

# Carlisle Diocese Board of Education

## Annual Report

### 2019-2020



**Educating for:**  
Wisdom, knowledge and skills  
Hope and aspiration  
Community and living well together  
Dignity and respect

**Life in all its fullness**

# 1. Foreword

‘Teachers are unsung heroes of lockdown’ That was the headline in a recent edition of the ‘Church of England Newspaper’; and this foreword gives me an opportunity to applaud the remarkable work that has been going on in our schools as Heads, governors and all members of staff have responded so tirelessly and sacrificially to the corona-virus pandemic. Our profound thanks go to them; to the Diocesan officer team and members of the DBE, not least for the ‘Heads Huddles’ which have provided outstanding pastoral support, encouragement and prayer; and to all our consultants, for their patience during such a difficult and frustrating period.

This has also been a time of considerable change, with some excellent new appointments – including our new Director and Deputy Director, both of whom have been doing a wonderful job and more than living up to our very high expectations. I have, as always, been encouraged by this annual report with its evidence of a relentless commitment to the aim of ‘life in all its fullness’. I am also delighted with the news that the Good Shepherd Multi-Academy Trust continues to grow and flourish – with eight schools already signed up and three more in the process of joining.

Church Schools remain at the forefront of our mission in this Diocese – and I am glad to record our gratitude and admiration for all the hard and fruitful work recorded in this report.

A handwritten signature in black ink that reads "James". The signature is written in a cursive style with a long, sweeping underline.

## 2. Executive Summary

2019-2020 has been a year of great upheaval as education has sought to respond well to the massive impact of the coronavirus pandemic on our schools, their children and young people and staff, and the work of the DBE.

By 20<sup>th</sup> March 2020, all schools in the UK had closed to all children except those of key workers and children considered vulnerable. OFSTED and SIAMS inspections were cancelled, as were GCSE and A-level examinations. Education officers transitioned to home working, cancelled training and events, suspended the work of DBE consultants and sought dynamic ways to support our schools and leaders in a rapidly changing landscape. You can read more about the response of the DBE in section 3 of the report.

Carlisle DBE benefitted greatly from Headteachers' collaboration and sense of service to others despite incredible pressure; they embraced opportunities to contribute to the development of collective worship resources through the #faithathome initiative and the Oak National Academy, and enriched colleagues' experiences at conferences and events such as New Head's day. We are extremely grateful to them for their courage, dedication and humour.

Schools continue to work hard to balance their budgets in difficult circumstances. LCVAP and now SCA funding streams continue to decrease, creating difficult decisions for governors, leadership and the DBE about how to maintain buildings and ensure provision of quality education for our children and young people.

Finally, much work continues to support day to day activities of our schools, such as governance. We are grateful for the efforts made by education officers and consultants to provide sound advice, practical help and pastoral support to our schools during this time of crisis, albeit from a distance.

A handwritten signature in black ink, appearing to read 'Vanessa O'Dea', is positioned in the bottom right area of the page.

### 3. Vision and Strategy

We are always seeking Jesus’ promise for ‘life in all its fullness’ for all those working and learning in our church schools. It is the mission of the DBE and the Diocesan Education Team to work with schools, clergy and other partners to bring the Church of England’s Vision for Education ‘off the shelf’, and to life, in the corridors and classrooms of our schools. By educating for wisdom, hope, community and dignity we seek growth and flourishing for all, and through this the transformation of society for the common good.

Throughout Jesus’ life, he reached out to those who society had forgotten and had no time for, the ‘others’ who were vulnerable and the marginalised. He touched their lives and transformed them. In doing so he reminded society of the ultimate worth of people: individuals who are known and loved and made by God. This ‘scandalous inclusivity’ forms an important part of Carlisle DBE’s 5 year strategy (2019-2024).

The strategy takes the visionary aims of the Church of England’s Vision for Education, examines these through the lens of the Diocese’s God for All Vision and then expresses them in four areas of work which acknowledge the particular challenges facing Cumbria. Within these four areas are nine main themes which provide a clear focus for practical strategies. Each is underpinned by a theological truth that guides our work:

- **Schools’ Outcomes**
  - + Character *(grace)*
  - + Health and Well-Being *(children of God)*
  - + Learning *(growing)*
  
- **Shared Leadership**
  - + Christian Vision *(prophetic voice)*
  - + Resourcing *(reservoirs of hope)*
  
- **Local Mission**
  - + Inspire *(disciple)*
  - + Equip *(commission)*
  
- **Building the Future**
  - + Neighbour(hood) *(love)*
  - + Structure(s) *(eternity)*

We continue to make progress with the practical tasks associated with each theme. It will be important to keep reviewing the ways in which the strategy is complementing and meeting the aims of the God for All Vision Refresh, as well as those of local, regional and national networks we partner with.

Some ‘Big questions’ have come into focus as education continues to respond to the challenges of covid-19 and we consider how we are best to dream the future. We will need to listen with utmost care to the interests and needs of others as we seek to realise our Vision for Education through delivering our strategy. Examples of these big questions are:

- What opportunities have been brought about by the pandemic to reimagine our shared values and support our schools to live them out as a community, serving a community?
- What failings in our systems has the pandemic uncovered? Is now the time to ‘do education’ differently?
- In what ways might our schools’ Christian character drive recovery? How can the DBE support delivery of a curriculum that promotes flourishing in this new landscape and address widening gaps in disadvantage and inequality?
- How will we continue to build, nourish and sustain relationships with our schools and communities if trust becomes a scarce commodity – as a result of the pandemic and perceived failings of our institutions and government?
- In what ways can we build on our existing strategy to draw together positive creativity and raise emotional awareness, focussing on Christian values of gratitude, trust and forgiveness?
- Will this pandemic move our collective focus away from life in the cities? Will changes in working habits and shifting perceptions about quality of life bring about an ‘exodus’ to the country? If this should occur, how would Cumbria’s rural/small schools and communities be affected?



## 4. The Coronavirus pandemic and its impact

To educate is a God-given calling, an act of service with human relationships at the heart. This year school leaders, governors and staff have drawn deeply on their inner reserves and made great sacrifices to nurture and challenge children, young people and their families during the covid-19 pandemic. They have remained constant in their efforts to seek the growth and flourishing of their school communities, creatively responding to needs as they have emerged.

The DBE approached the covid-19 pandemic and lockdown in two broad phases: response and recovery. Following a virtual Board meeting in May, a DBE Standing Committee was formed with delegated authority to take decisions on behalf of the Board of Education and to support the Director and officers in their work. The Committee met twice, in June and in July.

In the response phase, the priority was to offer ‘triage support’ to Heads as they closed schools at short notice, organised home schooling resources and safe care for key worker and vulnerable children and prepared for phased re-opening. Direct contact (phone or email) was made with all schools in the first two weeks of lockdown to offer support and gain an understanding of shared and unique challenges for leaders. ‘Heads Huddles’ were established; this online meeting for Heads took place twice weekly then weekly and provided a supportive network where the focus was on listening and responding to needs as they were identified. Observations and concerns were then represented in meetings with Local Authority leaders. Weekly bulletins for schools included pastoral messages of support and encouragement from the Director, as well as organising and sifting relevant resources and news. Communications of thanks, support and encouragement from Bishop James, Bishop Emma and the Chair of the DBE were shared with schools via letter, video and in the final bulletin of the year. Encouragement and prayer were offered through Huddles, social media and radio engagement.

Carlisle Diocese also contributed to the response of the National Church, particularly through participation in the #faithathome initiative. You can read more about this in section 6 of the report.

As the initial response phase moved into the work of recovery, focus shifted to the preparing for the support our schools will need to manage the surge of anxiety and mental health issues in children, young people and staff in the light of the pandemic. A strategy for schools wellbeing, mental health and trauma management in schools was completed. Coaching sessions focussed on workload management and rest were offered to Heads through Huddles at the end of the summer term. These were well received by participants, who requested further sessions in 2020-2021, and Huddles were scheduled to continue into the 2020/2021 school year. A training opportunity for school staff to learn the importance of listening as a tool to restore relationships and recover from trauma was organised with NISCU. Based on an existing course offered by Acorn Listening, this pilot was created particularly for those working in schools and was scheduled for online delivery in September 2020.

## 5. Board of Education staffing

### Officers

There has been a significant change to the small retained Diocesan team this year. The Deputy Director left to take on a Director role in another diocese in October 2019. An Acting Deputy was appointed in January 2020 for two days per week. The Acting Deputy was appointed to a substantive role in March 2020. The period between October and January and then, to a less extent, between January and March was covered via a combination of consultant support (SIAMS management; schools in need of support; routine school visits; attending Ofsted and SIAMS feedback; and Headteacher recruitment) and by our Administrative Assistant taking on additional responsibilities (especially in relation to school governance). We are extremely grateful to all those who took on additional roles during this period.

The new Director took up her role in January 2020.

**Vanessa O’Dea:** Director of Education

**Charlotte Tudway:** Deputy Director of Education

*Acting role January 2020 – March 2020 (0.4fte) Substantive role March 2020 (0.6fte)*

**Dorothy MacLeod:** Schools Buildings Finance Officer (0.6fte)

**Morven Anson:** Admin Assistant (0.6fte) and Governance Officer (0.2fte)

## Consultants

We remain unusual amongst dioceses to have such a small retained team and to rely so heavily on the work of our self-employed consultant colleagues for our core work. As referred to above, we are particularly grateful to our Consultants who have helped bridge the gap in retained officers this year. It should be noted that we deployed 132 consultant days at a cost of £34,144, much of which was covering the shortfall in retained staffing costs.

Notwithstanding the impact of COVID-19, which has significantly reduced the amount of work undertaken by our consultants this year, we have begun to develop further their role. In particular, we have worked closely with our consultants to improve systems and procedures for communication, record keeping and information sharing. We have also introduced a link Diocesan Representative system so that all schools have a named link person. We look forward to reporting on the further progress in this area next year.

## The Good Shepherd Trust

We are fortunate to be supported by the Good Shepherd Trust who are helping us to realise our vision for education, often supporting our most vulnerable pupils to live life to the full. The record of the Trust in helping schools in difficult situations to improve and grow positively speaks for itself. The work of the Good Shepherd alleviates some of the work which would otherwise need to be undertaken by the Officers or, on a paid basis, by our consultants.

It is a privilege and a pleasure to continue to work closely with our colleagues at the Good Shepherd Trust and to mutually support one another.

**Claire Render:** CEO (0.4fte)

**Alison Gerke:** Business Manager (0.8fte)

**Steven Betteridge:** Support Officer (0.6fte)

**Claire Hudson:** Support Officer (0.5fte)

**Rotha Satterthwaite:** Development Officer (0.6fte)

**Kate Hughes & Becci Cook:** Admin Support Officer (0.6fte job share)

## Board of Education

Name	Category	
The Rt Revd James Newcome	The Lord Bishop of Carlisle	
The Rt Revd Dr Emma Ineson	Bishop's Appointment	
The Ven Vernon Ross	Synod Representatives: Clergy	
The Revd Andrew Towner, DBE Chair		
The Revd Richard Snow		
The Revd Becky Gibbs		
Richard Cox		
Shelagh Hughes	Synod Representatives: Lay	
David Mills		
Sharon Parr		
Andrea Armstrong		
Jillian Harrison-Longworth	Headteachers	
Judith Gore		
Nick Klein	CEO NISCU	

We are fortunate to continue to have a full complement of able members bringing a vast amount of wisdom and experience and who have continued to work imaginatively during the COVID-19 restrictions. Meetings have continued to take place via 'zoom'. Particular thanks go to our Chair who has taken on significant responsibility, often supporting the Officers and acting on behalf of the DBE alone, using delegated powers, during the COVID-19 restrictions.

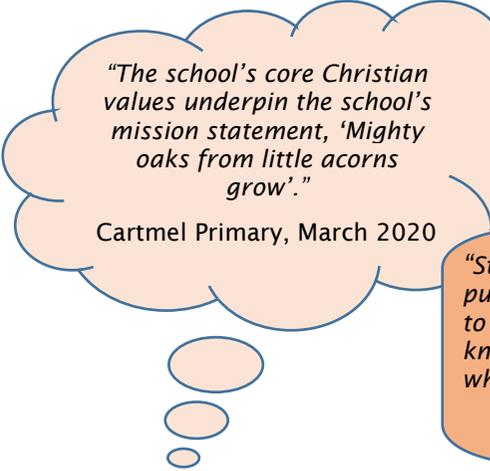
## 6. Schools Update

### Ofsted: New Inspection Framework

September 2019 saw the introduction of inspections under a new framework. Although rigorous and demanding, it has been broadly welcomed by school leaders for its emphasis on ‘quality of education’ rather than on results and data.

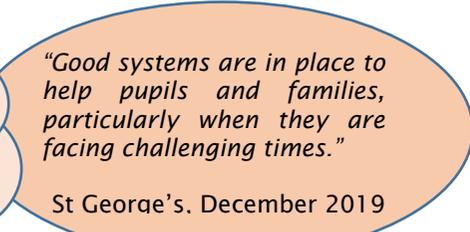
School leaders are also grateful for the separation of judgements in ‘behaviour and attitudes’ (how well leaders create a calm and orderly environment and tackle bullying) from ‘personal development’ (how well settings build pupils’ confidence and resilience including through sport, music and extra-curricular activities).

The new framework empowers schools to always put the child first by discouraging practices such as ‘off-rolling’ (removing pupils where it is in the interests of the school to do so, rather than the pupil’s). It also encourages the celebration of schools working in challenging circumstances. Recognition of the distinctive Christian character of our schools continues to be evident in Ofsted reports, including our aim to be “scandalously inclusive” and enable all our pupils to live life to the full.



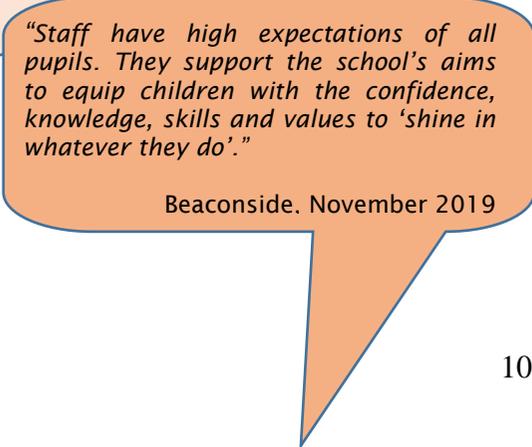
*“The school’s core Christian values underpin the school’s mission statement, ‘Mighty oaks from little acorns grow’.”*

Cartmel Primary, March 2020



*“Good systems are in place to help pupils and families, particularly when they are facing challenging times.”*

St George’s. December 2019



*“Staff have high expectations of all pupils. They support the school’s aims to equip children with the confidence, knowledge, skills and values to ‘shine in whatever they do’.”*

Beaconside. November 2019

Five areas of school life are judged:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management
- Early Years Provision

Expectations for **all** subjects (rather than just reading, writing and maths) are extremely high under the new framework. In the Quality of Education area, Inspectors are looking for the **intent** behind the way the curriculum has been developed to suit the needs of the learners at any given setting; how well it has been **implemented**; and the **impact** for pupils. In order to assess the breadth and quality of the curriculum, inspectors dive deeply into three subject areas (one of which is always reading). We have seen some grace given to schools inspected this year where progression in teaching across the school and assessment of **all** subjects is not yet fully embedded. However, in time, schools will be expected to be able to demonstrate that all subjects are as well taught as maths and English.

## Ofsted: Reporting

A new style of reporting was also introduced with the revised framework. It is much shorter than its predecessor and is written for parents rather than school leaders.

Detailed feedback to school leaders is still given verbally at the end of the inspection but not included in the written report. This makes it increasingly important for Diocesan representatives to attend Ofsted feedback sessions to help understand how best to support schools needing help and to spot regional or County-wide patterns which need addressing.

## Ofsted: What did inspection look like in the Diocese of Carlisle during 2019-2020?

On 17<sup>th</sup> March 2020, **routine inspections** were suspended to take pressure off school leaders responding to the COVID-19 crisis. Ofsted continued to

intervene in non-routine situations (such as where there were safeguarding concerns).

The final inspections of the academic year in Carlisle Diocese took place on 10<sup>th</sup> and 11<sup>th</sup> March 2020.

In total, 16 schools were inspected between 10<sup>th</sup> September 2019 and 11<sup>th</sup> March 2020, 13 of which were found to be Good and 3 to Require Improvement.

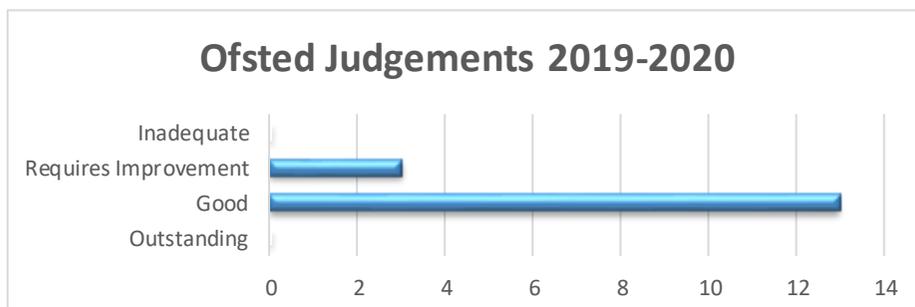
For the majority of schools inspected (11 of the 16), they retained a previous Good judgement.

We continue to celebrate the ongoing successes at Grayrigg school which, although still Good overall, was judged to have an Outstanding Early Years and Outstanding Personal Development.

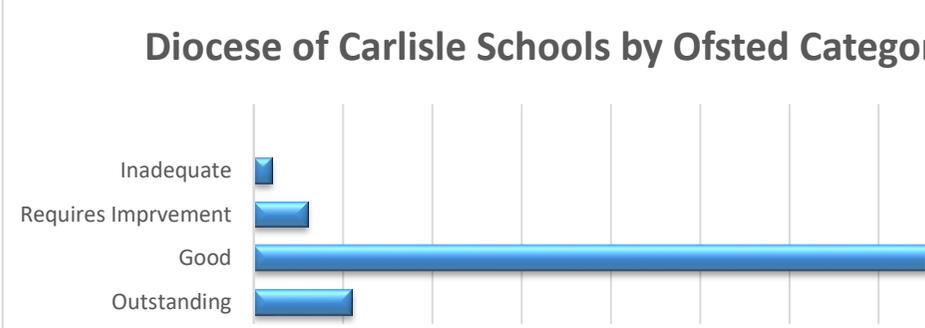
Two schools received a second Requires Improvement judgement and will continue to receive support. In one of these schools, standards are continuing to improve swiftly and the school was judged to be Good in all areas apart from Quality of Education where curriculum planning and effective teaching in **all** subjects is not yet embedded.

Two schools were downgraded from Outstanding to Good. However, this is in line with the National picture (see below) and the schools' own self-assessments.

One school was downgraded from Outstanding to Requires Improvement and will be supported by the Diocese next year.



Overall, in the Diocese, 96 of our 104 schools are currently Good or better (92%). However, it is important to note that this may change following the re-introduction of routine inspections during the academic year 2020-2021 (see following section).



### Ofsted: Removal of exemption for outstanding schools

In September 2019, the education secretary announced that schools judged to be Outstanding would lose their exemption from routine inspection from September 2020. Therefore, once routine inspection re-commences, 11 schools in our Diocese which have hitherto been exempt are likely to be amongst the first to be inspected.

Nationally, 80% of formerly exempt Outstanding schools were downgraded when inspected recently. Of 305 schools inspected, 166 were changed to Good, 76 to Requires Improvement and 14 to Inadequate. These findings are unsurprising (the inspection framework has changed radically since the exemption was introduced in 2012). Ofsted now expect Outstanding schools to be truly exceptional “beacons of excellence”.

Our most recent Outstanding judgement was in 2017. The majority are from 2014 or earlier (one is as long ago as 2008). If our Diocese reflects the National picture, it is likely that many of our Outstanding schools will be downgraded when inspected.

## Ofsted: what will inspections look like in 2020-2021?

In the Autumn term 2020, routine Ofsted inspections will continue to be suspended. Instead, Ofsted will **visit** (rather than inspect) to “look at how schools are getting pupils back up to speed after so long at home.” The visits will not be graded (although the outcomes of the visits will be published in a letter to parents).

### School Performance: Data

On Wednesday 18th March, the government announced that schools would close to most pupils on Friday 20th March and that all exams and tests were cancelled.

The government has confirmed, “We will not hold schools to account on the basis of exams and assessment data from summer 2020 and that data will not be used by others, such as Ofsted and local authorities, to hold schools to account. We will not be publishing school, college or multi-academy trust (MAT) level performance data based on summer 2020 tests, assessments and exams at any phase.”

This includes:

- Early Years Foundation Stage Profile
- Year 1 Phonics screening
- End of Key Stage 1 data
- Year 4 Multiplication tables check (*which was due to take place for the first time this year*)
- Key Stage 2 data including SATS
- GCSEs
- A Levels



The performance tables that were due to be released in October and December 2020, and in January and March 2021, will not go ahead.

Pupils due to sit GCSE and A Levels this summer have received grades based on teacher assessment which have then been moderated nationally. There has been some concern about the accuracy of grades awarded.

The government has confirmed that all those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, should use data from previous years when assessing school and college performance, and not the 2020 data.

However, the Fisher Family Trust are collating schools' own data to help with self-assessment and three year trends. This data will be available to the DBE officers and will help with planning support for schools.

## **School Performance: Coasting and floor standards**

As part of the move away from focusing on data for school improvement, from September 2019, the government has removed the coasting and floor data standards. They will no longer be used to identify schools for intervention, support, or any other purpose. Instead, Ofsted Requires Improvement judgements will be used as the sole method for identifying schools needing support which, again, makes our attendance at Ofsted feedback sessions vitally important in understanding the support our schools may need.

## **SIAMS: What did inspection look like in the Diocese of Carlisle during 2019-2020?**

2019-2020 is the second year that schools have been inspected under the new SIAMS Inspection Framework.

SIAMS inspections were also suspended on 17<sup>th</sup> March 2020.

The final inspection of the academic year in Carlisle Diocese took place on 5<sup>th</sup> March 2020.

In total, 13 schools were inspected between 19<sup>th</sup> September 2019 and 5<sup>th</sup> March 2020. We were delighted to be able to celebrate successful outcomes for each of these schools.

Five schools retained their Good status (which is a cause for celebration as expectations under the 2018 inspection schedule are far more exacting than those in place last time these schools were inspected).

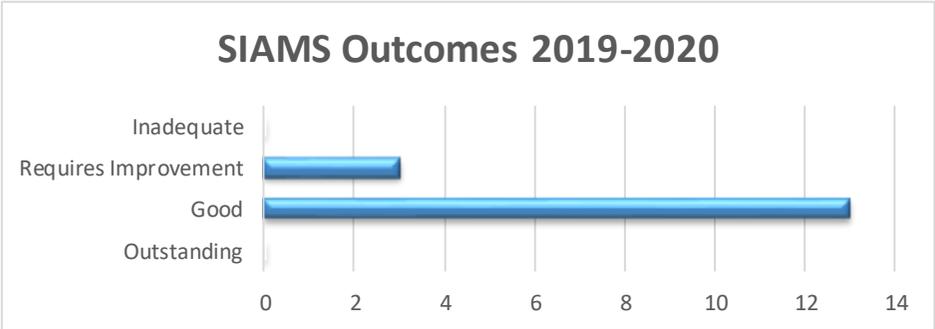
Five schools were downgraded from Outstanding to Good. Again, this is in line with the National picture and not a cause for concern given the new extremely high expectations.

Three schools were found to be Excellent: Cartmel Priory Secondary School; Holm Cultram Abbey; and St Thomas'. For both Holm Cultram Abbey and St Thomas' this is a particularly marked improvement from their Good status in their previous inspection.



*Experience Easter 2020 at Lanercost CE School*

Overall in the Diocese, 96 of our 104 schools are currently Good or better (92%). However, it is important to note that this may change following the re-introduction of SIAMS inspections during the academic year 2020-2021 given what has been said about the likelihood of previously Outstanding schools being downgraded under the new inspection regime.



## Diocese of Carlisle Schools by SIAMS Outcome



### SIAMS: What will inspections look like in 2020-2021?

SIAMS inspections cannot recommence until the suspension of routine Ofsted inspections under s.5 of the Education Act is lifted because the requirement to inspect Church schools derives from s.5.

At the date of publication, no date had been agreed for the re-introduction of inspections. However, it will **not be before** January 2021.

By this time, there will be a large number of schools overdue for their 5 yearly SIAMS inspection. We await clarification about whether and how scheduling will be relaxed to spread out the inspections to relieve pressure both next year and on each 5 yearly anniversary going forwards.

### SIAMS: Supporting schools in preparing for SIAMS

Training and support for schools is planned in and the Diocesan team are currently looking at how best to deliver these sessions online rather than in person.

Before COVID-19 related school closures, the Diocese was working towards offering 'health checks' for school due SIAMS inspections in the near future. This work will recommence in 2020-2021. However, with the large backlog of schools due for inspection, the capacity of the team to spend time with each school who would benefit from support with SIAMS preparation will inevitably be limited.

## Relationships Education

In January 2020, we produced a guidance paper to support our school leaders' preparations for complying with the new statutory requirements for teaching Relationship Education by September 2020 (when they were due to become compulsory).

The guidance paper was followed up with a suite of documents in March 2020:

- Powerpoint to support statutory consultation meeting with parents;
- Frequently Asked Questions sheet for parents;
- Model policy; and
- Checklist for Governors.

The closure of schools to most pupils and restrictions preventing gatherings due to COVID-19 precluded schools' planned consultation meetings with families during the Summer Term 2020.

In recognition of this, the government has postponed the compulsory start date for compliance until the Summer Term 2021.

Working closely with Ellenborough and Ewanrigg school (which has been awarded DfE funding to establish a hub to train schools across Cumbria, North Yorkshire and the North East), we will continue to support our schools in the Autumn term in the following ways:

- Briefing session for Headteachers on teaching relationships education in a church school (joined by hub representative);
- Diocese of Carlisle guidance papers and documents (referred to above) to be made available via the hub;
- Deputy Director to attend hub sessions to give a church school perspective.

At the time of publication, approximately one third of our schools have already engaged with the hub and will be accessing the DfE funded training.



*St James CE Infant School, Whitehaven, officially opened their prayer space which was supported with a £500 grant from the 1-5 Committee of the Carlisle Diocese Mother's Union*

## **School Support**

The termly RE cluster meetings took place in the Autumn term in the Ulverston/Furness, Keswick and Carlisle areas. Attendance tends to be variable, largely because of time pressures on schools. However, those who attended were appreciative of the mixture of input from Penny Hollander (diocesan consultant) on a range of local and national initiatives in RE and the opportunity to share ideas and resources with other colleagues. Unsurprisingly, focus in the meetings continued to be on RE and the new SIAMS, as well as RE and assessment.

The Diocesan Friends scheme continues to run with three 'Friends' supporting leaders in eleven schools. Schools that do participate in this voluntary scheme are appreciative of the support they get from the Friends - particularly on pastoral issues, and the confidential nature of the visits.

## **Cumbria Alliance of System Leaders (CASL) and Local Alliance of System Leaders (LASL)**

The management of the Cumbria Alliance of System Leaders (CASL) has been streamlined and the Director is no longer a director of CASL. The Primary Heads Association (PHA) and the Cumbrian Association of Secondary Headteachers (CASH) are now leading CASL guided by a 'for schools by schools' philosophy.

Local Alliances of System Leaders (LASLs) continue to act as important forums for information sharing regarding school improvement and cluster developments, and for sharing innovation and best practice. These meetings are attended by the Director and the Deputy. The Director attended meetings of LASL North in February and LASL West in March before lockdown. A clash of dates prevented attendance at LASL South.

## **Pupil numbers and school organisation**

In January 2020 there were 12,363 students in our schools of which 10,439 were in primary and 1,924 in secondary. This is predicted to fall in primary schools. The live birth data for 2018 indicates a drop of 600-800 on the current Reception cohort, the lowest number since records begun. Cumbria also has the highest number of surplus places of authorities within its statistical neighbours and therefore likely the country. It is clear that this will present increasing challenges for local schools that will need strategic leadership.

Where there is a change of leadership or a crisis occurs then small schools are increasingly vulnerable to becoming unsustainable. Where there are Executive Head arrangements this is often a response to the inability to appoint a headteacher or a crisis and the arrangement is seen as temporary. As of September 2020, there are six Acting Heads in church schools. This is due to a mixture of delays to recruitment posed by the lockdown and questions over longer term strategies for sustainable models of Headship. Longer term strategies continue to need exploration. The Good Shepherd MAT has continued employing a more strategic approach, employing Executive Heads and Heads of School.

The question of how the pandemic will affect Cumbria and school organisation is a key one. For example, will falling rolls in Cumbria be reversed if the pandemic prompts an ‘exodus’ from urban areas? If rolls stabilise or increase, how will this affect strategy?

## **Academies and Multi Academy Trusts**

The government approach still remains committed to developing the academy agenda with forced academisation for schools judged Inadequate following Ofsted. The government is prioritising moving ‘stuck’ schools into MATs and there has been pressure to give church schools more choice of which MAT they can join. The Director had a number of information-finding conversations with other Diocese regarding MAT strategies. The CEO role was identified as being crucial to growth of a Diocesan MAT, as well as a strong School Improvement Offer.

## **The Good Shepherd Trust**

Claire Render continues as CEO of the Trust two days a week. The Trust now has 8 schools: Ambleside, Braithwaite, Dean, Gilsland, Lazonby, Lorton, Wreay and Whitfield. Wreay Church of England Primary School joined the Trust in September 2019 and Gilsland Church of England Primary School, which was a stand-alone academy, re-brokered into the Trust in January 2020. Bishop James led opening ceremonies welcoming both schools into The Good Shepherd Trust.

The Trust has recently been approved as sponsor for Lamplugh Church of England School (VC) and it is actively engaged in supporting and working with other schools on their journey towards joining the Trust. This illustrates what the heart of the Trust is about.

The Trust continues to build on its track record and celebrate developments for its schools. The Secretary of State for Education Gavin Williamson visited the Trust in September 2019, touring Wreay school, meeting children and having lunch with Trust Directors. At Ambleside, staff wellbeing is a focus and the staff room was refurbished. A Forest School was opened at

Braithwaite. Lorton children exhibited artwork at Wordsworth House with local artists, raising £2,000 and featuring on Border news. Whitfield's SEN audit from the NCC was highly praised for the school's inclusive nature. A business case to extend the age range for Gilsland to take nursery pupils was agreed, with nursery children starting at the school from January 2020. Lazonby coordinated a joint Trust schools visit by school council representatives to the Houses of Parliament in London, which the Director and the Trust CEO attended. Dean school received funding to improve the Early years area. Centrally the Trust has developed a new logo and website.

Over the last year the Trust and its staff have been working on the following developments and key areas of support delivery:

- small school curriculum development, specifically for mixed age range classes and subject leader support;
- cluster working across the three schools in the north of the County and what collaboration, sharing and support across the schools looks like and how it is delivered;
- professional development opportunities and support for two new head of schools;
- ongoing policy development including keeping up with all the Covid addendums and changes;
- heads support meetings through lock down to share the stress and good practise;
- continued budgeting support in a constantly changing environment.

If anyone involved in a school in Cumbria is interested in finding out more about the Trust and what it would mean for them and their school, please go to [www.goodshepherdtrust.uk](http://www.goodshepherdtrust.uk) or contact Claire Render at [ceo@thegoodshepherdmat.co.uk](mailto:ceo@thegoodshepherdmat.co.uk)



*Pupils at Lorton School retained their ‘Good’ judgement from Ofsted following inspection in February. The school was praised for the school’s ethos being at the centre of all it does.*

## 7. Embracing National Initiatives

Carlisle Diocese contributed to the response of the National Church to the COVID-19 pandemic, particularly through participation in its #faithathome initiative. Three church primary schools collaborated with the Director and Deputy to create a primary assembly resource for the online learning resource ‘Oak National Academy’. The Diocese contributed to the Church of England Education Office’s working party which produced ‘Never the Same’, a grief and bereavement resource published for school leaders, clergy and families. The Director was nominated as ‘Growing Faith’ champion for the Diocese and the department worked with God for All to prepare for Thy Kingdom Come, although delivery of prayer maps to all church primary schools was made impossible due to lockdown. The department also put Carlisle forward to participate in the research phase of ‘Teach Rural’, a campaign in partnership with Teach First to raise the profile of teaching opportunities and possibilities in the rural context.

The Diocese of Carlisle continues to work in partnership with the Church of England Foundation for Educational Leadership to support delivery of the Church of England Professional Qualification for Headship (CofEPQH) for Headteachers and aspiring Headteachers. Carlisle is part of the North West region. Leaders and headteachers are attracted to the CofEPQH due to its

distinctive Church flavour, where the Vision for Education is a central pillar of the qualification. The DBE support by organising mentors for participants and organising the presentation part of the qualification.

A group of four headteachers and leaders were part of the second cohort scheduled to complete their CofEPQH in the summer of 2019. Two of this cohort received full funding from the Maurice and Hilda Laing Trust. Others were able to access full funding through the DfE due to working within identified districts that the DfE has prioritised. Each leader was ably supported by a church school Head who acted as their mentor. COVID-19 and the lockdown necessitated the extension of timelines for this cohort. These leaders will make their final presentations to representatives of the DBE in February 2021.

Five church school leaders and 1 community school leader are part of cohort 3. These participants started the course in February 2020 and attended their first learning event pre-lockdown. Their second residential learning event will take place on 8/9<sup>th</sup> October 2020 in Preston. Course delivery was re-scheduled to factor for COVID-19 disruption.

Applications for cohort 4 opened on 5 July. Due to COVID-19, there will be no residential element for this cohort. Four face-to-face days will take place through 200/2021 and the six learning modules will be hosted online. Cohort 4 will begin the qualification in December/January 2020, with the first face-to-face meeting scheduled for March 2021.

The DfE confirmed that they have now paused scholarship funding that supported some of our leaders to undertake the CofEPQH. The DfE are reviewing the eligibility criteria for future funding and it is likely that these criteria will be more stringent and focused on supporting only participants in areas of deprivation.

Peer Support Networks, representing approximately 50 community and church schools, were delivered by Ruth Houston (diocesan consultant) in conjunction with CEFEL. These were focussed on Health and Wellbeing and Community and Living Well Together. The local authority continue to appreciate the benefits of these networks and funding has continued through 2019/2020.



***Governors at the first Peer Support Network launched at Beaconside CE School Penrith in February 2020***

Recognising the value of Networks, the DBE funded a Governor's Peer Support Network, launched in January. 65 expressions of interest were received. Two meetings of the Governor Peer Support network took place before lockdown, in February (17 attendees) and March (14 attendees). The Director participated in the February meeting, hosted by Ruth Houston (diocesan consultant). The feedback from attendees was very positive and follow up sessions were scheduled to take place online through Autumn 2020. In April, CEFEL launched a Peer Support Network for Clergy and School Leaders. The Director and Deputy attended the first meetings and were accompanied by two clergy representatives from the Diocese.

*“The CofEPQH provided an excellent platform for me to engage with a range of professionals who are all seeking to do their very best in a varied range of primary education settings across the North West. It allowed the opportunity to explore different leadership and management styles and recognise how different strategies/approaches can be beneficial in different situations. One of the key things I take away the course are two simple words ‘Horizon Scanning’. This was a phrase which was repeatedly spoken about by the course leader - I shall now use this as a tool to be ahead of the game and spot what the future may hold for educational leaders! A great course allowing the flexibility to carry out assignments which support personal, school and career development.”*

**2019/2020 CofEPQH Cohort 2 Participant**

## Understanding Christianity

70% of our schools have now undertaken Understanding Christianity training. In January 2020 over 70 attendees from 10 schools attended training hosted by St Herbert’s CE School, Keswick. There is a need to recruit more trainers for delivering Understanding Christianity during 2020/2021.

*“Recent specialist training by church members, diocesan staff and the Northern Inter Schools Christian Union (NISCU) has benefitted staff and pupils. Godly Play training has enriched provision for spiritual development. Understanding Christianity training has developed staff skills and subject knowledge.”*

**Langwathby SIAMS Report Dec 2019**

## 8. Partnership Agreement

Our Partnership Agreement has been significantly updated this year in the following ways and in response to our colleagues and Headteachers:

- every school has a Diocesan Link Representative (officer or consultant);

- agreement runs from September to August to suit schools CPD and curriculum planning;
- document has been redrafted to make it clearer and simpler (especially in relation to the ‘package’ and advantages of buying in to ‘enhanced support’).

Many planned collaborative and training sessions this year have (and will continue to) take place online. Whilst online sessions are not the same as meeting face to face, they have facilitated meetings of colleagues across the county who would otherwise not have come together.

## 9. Leadership Events and Programmes

### Annual Conference

On the 17<sup>th</sup> October 2019 over 50 senior leaders, governors and clergy joined together at Stoney Beck Inn, Penrith for the annual diocesan leadership conference. The theme was ‘Leading to Live Well Together’. Dean Johnstone from Minds Ahead spoke about embedding mental health into the 2020 curriculum and Pam Weeden, diocesan consultant and executive coach and mentor led a workshop on strengthening staff mental health. The day ended on a high as the choir of St Herbert’s CE School, Keswick had everyone on their feet to join in with singing. Unfortunately, the 2020 Governor Conference had to be cancelled, due to the Coronavirus outbreak.



*The choir of St Herbert’s CE School at the Annual Conference October 2019*

## **New Headteachers' Day**

On 8<sup>th</sup> November 2019, 8 new headteachers, acting headteachers and heads of school attended the annual diocesan New Head's Day at Rydal Hall. As well as being provided with an opportunity to meet diocesan officers and find out about various aspects of support the diocese offers them in their roles, Ruth Houston spoke about the Peer Support Network and the Church of England Foundation for Educational Leadership and Brian Jones, Headteacher at St Mary's CE School, Kirkby Lonsdale explored the distinctive nature of leadership in the church school context. Although interrupted by COVID-19, support visits to new church school leaders will resume in the Autumn term.

## **Christian Leadership Course, Carlisle Diocese (as part of DBE Services)**

This year there were 8 delegates from the diocese, from Bishop Harvey Goodwin, Lazonby, Langwathby, St. George's, Coniston, St. Oswald's, Burlington and Grange. Due to COVID-19 impacted the final celebration had to be postponed until October 2020.

Although there is little specific reference to the Christian leadership course in SIAMS reports for the Diocese, it is interesting to note that frequently schools that have received an Outstanding/Excellent judgement have leaders who have been part of the Christian Leadership course.

## **Headteacher appointments and induction**

During 2019-20 there were a total of 8 Headship appointments, all at primary schools. There were 3 appointments of substantive Heads at Broughton-in-Furness, Houghton and Staveley schools and the appointment of a Head of School at Gilsland. 4 Acting Heads were appointed at Lamplugh, Lindale, Selside and Hayton schools. It was agreed that 2 existing Acting Head arrangements at Shap and Walton and Lees Hill will continue into 2020/2021. COVID-19 caused delays to the recruitment process at two schools, St Michael's Bothel and St. Martin and St. Mary. These appointments were

scheduled to continue in September 2020. We continue to proactively support governing bodies during the recruitment process.

The Director and the Deputy Director held a meeting in August with the Primary Heads Association and the Local Authority to explore ways in which the Diocese can enrich and contribute to their new headteacher induction programme.

## 10. Governance

### Appointments

There has been a reduction in the number of Foundation Governors appointed and re-appointed with a significant dip since the COVID-19 outbreak. In total 47 Foundation Governors have been appointed and another 27 re-appointed.

The Board of Education took the decision to apply a six-month extension to Foundation Governors whose term was due to end between March – July and a three-month extension between August – December. The aim was to try and relieve some of the pressure on Governing Boards, particularly as many PCC's were not meeting and were therefore unable to support nominations. 15 extensions were applied and many of these have subsequently been re-appointed for the full 4-year term.

The number of Foundation Governor vacancies has remained largely unchanged at 12% across all schools and unfortunately, planned summer initiatives and vocations roadshows to promote governance all had to be cancelled.

### Governor Training

The rise in attendance at training sessions for governors and senior leaders did increase further, from September to March, as predicted in last year's report. 11 sessions took place with 135 attendees. Two new initiatives were trialled by the team during the year. The first was the offer of daytime courses, in addition to twilight sessions, which proved so successful in November a further date was added in February. The second was the introduction of a dedicated Clerk's training session which attracted 22 clerks

to the first two sessions. This was complimented by a Clerk’s Zoom session during the COVID-19 lockdown which was attended by over 35 clerks.

*“Very helpful, lots of stuff to think about for a new governor”*

*“Very useful two hours (it went quickly!)”*

**Module 3 Distinctive Christian Character October 2019**

*“Excellent, thorough delivery of information. The opportunity to discuss the role and responsibilities was valuable. Thank you.”*

*“Very impressive presentation giving a real overview of the governors role”*

**Module 1 An Introduction to Church School Governance February 2020**

*“Excellent and gave me a better perspective of what to work on”*

*“This was very helpful and informative with clear and concise explanations”*

**Module 2 An Introduction to SIAMS February 2020**

*“Really informative and easy atmosphere to ask questions”*

*“Very useful session and great to have the diocese side to compliment the LA training”*

**The Role of the Clerk in a Church School March 2020**

## 11. School Buildings: Financial Year 2019-2020

### Locally Co-ordinated Voluntary Aided Programme (LCVAP):

This was the final year of LCVAP funding which would be superseded by School Condition Allocations in 2020-21. The 2019-20 LCVAP allocation was announced in April 2019: An initial allocation of £771,921 (calculated by the LA based on pupil numbers) was supplemented by an additional £10,176 allocated by the LA. This was a sum not required by ‘non-denominational VA

schools' elsewhere in the county. A total of £782,097 was allocated for VA schools in Carlisle diocese.

LCVAP projects were carried out at the following 15 schools: Beaconside, Beetham, Bishop Harvey Goodwin, Culgaith, Grayrigg, Grasmere, St Herbert's, St James, St Mark's, St Martin & St Mary's, St Michael's, St Oswald's, St Thomas, Waberthwaite and Wiggonby. All schools contributed at least one year's Devolved Formula Capital allocation to their project. 10% of the approved cost of every project is paid by the school from their own resources. The programme of works was impacted by the COVID-19 pandemic: Shortage of materials and contractors' staff being furloughed meant that work at Beetham, St Michael's and Waberthwaite was suspended. As a result the LCVAP allocation was not fully spent within the 2019-20 financial year. Work recommenced slowly after lockdown was eased.

The LCVAP projects' **approved total costs were £993,463** funded as follows:

LCVAP Funding: £782,097

DFC Funding: £124,465

Schools' 10%: £86,901

## Devolved Formula Capital (DFC):

The diocese received an allocation of **£219,852** DFC funding for the 2019-20 financial year. This is allocated to 42 VA schools on a 'per pupil' basis, to be spent on capital school works over a rolling 3 year period.

## Additional Capital Fund (ACF):

In November 2018 the diocese was allocated **£293,850** additional funding for VA schools, announced by the government in the autumn budget. This was allocated to each school on a 'per pupil' basis, to be spent by 31<sup>st</sup> March 2021. ACF and DFC spending may be combined in a project.

In addition to DFC contributions to the LCVAP projects above, **35 DFC/ACF projects were approved in 2019-20** using a combination of DFC and ACF funds, at a total cost of **£347,271**. Schools paid 10% of these costs:

DFC Funding: £182,379

ACF Funding: £133,322

Schools' 10%: £31,570

## 12. DBE Budget

The DBE budget runs alongside the rest of the diocese with the financial year ending in December. As an unincorporated board the budget is the responsibility of the Diocesan Board of Finance (DBF).

In 2019 the total budget, available to the DBE, was £202,000. The DBE's budget is funded from Barchester income, a contribution from the DBF and income from DBE Services.

From Barchester, there was a net income of £143,554 to fund the work of the DBE. This was £45,654 greater than budgeted for. Consequently, the DBF's contribution to the work of the DBE during 2019 was £61,830. The income from DBE Services for work carried out on capital schemes was £10,541.

An additional £23,129 was earned as income from courses, training and conference.

In terms of expenditure, total costs for 2019 were £215,925. This was over budget, but balanced by the better than expected performance of Barchester. Salary expenditure represented 71% of total costs. 12% was expenditure on consultant support for schools and training. Office costs represented 16% of the total; of this 14% was support for the Good Shepherd Trust.

### **Note:**

Because of the misalignment between the payment for services delivered under the Partnership Agreement (April 2019-March 2020 and then September 2020-August 2021) some income will need to be carried forward to deliver services in one financial year for which payment was received in the previous financial year.





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