

# **Carlisle Diocese Board of Education**

## **Annual Report**

### **2020-2021**



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

**Life in all its fullness**

## 1. Foreword

There is a saying, *'it takes a village to raise a child'*. Our church school communities understand this. They know that wisdom, hope, community, and dignity are riches to be unpacked and discovered not only in the classroom with teachers, but also in the after-school club with volunteers, the school hall with the visiting clergy member, and on the playground with supervisors. Many 'villagers' also work in the wings, like the education officers of the DBE and the staff of the Good Shepherd Trust, supporting the flourishing of children and young people and school communities in unseen and vital ways.

You can see the tracks of the village of people engaged in the distinctive work of supporting church school education in the pages of this report; and we are all incredibly grateful for the persistent and sacrificial commitment that has been such a feature of Church School life during the last year.

From partnership working to provide induction for new headteachers, to peer support networks for Heads and Governors; from Huddles to collective worship training, SIAMS training and RE support for subject leaders – here is a community committed to serving the children and young people of this county and creating, together, an education that is 'deeply Christian, serving the common good.'

Whether your unique contribution is front line or backstage, I want to say a sincere and heartfelt thank you. I pray God's blessing on you all.

A handwritten signature in dark ink, appearing to read 'James', with a long, sweeping horizontal stroke extending to the right.

## 2. Executive Summary

This year has been one of ‘both/and’ for schools and the DBE. Covid continued to dominate the educational landscape. At the same time routine work that had been paused was taken up again.

National lockdowns in November 2020 and January 2021 affected all schools in the UK and caused further disruption to children and young people’s education. On return to school in March 2021, life was dominated by covid and covid management. Uncertainty abounded as the system sought to ‘keep calm and carry on’. OFSTED recommenced different forms of inspection in stages. SIAMS inspections continued to be suspended and remained so all year. GCSE and A-level examinations were cancelled and grades were again teacher assessed.

Through it all, church schools kept the show on the road. Leaders prioritised high-quality collective worship despite challenges of delivering online. They gifted time to evaluate the Diocese’s RE scheme of work and consider developments. They supported one another; delivering talks to new Headteacher colleagues, advising each other in Huddles and volunteering to be professional partners. We are extremely grateful to leaders and all school staff for the way they have embodied wisdom and hope, built community and preserved dignity during a very tiring year.

Turning for a moment from covid to consider the wider picture, schools continue to work hard to balance their budgets in difficult circumstances. The reality of falling rolls means there are 189 fewer pupils in church primary schools this year compared with 2019/2020. SCA funding was again limited, making decisions about what capital works to prioritise in VA schools challenging. The re-structure of local government poses questions about how school support will be delivered in the future, as does the government’s renewed drive towards a single model of education provision in England: a model where all schools are academies within ‘strong MAT families’.

As we move into this new landscape, the DBE must work with church schools to encourage serious consideration of their long-term future. Schools need to join together in formal partnerships if they are to be

sustainable and resource high quality education for the children and young people of Cumbria.

In another hard year, education officers and consultants have provided exceptional support for schools, whilst predominantly working from home. A decision to deliver quality training, events and support exclusively online, unless there were exceptional circumstances, necessitated significant upskilling and serious creative thinking. In addition, new and one-off training was developed to support leaders and governors in response to needs as they arose. The team have worked incredibly hard, and I want to take a moment to thank them for their servant hearts and the support they have given to schools, each other and me during 2020/2021.

*Vanessa O'Dea*



Shankhill CE School Values Art Project December 2020

### 3. Vision and Strategy

The DBE strategy (2019-2024) 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)

In 2020/2021 progress was made with practical tasks associated with each theme, particularly:

- Area 1.2 Health and Wellbeing (Children of God):
  - 1.2.1 Provide focus on supporting well-being of school leaders and diocesan staff
- Area 1.3 Learning (Wisdom):
  - 1.3.3 Support the development of RE in schools
- Area 2.1 Christian Vision (Prophetic Voice):
  - 2.1.2 Provide and emphasis on the importance of effective collective worship
- Area 2.2. Resourcing (Reservoirs of Hope):

- 2.2.1 Provide support to develop system leaders with a clear understanding of leadership in a church school
- 2.2.2 Review services and offer to all schools
- 2.2.3 Review governance process and support ensuring the centrality of the Vision for Education in governance practice
- Area 3.2 Equip (Commission)
  - 3.2.2 Practical support for local lay and clergy within mission communities

## DBE Strategy Day

In March, the DBE gathered for an online strategy day. The purposes of the day were:

1. To interact with the DBE Vision in the light of the events of the past year, to be inspired again and to discern the priorities of the Board for the next phase of work;
2. To consider the DBE's four strategy areas in the light of priorities identified in 1 above, alongside the God for All Vision and Strategy, to determine actions for the next phase of DBE work;
3. To receive an update on the work of the Good Shepherd Trust, to hear how its core purpose is informing strategic planning and to a) consider how this strategy strand of the DBE work fits alongside other priorities and b) explore opportunities for collaboration between DBE and the Trust moving forward.

Board Members' comments and ideas from strategy day were evaluated and the following areas identified as priorities:

- Ongoing need to support and nurture Church and school links
- Developing and supporting clergy understanding of schools
- Collective Worship that inspires, is inclusive, tells the stories, educates the character, consoles, nourishes and sustains, and shares and communicates the Vision
- Curriculum – the 'emotional curriculum', stamina and hope, rebuilding community, the need for safety

- Curriculum – the necessity of breadth – to support health and wellbeing and enable access
- Mental health and renewal for families, repairing relationships
- Aspiration, poverty and disadvantage
- Leadership – vision, coping with uncertainty
- Stewardship and the Environment

It was agreed that these priorities should be integrated into a second version of the DBE's Strategy. The Director and the Deputy Director began a review of the existing Vision to Strategy and drafting of Version 2. This project will be completed and presented to the DBE in 2021/2022.

## **Diocese and National Church visions, strategies and priorities**

There is an ongoing focus on developing positive working relationships between the DBE and others in the Diocese engaged with 'growing the church younger and more diverse'. The DDE attended three Growing Faith gatherings. There has been positive engagement with the Pioneer Enabler (Outdoors and Education). The DDE and Deputy attended vision/strategy meetings with the Suffragan Bishop and others which were focussed on exploring areas of synergy between the God for All vision to follow daily, care deeply, speak boldly and tread gently, the DBE's Vision for Education and the Diocese's new Growing Younger Enabler role.

The commitment of the Church of England to Net Zero Carbon by 2030 brought with it significant work for the DBE as it sought to participate in opportunities afforded by the new Public Sector Decarbonisation Scheme (PSDS) and Low Carbon Skills Fund (LCSF). The DBE's bid to PSDS 1 in Autumn 2020 was unsuccessful. Two bids made to the LCSF in Winter 2020 and Summer 2021 were also unsuccessful. The DDE joined the Diocese's Environmental and Net Zero Working Group which met for the first time in July 2021. The joint focus of preparing heat decarbonisation plans across departments will be a priority for the DBE Buildings work moving into 2021/2022. The DBE will continue to seek support for this through another

LCSF bid in September 2021. If successful, this will enable heat decarbonisation surveys to be conducted for church schools of the estate that are in scope (VA schools and Academies).

The DBE's strategic intent to collaborate with others in the diocese to develop a rural communities strategy will be a priority in 2021/2022 as national and regional attention is increasingly on the sustainability of small rural schools, school organisation and the academisation agenda.

## **Pupil numbers and school organisation**

In January 2021 there were 12,212 students in Cumbria's church schools of which 10,250 were in primary and 1,962 in secondary. The primary number on roll in church schools has dropped by 189 pupils on January 2020 numbers, the secondary number on roll has increased by 38. Rolls are predicted to continue falling in primary schools. In 1976 Cumbria had in the region of 90,000 pupils in its primary and secondary schools, the total number is now near 60,000. Projections are showing that this number will further decrease to 50,000 in ten years' time.

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: in March 2021 15% of primary places in Cumbria were empty and 33% of secondary places.

This is presenting increasing challenges for schools. Headteachers struggle to plan 3 year budgets as high parental choice and pupil movement create uncertainty. Redundancies are being made year on year in a bid to balance budgets. Calls for more finance in the system are resisted on the grounds that resource is being too thinly spread. There is a need for strategic leadership and this year the Local Authority led two Visioning events with system leaders. Further meetings are scheduled into 2021/2022.

In this uncertain context, the question for the Diocese and the DBE becomes how to protect and best represent church schools and the wider mission of the Diocese, particularly where there is a preponderance of rural and small/very small schools in Carlisle. 91 out of 102 primary schools in the



Diocese are designated as rural by the DfE. 64 out of 102 church primary schools are designated 'small' (with less than 100 pupils) and 23 of these small schools are designated 'very small' (with less than 50 pupils). Only 38 of the Diocese's church primary schools have over 100 pupils.

The Diocese's 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 2021, there are nine Acting Heads in church schools, up from six in September 2020. 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.

## **Academies and Multi Academy Trusts (MATs)**

The government approach remains committed to developing the academy agenda with forced academisation for schools judged Inadequate following Ofsted. There was no incentivisation towards academisation in the 2020 spending review, however it is highly likely that legislation will come to push intervention further towards academisation and wholesale incentivising of the system by November 2021. A clear indication of this came in a speech from Gavin Williamson, then Secretary of State for Education, in April 2021, where a raft of policies in support of further academisation of the system were announced.

At present, the DBE's policy is that all church schools that academise must join the Diocesan MAT, the Good Shepherd. The determination of government is such that the DBE now needs to review this and develop an academisation policy for *all* church schools in Cumbria. There is a tension to hold and navigate here, expressed in the question: how does the Diocese best support its Diocesan MAT whilst enabling the development of other Trust homes for its church schools, in accordance with its own stated strategic goals and in response to the external pressures and timelines brought by the government agenda?

## 4. The coronavirus pandemic and its ongoing impact

This year has been one of ‘both/and’: covid continued to dominate the educational landscape whilst at the same time routine work that had been paused was taken up again. School leaders spent much of their time engaged in ‘covid management’: co-ordinating testing of staff and pupils, identifying cases and closing bubbles, supporting Public Health with track and trace and advising and supporting concerned communities during the school day and during weekends and holiday periods. As these tasks became more familiar and routine, a mood emerged that it was time to pick up again with the ‘core business’ of education. Managing both these complex work streams at the same time added to the strain for a fatigued workforce and directly contributed to some Headteachers’ decisions to resign or retire from their posts.

Increased communication that was implemented to support communities during the acute phases of the pandemic shifted expectations of what is the norm. Some schools experienced a negative reaction as they tried to scale back to more sustainable levels of communication. This is an example of the unfortunate scapegoating of school leaders that has been a common experience this year. Headteachers have managed this with grace and by virtue of the strong support available from peers in school cluster groupings, supportive governing boards, peer support networks, Diocesan Huddles, advice from General Advisers with the Local Authority and through the advocacy in system leadership spaces like LASL.

In schools, staff continued to think creatively about meeting learners’ needs when some were in the classroom, some were in isolation and access to the technology that facilitated learning was variable. Levels of parent/carer engagement and support for children and young people working at home was variable too. And staff absences due to isolation or illness also added to the disruption. Factors like these have given rise to particular concerns for children who are moving into Year 2 in September 2021. These pupils have missed most of their Reception year and a significant amount of Year 1. Stepping up into Year 2, in some schools alongside Year 3 pupils, is going to be challenging and questions exist about how best to support these pupils

to close the gaps in their learning as well as in their social and emotional development.

Education professionals are resisting the language of ‘catching up’, preferring to discuss ‘recovery’. This has dominated the conversation in schools this year, as well as for OFSTED and for SIAMS. Both organisations have a large backlog of inspections to manage, and uncertainty about how this will be managed has caused concern. We are seeking to communicate as clearly as possible around SIAMS and what schools can expect – you can read more about affects of the pandemic on OFSTED and SIAMS during 2020/2021 in Section 6 of this report.



**Langdale CE School Easter Garden 2021**

This year has also seen concern about the lack of end of year rites of passage and transition. Circumstances have forced schools to create alternative experiences for children and young people. Whether this meant leavers’ concerts delivered online, transition experiences being hosted in bubbles, or seizing the moment to have an end of year school residential or trip, we celebrated these alternative approaches in a new section of the Weekly Correspondence titled ‘Hope and Joy’.

Another recurring theme of 2020/2021 has been the impact of covid on collective worship and experiences of RE teaching. Some have expressed their concerns that not being able to physically gather for worship has undermined their schools’ Christian Distinctiveness and vision, and that

online teaching has not lent itself well to the 'Big Questions' group discussion that is an integral part of good RE teaching. And yet schools have again demonstrated their creativity and resilience, working with clergy and volunteers to host worship experiences online that have been beamed into classroom bubbles, making use of outside spaces and welcoming the participation of parents and carers in the worship experiences of their children. One school was inspired to rethink delivery of an entire unit of RE work, allowing Year 5 and 6 pupils' to experiment creatively with writing styles by exploring the key life events of Jesus.

Governance has also been affected during 2020/2021 due to the ongoing demands of covid. Governor vacancies hit a high of 20% this year. The Admin and Governance Officer identified needs during meetings and through Governor peer support networks, offered tailored training and support to boards and succeeded in reducing vacancies to 16%. Please see section 14 of this report to read more about how we have supported church school governing boards and clerks.

As teachers and school leaders have responded creatively to covid, so have education officers and diocesan consultants. A pilot in listening training was successfully delivered in Autumn 2020. Attendees learned the key skills of good listening, enabling them to support those in their communities who were struggling due to the pandemic. A massive effort was made, despite covid, to respond to the Church of England's Net Zero target of 2030 and work with schools and their building consultants to submit bids for funding to the Public Sector Decarbonisation Scheme. We supported a number of governing boards with the uncertainties and fluidity around Headteacher recruitments and advised complaints panels. Huddles, the great legacy of covid, continued to be offered twice a week to Heads and peer support networks for Heads and Governors were well attended and will continue to be funded by the Diocese into 2021/2022. Countless one-to-one pastoral phone calls, zoom calls and visits were made to school leaders and words of encouragement from our Bishops were shared with schools. In a closing phase of the year, we recognised the toll covid was taking and responded, repurposing our online PAUSE conference to gift a space of retreat, reflection and renewal to leaders, governors and clergy.

## 5. Board of Education staffing

### Officers

The education officers working to deliver the DBE's statutory duties under the Measure are:

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

**Charlotte Tudway:** Deputy Director of Education (0.8fte)

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

**Morven Anson:** Admin and Governance Officer (0.88fte from October 2020)

### Diocesan Consultants

The approach of assigning a named Diocesan Link to each school has worked well. Notwithstanding COVID-19 restrictions which have hampered the extent to which we could visit schools or meet in person, contact and engagement with our schools has continued to improve this year. Feedback forms sent after each visit (remote or in person) and informal feedback has been overwhelmingly positive. Regular meetings with and improved structures and systems to support Consultants have been well-received. The Deputy Director now has a close working relationship with all Consultants which we all look forward to building on next year.

We have heavily relied on online contact with schools which, although not always ideal or even practicable, does have the advantage of efficiency in terms of time, costs and travelling. It is very difficult to compare expenditure year on year (see table below) owing to:

- Additional reliance on Consultants during the Autumn Term 2019 and the Spring Term 2020 to cover for vacancies within the Officer team;
- A period of no or minimal contact between schools and Consultants during lockdown in Summer term 2020; and
- Almost exclusive remote, rather than in person, contact during the academic year 2020-2021.

However, we have noted the increased capacity of Officers and Consultants and in turn the additional support we are able to offer our schools by use of online platforms\*. We have therefore resolved to operate a blended approach next year, using online meetings unless a face-to-face meeting would be significantly preferable (e.g. in difficult pastoral or relational circumstances; where a learning walk/book scrutiny/observation is needed; where large amounts of documentation need to be shared; where a large number of people need to be in a meeting etc).

Three of our Consultants, Terri Eyre, Stephen Fraser and Penny Hollander, have retired this year and we will miss their expertise and support.

It will leave our team further stretched. However, we have offers of support from several new prospective Consultants which we will keep under review once more 'normal' contact with schools resume and we are better able to assess the capacity of the team and extra resources which may be needed.

This year, we were delighted to welcome Laura Watson to our team in the new role of RE Consultant. Many schools have already benefited from her expertise and support. She has also been involved in training sessions (including Understanding Christianity) and has represented the Diocese at local and regional RE meetings. We look forward to developing this role further next year.

Number of Consultant Days Deployed			
2017-2018	2018-2019	2019-2020	2020-2021
120	121	132	69.5
Cost Overall			
2017-2018	2018-2019	2019-2020	2020-2021
29,536	31,711	34,144	16,151

*\*Although nearly one third of this year's total deployment (19.5 days) was for Headteacher recruitment, the total on spent travel was only £414.45 (compared to a pre-pandemic spend on travel of £4,072 from September 2019 – March 2020 when we entered lock down) because so much of the preparation and initial work could be carried out remotely.*

# The Good Shepherd Trust

Officers are fortunate to be supported by the Good Shepherd Trust who are helping to realise the DBE’s vision for education, often supporting 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.

It is a privilege and a pleasure to work closely with colleagues at the Good Shepherd Trust and to offer and receive mutual support. You can read more about the work of the Trust, and the collaborations between the Trust and the DBE, in Section 10 of the annual report.

- 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 (stepped down May 2021)	Bishop’s Appointment	
The Ven Vernon Ross	Synod Representatives: Clergy	
The Revd Andrew Towner, <i>DBE Chair</i>		
The Revd Richard Snow		
The Revd Becky Gibbs		
Richard Cox	Synod Representatives: Lay	
Shelagh Hughes		
David Mills		
Sharon Parr (stepped down Jan 2021)		
Andrea Armstrong	Methodist Nominee, Headteacher	Co-optees
Jillian Harrison-Longworth	Headteachers	
Judith Gore (stepped down Dec 2020)		
Nick Klein	CEO NISCU	

Three members of the DBE stepped down this year. We would like to thank Bishop Emma, Sharon Parr and Judith Gore for the wealth of expertise they brought to the Board and their service to education. This means the DBE currently have 3 vacancies for a Bishop's Appointment, a Lay Synod Representative, and a Headteacher, which officers and Board members are seeking to fill.

Meetings of the Board took place via Zoom, and the Board and Officers had a successful online strategy day in March.

Particular thanks are due to the Chair of the DBE 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.



*Members of the DBE and Education Officers celebrated the installation of new Canons at Carlisle Cathedral in June 2021*



## 6. Ofsted & School Performance

### Ofsted: Autumn Term 2020 Visits

Routine Ofsted inspections remained suspended during the autumn term. However, Ofsted did carry out ‘visits’ to *“get some insight on how schools and other providers are bringing children back into formal education after such a long time away”*. Writing in July 2020, Amanda Spielman, HMCI described them as follows:

*“Our visits will look at how schools are getting pupils back up to speed after so long at home. And we will help them through collaborative conversations, without passing judgement – this isn’t inspection by stealth. We’ll use our visits to listen to school leaders’ experiences and plans, and to provide constructive challenge.*

*The visits will not be graded. We’ll publish the outcomes of our discussions with leaders in a short letter so that parents can understand what steps are being taken to help children back into full-time education. And we will use what we learn from our visits to report on the picture across England.*

*The visits will be piloted with volunteer schools and colleges from September, with the full programme starting from October.”*

In the Diocese of Carlisle, Eaglesfield Paddle was visited as part of the pilot; no inspection report is available.

Six other schools were subsequently visited during the autumn term:

- Montreal
- St. Thomas’
- Allithwaite
- Crosscrake
- Low Furness
- Threlkeld

### Ofsted: Spring Term 2021 Inspections

In January 2021, although routine inspections remained suspended, Ofsted carried out monitoring inspections to schools currently graded inadequate or requires improvement. In the Diocese of Carlisle, these visits were conducted remotely.

At the end of these inspections, Ofsted made just one judgement: *whether leaders and those responsible for governance were taking effective action to provide education in the current circumstances.*

Three schools were visited:

- Arnside National CE School
- Captain Shaw's CE School
- St. Michael's CE School, Dalston

In each case, leaders and governors were judged to be taking effective action.

## **Ofsted: Summer Term 2021 Inspections**

On 4<sup>th</sup> May 2021, Ofsted began to restart some on-site inspections under the Education Inspection Framework in the following circumstances:

- Section 8 monitoring inspections of schools graded 'inadequate';
- Section 8 monitoring inspections of schools graded 'requires improvement' at their last 2 consecutive full inspections; or
- Section 8 (short inspections) of 'good' schools that, due to the pandemic, have not had an inspection within the statutory 5-year window.

Three schools in the Diocese of Carlisle were inspected during the summer term:

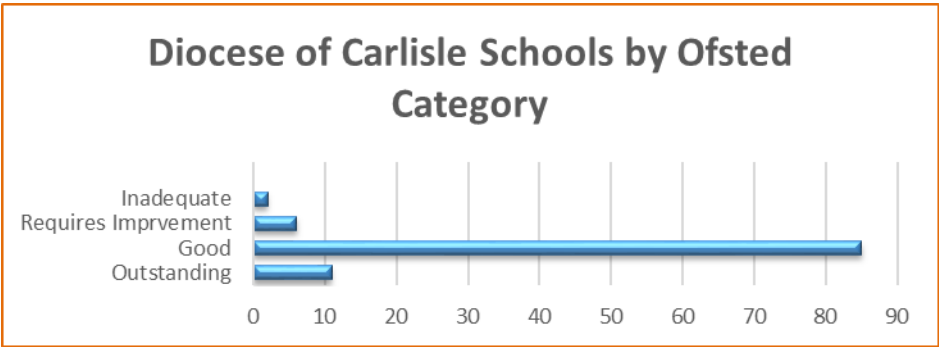
- Captain Shaw's
- St. Michael's Dalston
- St. Bridget's Parton

Leaders and those responsible for governance at Captain Shaw’s and St. Michael’s Dalston were judged to be taking effective action in order for the schools to become a good school.

At the time of writing, no report of the St Bridget’s inspection is yet available.

**Ofsted: Diocesan Overview 2020-2021**

Ofsted took the decision not to grade any schools during this academic year (unless there was evidence of *significant* improvement or concerns). Accordingly, there has been no change in the grade of any of our schools and the proportion of schools in each category remains unchanged from last year.



School leaders have largely appreciated not having the additional pressure of anticipating an Ofsted inspection on top of managing their schools in incredibly difficult circumstances. However, for some it has been a source of frustration, as they would have appreciated the opportunity to demonstrate the improvements since their previous inspection and receive a revised grade.

We have enjoyed working with the school which was downgraded from Outstanding to Requires Improvement last year and were delighted that Ofsted recognised the great progress made this year, notwithstanding

periods of remote and blended learning and the difficulty of staff meeting together.

Conversations with inspectors in schools which were inspected were overwhelming positive and we are both very proud of and grateful to our schools leaders who were able to demonstrate the improvements they have made including in relation to curriculum planning, teaching and learning, outcomes for pupils and wellbeing of pupils and staff in addition to coping with the management of the COVID risk.

## **Ofsted: Outstanding Schools**

Last year, we reported that schools judged to be Outstanding would lose their exemption from routine inspection from September 2020. We were anticipating some or all of our 11 previously exempt schools to be inspected this year.

Notwithstanding the ongoing suspension of routine inspections this year, Ofsted have indicated that inspecting formerly exempt schools remains a high priority. All schools last inspected before 2015 will receive a full section 5 inspection. For those inspected after 2015, a section 8 short inspection in the first instance will be norm.

Ofsted were aiming to organise scheduling so that “as far as possible” schools that were last inspected since 2015 receive an initial inspection within six of seven years of their previous inspection. However, with such a large backlog of inspections, this may not be possible.

## **School Performance: Data**

As part of steps taken in response to the coronavirus pandemic, the government announced that all statutory key stage 1 and 2 assessments, tests and GCSEs, AS levels, A levels, other regulated general qualifications and some vocational and technical qualifications due to take place in schools and colleges in England in spring and summer 2021 would not go ahead for a second year running.

As in 2020, the Department for Education (DfE) will not publish institution level data based on 2021 assessments or make them available to others such as Ofsted, Regional Schools Commissioners or local authorities, to use to hold schools to account.

The DfE has instead indicated that those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, should use data from previous years as a starting point for discussions around a school's performance but should not use 2020 or 2021 results data for this purpose.

Schools are not to use the 2020 or 2021 results data as part of their teacher performance management process.

## **School Performance: Phonics Screening**

Schools were required to administer a past version of the phonics screening check to Year 2 pupils (who did not take the screening check in June 2020 at the usual time whilst in Year 1). This was to ensure that Year 2 pupils who need support in learning to decode using phonics were not missed and not to judge the performance of schools.

## **School Performance: Early Years Foundation Stage Profile**

In 2021, the early years foundation stage (EYFS) profile was not mandatory. Practitioners were asked to use their best endeavours to complete it and provide the information to Year 1 teachers and parents, if possible.

Schools that completed the EYFS profile were not be subject to statutory external moderation. There was no requirement to submit data to the local authority or to confirm whether given schools completed it to the DfE.

## **School Performance: Changes for 2021/2022**

Usual Key Stage 1 and Key Stage 2 tests (commonly referred to as SATs), Year 1 phonics screening check and the revised EYFS Profile must all be completed at the usual times next year.

In addition, schools must:

- complete the reception baseline assessment for each child in the first six weeks after they enter reception; and
- administer the multiplication tables check (which was optional in 2021) to Year 4 pupils within the 3-week period from Monday 6 June 2022.

## 7. SIAMS

### SIAMS: Suspended Inspections 2019-2020

SIAMS inspections are linked to **routine** (section 5<sup>1</sup>) Ofsted inspections and therefore during this academic year, in which Ofsted have only been visiting or inspecting in accordance with section 8<sup>1</sup> ('other' visits rather than routine visits) SIAMS inspections have been suspended.

### SIAMS: National Administration System

Dioceses nationally were unanimous in their support for moving to a system of national SIAMS administration to include:

- Centralised scheduling of inspections
- Centralised allocation of inspectors (including a rigorous conflict checking process)
- National helpdesk to advise in the case of possible Requires Improvement or Excellent judgements to help with consistency and accuracy of decisions
- National quality assurance of reports
- National moderation of inspectors and inspections.

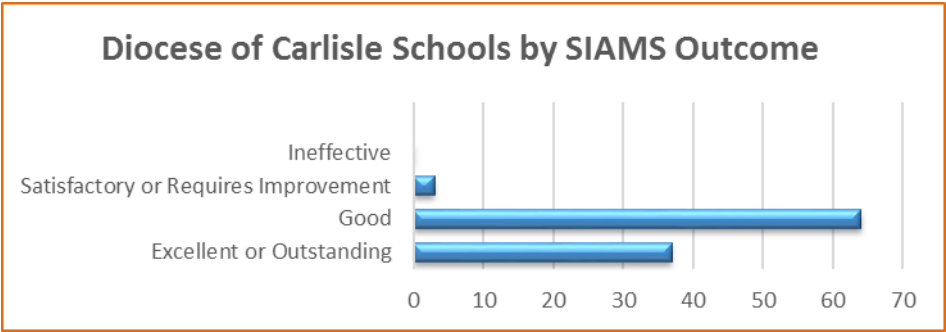
Notwithstanding the increased cost to the Diocese (£5500 per annum), we have welcomed this new model which we feel confident will improve the credibility, consistency and objectivity of inspections. It also means that Officers and Consultants are taking a purely advisory and supportive role

rather than also being responsible for scheduling and notification of inspections.

## SIAMS: Diocesan Overview 2020-2021

As no inspections have taken place this year, there has been no change in the grade of any of our schools and the proportion of schools in each category remains unchanged from last year.

Overall in the Diocese, 96 of our 104 schools are therefore still currently Good or better (92%). However, as reported last year, it is important to note that this may change following the re-introduction of SIAMS inspections owing to the previously reported likelihood of currently Outstanding schools being downgraded under the current inspection schedule.



## SIAMS: What will inspections look like in 2021-2022?

Unlike Ofsted, who have continued to visit or inspect schools under section 8<sup>1</sup>, SIAMS have not been inspecting. They have therefore been unable to monitor the extent to which their evaluation schedule, as previously used, is appropriate in the changed circumstances which we face in light of COVID. SIAMS inspectors will also need refresher training. Accordingly, SIAMS inspections will not resume immediately in the new academic year.

The table below shows the number of schools overdue for or expecting inspection. We still await final confirmation from the national team about the order and timescales in which SIAMS inspections will be ‘caught up’.

Totals	
Overdue (2019/20)	18
Overdue (2020/21)	21
Overdue total (2019/20 or 2020/21)	39
Due (2021/22)	24
Total 'in window'	63

## SIAMS: Supporting schools in preparing for SIAMS

Notwithstanding the suspension of inspections, appetite for SIAMS-related training has remained strong this year. Many schools have taken what they have learnt about themselves, their community, their strengths and their challenges to re-visit their Vision statement.

We have run well-attended termly training sessions on Vision & Leadership (including Strand 1 of the SIAMS Schedule) and Preparing for SIAMS.

*I learnt a lot and it helped having pointers what to prepare for in an inspection*

*I actually didn't want the course to finish when it did as there was such a lot of useful information and ideas given and [the course leader] kept my attention with the range of ideas and the knowledgeable way it was put across.*

*The course really met my expectations. I now have a clear understanding of what SIAMS involves and what school needs to focus on to improve provision. Excellent advice on how to ensure ownership of the school's vision and identify evidence of the school's effectiveness in promoting and achieving the vision. Also the role of the governors as leaders in supporting the school in delivering its vision.*

*A good approach to the topic with plenty of information. Very useful forwarding the slides for future reference.*



In addition, 17 schools have booked Officer or Consultant time to support with reviewing their Vision.

We have also run training sessions on Collective Worship (Strand 6) and RE (Strand 7).

Finally, our Officers and Consultants have been actively involved in supporting schools with moving forwards on areas for development in previous SIAMS reports in a number of ways (Keeping in Touch visits; Headteacher Performance Appraisal; Partnership Agreement support; and responses to enquiries or requests for help).

*'References in this document to a given 'section' refer to the relevant section of the Education Act 2005*

## **8. National Statutory Changes Affecting School Policy**

### **Relationships Education**

As reported last year, schools were permitted to delay teaching the new relationships and sex education curriculum until the start of the summer term 2021 in recognition of "lost time and competing priorities". In particular, the difficulty of arranging the statutory consultation with parents and carers prior to commencing teaching of the new curriculum delayed many school in the Diocese in getting started.

The new curriculum is welcomed by the Diocese of Carlisle as a way of living out our vision.

The Relationships Education curriculum promotes each of the four core strands of our Vision by:

- the development of understanding which places our pupils in a position of strength (*wisdom knowledge and skills*);

- opening horizons ensuring that pupils are not oppressed by unhealthy relationships (*hope and aspiration*);
- enabling our whole school community to live well and disagree well together (*community and living well together*); and
- by ensuring that every member of the school community is respected and valued (*dignity and respect*).

For most schools, the introduction of the new statutory curriculum has either been a non-event (because they were already teaching in line with the new requirements) or a positive step forward in living out their vision. For a very small number of schools, it has been a source of contention and the Deputy Director has supported these schools.

Reviewing the progress and successes of teaching this curriculum will be a focus for Link Diocesan Representatives next year. It will also be directly considered by SIAMS for the first time once inspections restart.

## Admissions

In anticipation of the new School Admissions Code (which will come into force on 1<sup>st</sup> September 2021), two steps have been advised to all our schools who are Admissions Authorities (voluntary aided, foundation, single academy trust):

- One minor but significant change to **current** Admissions Arrangements to include previously looked after children from outside the UK who **appear** to have been looked after (as well as those for whom documentation proves they were definitely look after). The Diocese of Carlisle strongly supports this change which ensures that pupils adopted from care in countries where record keeping is poor are not discriminated against.
- More significant changes to policy as set out in the new Code to be considered at the next review of admissions arrangements (including clarifying arrangements for ‘in year’ admissions) to improve consistency and simplicity for parents and carers.

The Diocese of Carlisle has, for the first time, recommended the use of the national Church of England’s Admissions Builder Tool which now offers

much more flexibility in terms of over-subscription criteria but supports schools in ensuring their policy is compliant with the new Code. As part of our inclusive Vision for our county, the Diocese continues to recommend that no school includes any faith-based oversubscription criteria in their Admission Arrangements.



*Dent CE School Values Blocks*

## 9. School Support

### Collective Worship

Following feedback from Heads, collective worship guidance for bubbles was circulated in September 2020 in time for the start of the new school year.

The Weekly Correspondence to schools made regular reference to various support for Collective Worship over the year. A total of 17 schools across the county signed up to the distribution list to receive CW resources from the Children and Families Minister for Ulverston and the Furness Deanery.

A successful training event ‘Delivering Collective Worship in Church Schools’ (16 participants) was delivered in November 2020 and included contributions from Bishop Emma Ineson, Archdeacons Vernon Ross and Richard Pratt, Ruth Evans (Eden Schools Worker for NISCU), Sarah Hulme (God for All Outreach and Fresh Expression Enabler) and Shelagh Hughes (Headteacher at St. Herbert’s school).

The DDE and the Diocese’s Head of Communications supported the Chaplain at Trinity School (who is also Church Engagement and Fundraising Officer for Christian Aid) with work to develop primary and secondary assemblies - which include interviews with Bishop James - for the Bishop’s Harvest Appeal. Two church-school Headteachers volunteered to sense-check the primary materials.

The DBE continued to act as a conduit to ensure important developments in the wider church in relation to collective worship were communicated to schools. The Church of England published national guidance for Collective Worship in May 2021. The document sets out minimum expectations which all pupils in Church of England schools can expect to enjoy. It also provides guidance relating to training for staff (and ministers) and the need to have a named person responsible for Collective Worship for example. The guidance can be viewed here: <https://www.churchofengland.org/media-and-news/news-releases/church-england-sets-out-guidance-collective-worship>

## RE

Through the year Diocesan Consultant Penny Hollander worked collaboratively with Laura Watson, RE Lead at Lazonby School and Diocesan RE Adviser, to handover various RE support work, including the Understanding Christianity training and hosting RE Cluster Meetings.

Six schools completed Understanding Christianity training, with 10 participants. The course was broken into three online modules due to covid restrictions. Mixed mode training for Understanding Christianity in the North and South is planned for 2021/2022.

The termly RE cluster meetings took place online, hosted by the DDE and the RE Consultant. Attendance was good, with the online format noted as helpful by RE leads who were able to join the meetings from their place of work straight after school. Meetings focussed on remote teaching and learning, sharing of good practice and RE across the curriculum. It was encouraging to note at the recent May meeting that a number of colleagues and schools were benefitting from support and guidance of NISCU Schools Workers.

The DBE brokered school-to-school support for two schools in the North to enable collaboration around planning RE schemes of work for a rolling programme aimed at whole KS2 teaching in small schools.

A coalition of Headteacher, RE Leads, officers and interested colleagues from church schools across the county met in May to review the Diocese's RE Units of work. Blackburn Diocese attended a meeting in July to present on their Scheme of Work, which has earned positive reviews from OFSTED and SIAMS. Following this the working party decided to pilot the Blackburn Scheme of Work with volunteer schools in 2021/2022, and a reduced price for the scheme was negotiated with Blackburn. Feedback from these schools will inform the working parties recommendations to the DBE in 2021/2022.

## School visits and engagement

During 2020/2021, officers and consultants predominantly met with school leaders, governors and partners remotely, with some face-to-face meetings occurring – the majority in relation to Headteacher recruitment.

Officers and consultants had engagement with 93 of 104 of our church schools. At the May School Effectiveness meeting it was encouraging to note that the number of 'red' schools on the DBE's informal rag rating had reduced from 10 to 6. Officers monitored these schools carefully and sought ways to improve engagement. 28 schools were 'amber'; a number of these because they had a new headteacher or were in a recruitment phase. 70 schools were 'green'.

To facilitate monitoring and effective communication between officers and consultants, officers agreed to use a new system to monitor school effectiveness, "Perspective Observatory". Work took place over the

summer by the Admin and Governance Officer to populate Perspective Observatory and it will be rolled out for use by officers and consultants from September 2021.

## Professional support, training and CPD

Officers and partners delivered a total of 21 scheduled training and cluster sessions through 2020/2021, exclusively online, to support school leaders, governors, subject leaders, clergy and volunteers. Some additional training content for Headteachers was delivered in a pilot of Heads Breakfast or Afternoon Tea Briefings during the Autumn Term. These were not continued in the Spring and Summer Terms.

Separate, individually tailored training sessions on Vision and Leadership were delivered to 7 schools: Beckermest, Calthwaite, Dean, Kirkland, Threlkeld, Patterdale and St. Martin and St. Mary.

Some adaptation and additions to the training programme occurred in response to emerging needs – for example, ‘The New Normal - Making the most of blended/hybrid meetings’ and ‘Performance Appraisal’ for school governors.

A full table of courses, target audiences and participant numbers is published below:

Autumn Term		
Name of Course	Target Audience	Participants
Heads Breakfast/Afternoon Tea Briefing: Headteacher Wellbeing	Headteachers	-
Listening as a means to restoring and building strong relationships: Developing your Practical Toolkit	Teachers/SENCOs/Pastoral Leaders/Support Staff	17
Clerks Questions &	Clerks to Governing Boards	25

Answers Session		
Vision and Leadership in Church Schools including an introduction to SIAMS	Governors	5
Heads Breakfast Briefing: teaching RSE in a Church school	School Leaders/RSE Leaders/Teachers	-
The Role of the Clerk in a Church School	Clerks to Governing Boards	2
An Introduction to Governance in Church Schools	New or recently appointed Governors	6
RE Cluster Meeting	Headteachers/RE Leaders	7
Preparing for SIAMS including Self Evaluation and evidencing	Headteachers/ Senior Leaders/RE Leaders/Link Governors	17
Heads Breakfast/Afternoon Tea Briefing: Let's talk - prejudice, race and diversity in Cumbria	Headteachers/Senior Leaders	-
Delivering Collective Worship in schools	Governors/Clergy/Church Members/Volunteers	16
<b>Spring Term</b>		
<b>Name of Course</b>	<b>Target Audience</b>	<b>Participants</b>
Role of a Clerk in a Church School	Clerks to Governing Boards	12
Understanding Christianity (3 online sessions)	RE Leaders & Teachers	10
Vision & Leadership (including Strand 1 of SIAMS)	School Leaders inc. governors	7
Preparing for a SIAMS Inspection (including self-	School leaders	12

evaluation & evidence)		
RE Cluster Meeting	Headteachers/RE Leaders	9
<b>Summer Term</b>		
<b>Name of Course</b>	<b>Target Audience</b>	<b>Participants</b>
Vision & Leadership (including Strand 1 of SIAMS)	School Leaders inc. governors	13
RE Cluster Meeting	Headteachers, RE Subject Leaders	10
An Introduction to Governance in Church Schools	New or recently appointed governors	25
Preparing for a SIAMS Inspections (including self-evaluation & evidence)	School leaders and governors	13
Clerk's and Chairs Q&A (in partnership with LA and Inspiring Governance – incl. SIAMS update)	Clerks to Governing Boards and Chairs	40
Governor Training: The New Normal - Making the most of blended/hybrid meetings	Governors	14
Vision and Leadership including Strand 1 of SIAMS	School Leaders, Governors	13
RE in a church school and effective RE governance	Governors	21

The DDE and Deputy DDE collaborated with the Primary Heads Association (PHA) and the LA's Learning Improvement Service (LIS) to deliver nine online New Heads Induction sessions over the course of the year. Feedback from participants was positive and session content was reviewed and



refined in the light of feedback. The programme will run again in 2021/2022 and be offered to all new Headteachers in Cumbria.

Planning and development of the 2021/2022 training and events schedule was completed in summer 2021 and circulated to school leaders prior to the end of the year.

## Pastoral support for Leaders

Bishop James and Bishop Emma wrote and recorded messages of support to school leaders at the start of the spring and summer term. These were warmly received by schools.

‘Heads Huddles’ continued throughout 2020/2021, at 1 or 2 per week depending on the circumstances and developments with the pandemic. The Weekly Communication reflected themes discussed in Huddles and gave advice/information from the Diocese. A new Health and Wellbeing ‘Corner’, courtesy of Diocesan consultant Pam Weeden, was integrated into the communication in Spring 2021.

Two informal, open sessions with clinical psychologist Graham Fawcett from Thrive Worldwide were delivered via the Heads Huddle in late March and were well received.

Four church school Professional Partnerships were brokered by the DBE to support new Headteachers and Headteachers experiencing professional or personal challenges. These relationships delivered practical support, coaching and mentoring support and pastoral care. The rise of online meetings enabled officers to create partnerships based on what were thought to be good professional and personal matches, rather than being limited to organising partnerships based on geographic location.

The Diocesan Friends scheme was limited to ad-hoc remote support this year due to covid. The scheme (originally called Diocesan Visitors) was set up over ten years ago to support Headteachers were often in an isolated position with little access to pastoral support for themselves. This was before Peer Support networks and the establishment of clusters of local

Heads working together sharing practice and acting as informal critical friends. The Friends, volunteers with leadership experience in schools (mainly retired Heads), provide a sounding board and valuable pastoral support for Heads in an informal, confidential setting. The Diocesan consultant who co-ordinated the scheme retired this year and 1 of the 3 volunteer friends also stepped down. This has prompted a review and the future of this scheme is being considered.

## Headteacher Peer Support Networks

This year, over 48 Headteachers attended Headteacher Peer Support Networks. Participants hailed from 38 CofE schools and 10 community schools in the county. Heads see the value of the Peer Support Network; one headteacher described it as *“the only safe place where I can go, that I don’t leave with more things on my to do list!”*

Until July 2021, Local Authority funding supported the delivery of the two Headteacher Peer Support Networks, in partnership with CEFEL. In May the DBE agreed to fund the network through the Partnership Agreement, with a small charge being made to schools who did not wish to join the enhanced Partnership Agreement. A new format for delivery was also agreed.

### What do you most value about the Headteachers PSN?

*“The opportunity for reflection and to speak to other professionals with the same role as myself.”*

*“The combination of reflections, leadership support, leadership discussion and superb leadership of the course.”*

*“The support both personally for my well-being, as well as professionally. This is such an important and valued part of my role as head of a church school; to have this realistic, active and caring support is wonderful.”*

*“Being able to take time away from the “normal” school day, to have time just for me to reflect, think and be inspired by others.”*

## Cumbria Local Alliance of System Leaders (LASL)

Local Alliances of System Leaders (LASLs) act as important forums for information sharing across partner agencies, as well as acting as forums for sharing of cluster developments and the brokerage of school support. Meetings took place organised by regions, with North South and West LASLs meeting five times over the year, exclusively online.

This year meetings were attended by the DDE (North and West) and the Deputy DDE (South).

A unique partnership has been trialled between the diocese and LASL West where the Admin and Governance Officer has been providing administrative support. One major project was the distribution of around £80,000 of IT equipment to schools in the West in partnership with Allerdale and Copeland Borough Councils, which took place during the January 2021 lockdown.

This work combined with additional external clerking work for Church Schools has created an additional £2,014 of income for the education department.

## 10. The Good Shepherd Trust

Over the 2020/2021 academic year, the Trust has grown from 8 to 10 schools and now comprises: Ambleside, Braithwaite, Dean, Gilsland, Kirkland (formerly Lamplugh), Lazonby, Lorton, Threlkeld, Wreay and Whitfield. Lamplugh Church of England Primary School joined the Trust on 1 February 2021 as a fully sponsored academy, changing its name to Kirkland CE Academy. Threlkeld Church of England Primary School joined the Trust on 1 June 2021. Bishop James participated in an online opening ceremony for Kirkland, and plans have been drawn up for fuller celebrations in the 2021/2022 academic year.

As well as welcoming new schools into the Trust family, the Good Shepherd has been actively engaged in supporting and working with other schools on their journey towards joining the Trust.



*Pupils at Threlkeld School, who joined the Trust in June 2021, enjoying their water sports activity day in the summer.*

The Trust continues to build on its excellent track record and celebrate developments for its schools.

Centrally the Trust continued to work remotely during office closures. Despite the lack of OFSTED and SIAMS inspection judgements due to covid, over the last year the Trust and its staff have been working on the following developments and key areas of support delivery to the benefit of all Trust schools:

- instigation of a 3-year development plan to support the growth of Trust;
- further development of the cluster model of working with schools in geographical regions.
- working with the RSC to re-broker Penny Bridge CE Academy into the Good Shepherd Trust in the academic year 21/22 – the Trust has supported Penny Bridge during 2020/21;
- Ellenborough and Ewanrigg community infants school undertook a stakeholder consultation with a view to joining the Trust during the 21/22 academic year;
- small school curriculum development, specifically for mixed age range classes and subject leader support;

- continued development of 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;
- ongoing policy development including covid addendums and changes;
- ongoing fortnightly heads meetings through lock downs to provide support and share good practise and monthly covid director's meetings;
- continued budgeting support in a constantly changing environment;
- Safeguarding supervision available for all Trust school Heads;
- development of services to non-Trust schools and partner organisations;
- part of the successful "One Cumbria" bid for a single teaching school hub;
- successful bid to be Regional Delivery partner for new NPQs with the Church of England Foundation for Educational Leadership (CEFEL) to create new leadership development pathways and cpd;
- continued development work around the Trust's school improvement SLA has included the DfE brokering the Trust CEO to act as Trust School Improvement Partner for two non-Trust schools in Cumbria.

The DBE and the Good Shepherd Trust have continued to collaborate fruitfully in a number of ways, offering mutual support and enhancing skills of both teams. Over the academic year 2020/2021:

- The DDE and Chair and CEO of The Good Shepherd Trust gave a joint presentation to the DBF finance committee about the work of the Trust in November 2020. This was followed with a joint business case for funding being submitted by the DBE and the Trust to Bishop's Council for consideration in February 2021;
- The Trust CEO and Headteachers from Trust schools have attended Diocesan 'Heads Huddles', offering support and advice to other church school colleagues;
- The DDE and the Deputy DDE were invited to join two of the Trust's sub-committees, supporting the work around personnel and business development;

- An Executive Head from the Trust supported the Deputy DDE and LA with development of an induction session around finance for new heads in small schools;
- The DBE and Trust worked together to broker professional partner support from a Trust Headteacher to a Headteacher in a non-Trust church school;
- The Trust and DBE collaborated to enable specialist RE consultancy support for schools from a skilled Trust school RE lead;
- The Chairs of the DBE and the Trust met regularly throughout the year with the DDE and the Trust CEO in order to discuss strategies for growth and development and explore questions around the government's academy agenda. The CEO of the Good Shepherd and the DDE and Deputy DDE met regularly to ensure effective communication, share ideas and offer support;
- The DBE supported the Good Shepherd Trust's successful bid to be a regional delivery partner of NPQs with CEFEL in the North West; the Trust spent the summer preparing for the launch of courses in Autumn 2021.

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 to join, 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 Kirkland CE Academy (formerly Lamplugh School) enjoying games in their new uniforms. Kirkland rebranded after conversion in February 2021. Numbers on roll have risen considerably.*

## 11. Regional and National Partnership Working

### Growing Faith

The Director attended CEEO/CEFEL ‘Growing Faith’ webinars and workshops for the Diocese in her role as Growing Faith Champion for the Diocese. Opportunities for further conversations and possible collaborations were identified for furthering this work in 2021/2022.

### Thy Kingdom Come

Education Officers encouraged participation with “Thy Kingdom Come” with church schools in the Diocese and circulated approximately 4,000 prayer maps to 64 schools; with the Admin and Governance Officer delivering many of these in person to school offices.

### Growing Younger

The DBE participated in two strategy meetings around ‘Growing Younger’ led by Bishop Emma. These explored cross-cutting themes of the God for All Vision, the DBE’s Vision for Education and the role of the Pioneer Enabler and Growing Younger Enabler. One idea grew into an offer of outdoor retreats for school staff which has been developed by Paul Rose, the Pioneer Enabler for Outdoors and Education. The first retreat is planned for delivery in Autumn 2021.

### Partnership working with CEFEL

#### Church of England National Professional Qualification for Headship (CofE NPQH)

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

flavour, where the Church of England Vision for Education is a central pillar of the qualification. The DBE supports delivery by advertising the qualification with our schools, organising mentors for participants and scheduling participant presentations to members of the DBE when the qualification is completed.

The four Headteachers and leaders of cohort 2 completed their qualification following significant disruption by the pandemic. Unfortunately, the presentation part of the qualification which was scheduled for February 2021 did not go ahead.

Five church school leaders and 1 community school leader were part of cohort 3. They had their second residential learning event in October 2020 in Preston. Course delivery was re-scheduled to factor for COVID-19 disruption. Presentations for cohort 3 will take place in 2021/2022.

Four church school leaders from Dean (2 participants), Rosley and St. James' CE Juniors Barrow formed part of cohort 4 and began their qualification in January 2021. Due to COVID-19, there has been no residential element for this cohort. Four face-to-face days took place through 2020/2021 and the six learning modules were hosted online. One school received a full bursary from CEFEL, and two schools received small school bursaries from the All Saints Education Trust.

## **Understanding Christianity**

75% of our schools have now undertaken Understanding Christianity training. This year, 10 attendees from 6 schools attended online training in Understanding Christianity. The course was divided into three sessions and was hosted online by diocesan consultants Penny Hollander and Laura Watson.

## **National and regional Adviser's meetings**

Officers and consultants attended regional Advisers meetings for Northern Dioceses through DBE Services, and national Advisers meetings with the Church of England Education Office (CEEEO). These were held once per term



for RE, SIAMS, Schools Buildings and Governance. Relevant information for schools was cascaded down via Huddles, weekly communications, RE Cluster meetings and through formal training sessions.

## 12. Partnership Agreement

Building on the changes reported last year:

- every school having a named Diocesan Link Representative (officer or consultant);
- agreement running from September to August to suit schools CPD and curriculum planning;
- agreement redrafted to make it clearer and simpler (especially in relation to the 'Enhanced Package' and advantages of purchasing this)

This year we have further improved our offer to schools. Recognising that as the 'church' our Christian duty is to support our schools however and to the extent they need it, we have removed time-limited support from our Enhanced Package. We would not fail to help a Headteacher, governor or school in crisis. Our Partnership Agreement now formally recognises this.

Uptake on the Enhanced Package was, unsurprisingly, slightly down on previous years – schools were prioritising COVID management, inspections were not taking place and face-to-face meetings were not possible. We anticipate improved uptake on the Enhanced Package in recognition of the improved support available via this offer and Headteachers having the 'head space' to think about CPD, long-term Vision, support needed, preparing for inspections etc.

We have resolved to keep under review the cost-benefit balance of this new approach in terms of improved support for schools versus capacity and cost issues for the Diocese.

Planned courses and training sessions have all taken place online this year. Although the opportunities for networking and relationship building have been missed, uptake and attendance has been up on previous years:

- Governors have valued not having to travel in the evenings (when Governor Training has historically taken place to accommodate those with work commitments during the day) especially in winter months when weather and darkness make travelling more likely to be difficult.
- School leaders (especially in our smaller schools) have been more easily able to attend online courses – those which take place straight after school have no impact on the rest of the school; those which take place during the school day can be attended from school and delegates can ‘step out’ if an urgent situation arises at school. Equally, afternoon sessions still allow for school staff to undertake lunchtime duties because no travel time needs to be factored in.

Some training sessions have been blended this year – some staff altogether at school, others joining remotely from home with the course trainer either being present at school or also leading remotely.

An online and blended approach will continue to be taken next year with only a small number of school specific sessions taking place in person. Uptake and feedback will continue to be monitored to ensure that this approach suits our schools.

## 13. Leadership Events and Programmes

### Annual Conference 2021 - PAUSE

On the 23rd June 2021 over 40 senior leaders, governors and clergy joined together for an online opportunity to ‘PAUSE’ together. It included reflections on the wisdom of pausing from guest speaker David Wells and gave opportunities for participants to PAUSE in breakout rooms titled ‘Move’, ‘Breathe’, ‘Talk’ and ‘Create’. The breakout rooms were hosted by a mixture of officers, clergy and diocesan consultants. The event opened with prayer and worship and showcased some work of church schools. ‘Pause’ also afforded an opportunity to publicly thank three Diocesan consultants –

Penny Hollander, Stephen Fraser and Terri Eyre – for all their contributions and wish them well in their retirements.



*The PAUSE care package that was sent to all those participating in the online conference*

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

The 8 delegates from Carlisle Diocese who were the 2018/2019 cohort (from Bishop Harvey Goodwin, Lazonby, Langwathby, St. George's, Coniston, St. Oswald's, Burlington and Grange schools) were finally able to mark their completion of the course in a high-quality online celebration hosted by Manchester Diocese in July 2021. Unfortunately, the face-to-face celebration that had been planned for this cohort in October 2020 had to be cancelled due to the pandemic.

The 2019/2020 course was postponed, and delegates were automatically allocated a place for the 2021/2022 course starting in October 2021. 7 delegates will participate; from Cartmel Priory, Lindale, Ireleth St. Peter, Burton Morewood and Staveley schools, as well as one delegate from the DBE. Although DBE Services discussed the possibility of running two cohorts during 2021/2022, there is not enough capacity in Carlisle to facilitate this. The 2022 celebration will be hosted by Blackburn Diocese, with Carlisle Diocese hosting in 2024.

## Headteacher appointments and induction

COVID-19 restrictions have affected governing boards' ability to conduct recruitment exercises. The importance of ensuring a good 'fit' between a school and its Headteacher meant that schools were discouraged from holding virtual interviews. The opportunities to invite candidates into schools safely have been limited. Accordingly, a number of acting and interim Headteacher arrangements have been in place this year and will continue to be or will be newly in place in September 2021.

However, we were delighted to be involved in several successful recruitment exercises this year, working closely with our colleagues from the Local Authority to provide advice and guidance to governing bodies responsible for recruiting new Headteachers.

Substantive Appointments		
School	Start Date	Notes
Beetham	September 2021	
Braithwaite		Head of School
Lindale		Internal candidate who has been in Acting role
Selside		Internal candidate who has been in Acting role
Walton & Lees Hill		Internal appointment
Holm Cultram Abbey	January 2022	
Interim or Acting Arrangements		
School	Term	Notes
Captain Shaw's	1 year	On secondment
Dent	Autumn Term	Internal staff member Acting up pending recruitment for substantive Headteacher
Gosforth	TBC	Internal staff member Acting up pending recruitment for substantive Headteacher
Hayton	Autumn Term	Continuing current arrangement
Holm Cultram	Autumn Term	Continuing current arrangement

Abbey		until substantive Headteacher takes up role
Ivegill	Autumn Term	On secondment pending recruitment for substantive Headteacher
Old Hutton	Autumn Term	On secondment pending recruitment for substantive Headteacher
St James' Junior, Barrow	Ongoing	Continuing current arrangement
St Michael's, Dalston	Autumn Term	Internal staff member Acting up pending recruitment for substantive Headteacher

The Director and Deputy Director have worked closely with the Local Authority and the Primary Headteachers Association to deliver a programme of induction for new and acting Headteachers throughout the year. These sessions have all taken place remotely and have been well attended. This programme will run again next year via a blended in-person and remote model.

Appropriate local Professional Partner Headteachers were assigned to all new Headteachers.

## 14. Governance

### Appointments

There are a total of 381 Foundation Governors/LGB Members within Carlisle Diocese. Appointments and re-appointments remained similar to the previous year with 45 new appointments and 32 re-appointments. However, the pandemic has left governor vacancies at an all-time high with some governing boards embracing new technology while others have struggled. New ways of working have encouraged new governors, while for others it has been the main decision to leave. A total of 40 resignations were received in the 2020/21 academic year with the number of overall vacancies peaking at nearly 20% in January 2021. Following significant effort in the

Spring and Summer terms this was reduced to around 16%, but the usual resignations at the end of the academic year have caused another small rise.

A recruitment strategy proposal was approved by the Board of Education in May 2021 and includes a recruitment campaign, additional training for clerks and Chairs and development of a welcome/induction pack. The Admin and Governance Officer has also joined a national diocesan working party examining the issues around the shortage of school governors.



*Governors from St Matthew's CE School, Westnewton at their last meeting of the academic year*

## **Governor Peer Support Network**

The Governor Peer Support Network, which was suspended after just one session back in the spring of 2020, resumed online and has grown in strength during the 2020/21 academic year. A total of 67 governors representing 43 Church Schools have participated with some attending every session.

The groups continued to be facilitated by diocesan consultant Ruth Houston, supported by the Admin and Governance Officer and are now leading on the discussion topics of their choice.

*"I just wanted to drop you a note to thank you again for last night's peer support session. I now feel like I'm not alone, thank goodness! The session was very insightful, and I thought it was especially interesting hearing the views from some of the Chairs."*

*"Thank you for a great session and all the supporting information, I will have fun reading it all."*

Funding agreed by the Board of Education will allow this group to continue with a blend of face to face and virtual meetings in the 2021/2022 academic year.

## **Governor Training**

All training sessions were held online during the year and there was a further increase in attendance with a total of 152 attendees at 11 virtual sessions. This does not include a number of bespoke sessions delivered virtually to schools as part of their Partnership Agreement, focusing on SIAMS, Vision and Values or an Introduction to Church School Governance.

Notably, around 75% of Church School Clerks have now attended the clerking course introduced in 2019. This will now be reduced to just one session per year but replaced with termly briefing sessions for Chairs and Clerks.

New sessions to be introduced and trialled in the 2021/22 academic year include 'Successful Headteacher Performance Appraisal', 'Foundation Governor Recruitment and Retention' and 'Developing Governance Questioning Skills'. All are scheduled to be delivered virtually.

## **15. School Buildings: Financial Year 2020-2021**

### **School Condition Allocations (SCA):**

2020-21 saw the first year of the SCA programme which replaced LCVAP funding. The SCA programme Terms & Conditions give more flexibility to dioceses, but greater responsibility, with increased emphasis on diocesan responsibility for school estate and asset management planning.

- Our initial allocation in April 2020 was £605,205 (90%); a drop of 22% on the previous year's LCVAP allocation. The DBE received an increased number of bids for funding – bids received were valued at more than double the total funding received.
- As part of the government's response to the Covid-19 pandemic a further £281,068 (90%) was allocated to the diocese in June 2020, bringing the total SCA allocated to the diocese to £886,273 (90%), allowing additional projects to be approved.

In total £850,939 was allocated to SCA projects at 16 schools: Crosby Ravensworth, Beckermest, Bishop Harvey Goodwin, Selside, Dent, Calthwaite, Church Walk, Beaconside, St Martin & St Mary (2 projects), Crosthwaite, Blackford, Morland, Stainton, Grasmere and Langdale.

All schools contributed at least one year's Devolved Formula Capital allocation to their project. Legislation requires VA schools to contribute 10% of the approved cost of every project. The approved SCA projects' **total costs of £1,143,957** were to be funded as follows:

SCA Funding:	£855,781
DFC/ACF Funding:	£165,078
Schools' 10%:	£113,428
Salix loan (Beckermest) £	9,670

Beckermest school made an application for support with the 10% funding from the DBF which was approved.

**£35,334 SCA funding was unallocated and was carried forward to the 2021-22 financial year.** SCA terms and conditions allow dioceses to carry forward 100% of their funding to the next financial year giving greater flexibility and allowing funding to be 'saved' for emergencies.



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

2018 LCVAP projects were concluded at Dalton, Leven Valley and St Mary's. 2019 LCVAP projects continued at: Beaconside, Beetham, Bishop Harvey Goodwin, Culgaith, Grayrigg, Grasmere, St Herbert's, St James, St Martin & St Mary's, St Michael's, St Oswald's, St Thomas, Waberthwaite (2 projects) and Wiggonby.

## Devolved Formula Capital (DFC):

The diocese received an allocation of **£235,348** DFC funding for the 2020-21 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 capital 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 could be combined in a project. All remaining ACF funding was spent by the March 2021 deadline.

In addition to DFC contributions to the SCA projects listed above, **32 new DFC/ACF projects were approved in 2020-21**. A combination of DFC and ACF funds were spent at a total cost of £349,861, including schools' 10% contributions. Some schools contributed additional (non-aided) funding from their own budgets:

DFC Funding:	£131,598
ACF Funding:	£169,624
Schools' 10%:	£ 33,471
Governors' non-aided	£ 15,168

## 16. 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).

## 2020 DBE Budget

The DBE's budget is funded from Barchester income, income from DBE Services and a contribution from the DBF. Some additional income is generated through training, the partnership agreement and clerking support for schools.

In 2020 the total budget available to the DBE was **£260,700**. Barchester income was budgeted at £173,100, income from DBE Services at £6,100 and the DBFs contribution at £66,800. In addition there was £14,700 in the budget as a contribution from Barchester to the Good Shepherd MAT.

## 2020 Income

Barchester performed well in 2020; net income was **£206,697** to fund the work of the DBE. The income from DBE Services was also greater than budgeted, at **£12,199**. MAT support was less than budgeted for, with **£12,300** drawn down from Barchester for the Good Shepherd. This totalled direct funding to the DBE of **£231,196**.

**£14,287.50** additional income was generated through 48 church schools joining the Partnership Agreement. Income from training, courses and additional services (for example clerking to LASL West) totalled **£3,879**.

## 2020 Expenditure

Actual spending to December 2020 was **£212,019**. The underspend was largely due to the pandemic suspending consultant work for a significant part of 2020: consultant days this year totalled only 69.5 (cost £16,151.95), contrasted with 2019 where consultant days totalled 132 (cost £34,144). In addition very little travel occurred, with travel expenses for March-December 2020 totalling only £414.45.

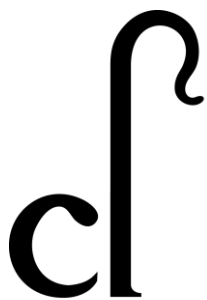
68% of 2020 expenditure was officer salaries and expenses, 15% was administrative costs associated with Barchester, 11% was school support (consultants, conferences, training) and 6% was Barchester support for the Good Shepherd Trust. Additional expenditure under school support for speakers/trainers, training (eg SIAMS Inspector training and Christian Leadership training) and conference packs totalled £4,408.75.

The DBF's contribution to the work of the DBE during 2020 was (£19,177).

*The total resource available to the DBE is roughly equivalent to the budget of a 30-35 place primary school.*



*Stained Glass Window at Wiggonby CE School*



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2021