

Promotion of diversity (life in modern Britain)

West Yorkshire Strategic Partnership Sub-regional Improvement Board

- *Growth of capacity in the system*
- *Review of effective governance support*
- *Education Endowment Trust*
- *Research Trials*



The Big Picture pulls together evidence from the Teaching and Learning Toolkit and EEF-funded projects which have been independently evaluated, focusing on 12 high priority issues, or themes, for schools.



www.educationendowmentfoundation.org.uk/school-themes/



Putting Evidence To Work: A School's Guide to Implementation
'Ultimately, it doesn't matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools.'

Guidance Reports



Making Best Use of Teaching Assistants – Recommendations Summary

RECOMMENDATIONS ON THE USE OF TEACHERS AND TEACHING ASSISTANTS				RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN THE USE OF STRUCTURED INTERVENTIONS OUT OF CLASS		RECOMMENDATIONS FOR SCHOOLS TO BE FOLLOWED BY TEACHERS AND TA
I	II	III	IV	V	VI	VII
Teach what you know best Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Use the skills and knowledge of the teacher to deliver the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Use the skills and knowledge of the teacher to deliver the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Ensure the use of teaching assistants is effective. Use teaching assistants to support the teacher in delivering the core curriculum. This is the most effective way to ensure all pupils learn well.	Use the skills and knowledge of the teacher to deliver the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Use the skills and knowledge of the teacher to deliver the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Ensure high-quality interventions are available to support the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.

Improving Literacy in Key Stage One – Recommendations Summary

1	2	3	4	5	6	7	8
Develop pupils' reading fluency and comprehension. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Use the skills and knowledge of the teacher to deliver the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Use the skills and knowledge of the teacher to deliver the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Use the skills and knowledge of the teacher to deliver the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Use the skills and knowledge of the teacher to deliver the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Use the skills and knowledge of the teacher to deliver the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Use the skills and knowledge of the teacher to deliver the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.	Use the skills and knowledge of the teacher to deliver the core curriculum. Use the skills and knowledge of the teacher to deliver the core curriculum. This is the most effective way to ensure all pupils learn well.

Guidance Report Summary (Columns 1-8)

1	2	3	4	5	6	7	8
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Combining the research evidence and our own learnings from trials, Guidance Reports make clear, practical and evidence-based recommendations to help teachers translate the evidence into practice.

Guidance reports are supported by a range of resources (self-assessment tools, audit tools, etc) to help with successful implementation.

Same Day Intervention has been developed by the Yorkshire and the Humber Maths Hub. The intervention introduces a new approach to Maths teaching for Year 5 pupils, with the aim that all pupils succeed and become resilient and confident mathematicians. In Same Day Intervention, the structure of the lesson includes a 'progress pit-stop' placed in the middle, during which teachers can assess and group children for further teaching.

By participating in this research, you will make an important contribution in helping to understand methods of teaching that prevent the attainment gap.

SAME DAY INTERVENTION



WHAT WILL THE TRIAL INVOLVE?

Schools who sign up to the trial will be randomly assigned to either the intervention group or control group.

Three days training for Year 5 teachers in the intervention group and attendance at 'Open Classroom' sessions to observe SDI live

The trial will run for one year from September 2018. Details at <http://oie.outwood.com/eef-sdi>

WHO SHOULD SIGN UP?

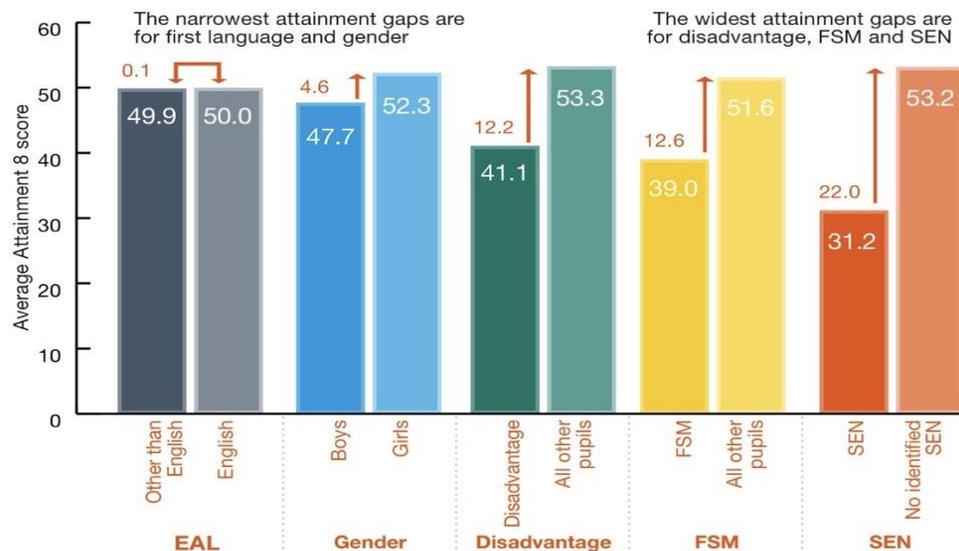
Primary schools in Yorkshire & the Humber (including the surrounding areas). Please register your interest by e-mail oie@outwood.com before **31st March 2018**.



Hot off the Evidence Press



Attainment gap, age 16, by different pupil characteristics:ⁱⁱ
England, 2016 (state-funded schools)



Strategic School Improvement Fund (SSIF) Update



Diocesan Director Briefing Note – Key Messages

The Strategic School Improvement Fund is now one of the key funding streams for school improvement work. Bids are prepared by Teaching Schools, MATS and LAs to meet the needs of schools identified as requiring support from within a sub-region. The priorities are set by a Sub-Regional Improvement Board (SRIB) which is made up of key partners – Regional Schools Commissioner, DfE, LAs, **Dioceses** and Teaching School representatives.

- York, North Lincolnshire and Humber - York, the East Riding and Hull
- Cumbria and North Yorkshire - North Yorkshire
- Tees Valley - Stockton, Redcar and Cleveland
- West Yorkshire and Lancashire - Leeds

- There have been two rounds of bidding so far and the third round is currently open with a closing date of Friday 20 April 2018.
- Role of diocese and standards committee.

If you are approached by a Teaching School, MAT or LA to be part of a bid, please can I urge you to engage with it if at all possible. There are sizable amounts of funding available and it is important that Church schools have access to this school improvement money wherever possible.



School Standards and Performance Committee

- **Analysis of performance information to inform SRIB**
 - **Monitoring Performance of C of E Schools**
 - individually and collectively
- **Definition of schools who may be vulnerable – support required!**
 - **So what?**
 - training, support and sharing!



Diocesan Performance 2017/18

COMBINED JUDGEMENTS	Feb 2018	Nov 2017	Sept 2107	May 2017	Mar 2017	Nov 2016	Sept 2016	Sept 2015
OFSTED/SIAS/SIAMS- Outstanding	17 (14%)	17 (13%)	16 (13%)	15 (12%)	16 (13%)	16 (13%)	16 (13%)	15 (12%)
OFSTED/SIAS/SIAMS- Good	46 (37%)	46 (36%)	46 (36%)	47 (37%)	50 (39%)	52 (41%)	55 (43%)	58 (46%)
OFSTED – Good/SIAS/SIAMS - Outstanding	46 (37%)	45 (35%)	45 (35%)	44 (35%)	44 (35%)	42 (33%)	39 (31%)	31 (24%)
OFSTED – Outstanding and SIAS/SIAMS – Good	2 (2%)	2 (2%)	2 (2%)	3 (2%)	3 (2%)	3 (2%)	3 (2%)	4 (3%)
Good or outstanding at both OFSTED and SIAS/SIAMS	111 (89%)	110 (87%)	109 (86%)	109 (86%)	113 (89%)	113 (89%)	113 (89%)	108 (85%)

Diocesan Outcomes 2017

Key Stage 1 Performance

Reading and writing is in line with national, rather than above.

Mathematics is 1% below national average.

Disadvantaged pupils achieve lower standards across the diocese in reading, writing and mathematics (57).

Key Stage 2 Performance

RWM combined is above the national and improved in 2017.

Reading and writing are above NA at both expected and higher standards and have improved in 2017.

Pupils are making expected progress in reading and writing.

In mathematics outcomes are in line with NA and have improved.

Progress is below.

Rising trends in performance at expected standard for disadvantaged groups.

Disadvantaged pupils achieve lower standards across the diocese (49% compared to 63%) and make less progress in reading and mathematics.

Performance in reading and writing is improving overall. Attainment gap widening at higher standard.

Sharing Good Practice

Healing the Gap



Pupil Premium

Forthcoming events

Headteacher retreat

Effective governance? Support needed? Forum?

What is needed? Training booklet

**Forthcoming Projects – healing the gap, diversity and
mental health?**

Making a difference across the diocese – collectively!