

www.carlislediocese.org.uk/education

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Reflection:

And here we are, at the end of the Spring term, with all the highs and lows, joys and challenges we have navigated so far in 2026. Easter is a wonderful reminder that **#hope** can bloom in the most difficult circumstances. To those of you who have had a tough term, know that you are in our thoughts and prayers. We wish you a hope-filled and restorative break, helping you to rise to the new challenges next term will bring.

May your Easter be filled with the same joy that you bring to all those in your school community. Thank you for the key part you play in our family of schools. It is a privilege to work with you.

Experience Easter @ Bridekirk Dovenby:



"The angel said to the women, 'Do not be afraid, for I know that you are looking for Jesus, who was crucified. He is not here; he has risen, just as he said.'"

Matthew 28:5-6

NEW THIS WEEK!

Booking now open

#HOPE

Annual Conference for School Leaders 2026

with special guests including:

Marc Rowland

Champion in improving outcomes
for disadvantaged learners

Bob Bowie

Prof of Religion and Worldviews
Education and Director of NICER

Our Friends From

Growing Faith Foundation,
Anti Racist Cumbria,
KICK: transforming lives



10 June
2026

9am-
4:30pm

North Lakes Hotel
& Spa, Penrith

BOOK HERE



 Follow Daily

 Care Deeply

 Speak Boldly

 Tread Gently

RHS Campaign for School Gardening

It's free to join the community of schools who are all passionate about making plants an integral part of school life. [Sign up](#) and you'll receive regular tips and advice into your inbox on how to



support your pupils through the power of plants, as well as updates on the free [teacher training](#) and [awards programme](#).

Growing plants in schools has a number of benefits including:

- Improving mental and physical wellbeing
- Enriching the curriculum from science, PSHE and geography, to art and design
- Teaching about the environment and the importance of biodiversity and sustainability
- Building life skills such as confidence, resilience, teamwork and communication

[Sign up today](#)

Earth Day

The 22nd April is Earth Day. An annual celebration that raises awareness of the need to protect Earth's natural resources for future generations. Discover classroom resources created by the National Literacy Trust for ages 3 to 14 (Early Years, KS1, KS2, KS3) to help explore the future of the planet and social action, whilst developing key literacy skills.

[Caring for the Planet: Young Readers booklist](#)

[Talking to Young Children about The Global Goals](#) (Sustainable Development Goals)

Join a live event to [celebrate Earth Day with Green Bean author, Anita Frost](#). Designed for ages 5 to 7.



Easter Egg Trail

Explore the Garden-Orchard and Woodland on our Georgian Tea Party themed Easter Egg Trail and win a prize!

Discover the eggs hidden around Dove Cottage's site and help William and Dorothy gather everything they need to throw a lovely Easter tea party.

Tuesday – Saturday, from 28 March – 11 April
Free with admission

[Book Here](#)

Eden Project Communities



[Eden Project](#)

Eden Project Communities

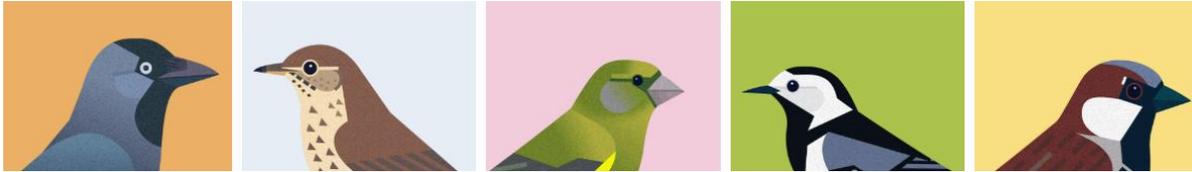
[Communities](#) is a charity, part of the Eden Project, which aims “to help create safer, friendlier neighbourhoods where people share more – from conversations and ideas to skills and resources. We encourage connection and help people build the skills, tools and confidence to start or grow local projects.”

In April, they are hosting a free webinar for school staff “led by our wildflower and education experts, this session offers all the inspiration and information you need so you can sow and grow wildflowers in your school grounds this spring.

Thursday 30 April, 4pm. Sign up for your free place here:

<https://events.teams.microsoft.com/.../bde1e42a-248e-4d04...>

Birds in Green Spaces



From the
British Trust
for

Ornithology's spokesperson:

The British Trust for Ornithology's newest UK-wide survey has landed! We want to find out about the birds that rely on the greenspaces in our cities, towns, and villages – and between April and June, you can help us to do just that.

By recording which birds and how many of them you observe in your local park, cemetery or other public-access greenspace, you can help to build our understanding of the role of greenspaces and the habitats within them in built-up areas. The findings can then be used to inform management guidance, so that it reflects the needs of different species, and benefits both birds and people.

This is our most accessible survey yet, and whether you're a seasoned birder or new to birds, have hours to spare, or simply pass through greenspaces on your commute to work, your records will help us to fill important gaps in data and build our understanding. Find out how to take part on our webpage: www.bto.org/birds-in-greenspaces

You can download our brand new app here: Android: play.google.com/store/apps/bto.greenspaces IOS: apps.apple.com/gb/app/birds-in-greenspaces

Birds in Greenspaces has been funded by a generous gift in Will from Denis Summers-Smith, for which we are extremely grateful. All artwork by Will Rose.

BIRDS IN GREENSPACES



Working Together to Safeguard Children update

This document has been updated to feature more



The following is a message from the DfE for your information:

There has been a more targeted update to [Working Together](#), reinforcing the continued commitment to strengthening multi-agency help, support and protection. Updates include:

- Aligning with Families First Partnership programme reforms, including clarifying that Family Help now brings together Targeted Early Help and Section 17 support into a single, more seamless offer.
- Reinforcing expectations for multi-agency child protection.
- Strengthening responses to child sexual abuse, domestic abuse and the safeguarding of babies, unborn children and children in any care arrangement, including those who are looked after.
- Streamlining the chapter on learning from serious safeguarding incidents to provide clearer direction on when and how incidents should be notified and reviewed.
- A stronger focus on anti-racist, anti-discriminatory and culturally informed practice.

Training Schedule

We have a variety of training sessions running each month. Most of the sessions are online and are cost-free if you are part of the partnership agreement.

Want to attend a session but can't? Get in touch and we can arrange for it to be recorded for you.

You can find a copy of the training schedule [here](#). Booking is quick and easy just click the link and follow the on screen steps.

Any queries then please email Anna – anna.lea@carlisle-diocese.org.uk



Governor Zone



Admissions news, research and guidance

White Paper (Every Child Achieving and Thriving) and SEND Reform: Putting Children and Young People First

The Schools White Paper was published on 23rd February, along with a consultation on SEND reform, which closes on 18th May. The focus will be on making mainstream schools more inclusive, with a commitment to 'consistent and fair' admissions, to reduce barriers in the system, particularly for children from disadvantaged backgrounds, and children with SEND.

In addition to the changes to admissions already set out in the Children's Wellbeing & Schools Bill, there are proposals to: promote fairness for all families through changes to the Code; a requirement for schools to give parents more information about decisions on in-year admission; improvements to fair access protocols, to strengthen the safety net for those having difficulty finding a place in-year; making the operation of banding arrangements clearer; and tightening the rules so that banding produces representative intakes. The DfE is also planning to develop new resources to support and encourage schools to adopt more inclusive admission arrangements.



DfE annual survey on summer-born delayed admission 2025

This report updates research published in 2023 and monitors trends in request for delayed entry into reception for summer-born children and local authority approaches to handling those requests. Interestingly, 31% of LAs reported a policy of automatically agreeing to all requests to delay admission for summer-born children (a steady increase from only 9% in 2018)- despite recent OSA rulings that blanket policies on such requests are a breach of the Code. Only 5% of all applications made to LAs for summer-born delayed starts were refused. The number of requests made by parents has fallen slightly since 2023 (although this may simply reflect falling rolls overall).

Unsurprisingly, data suggests that most requests were for August babies (52%); other common characteristics were children born prematurely (19%) and children with SEND (32%) or suspected SEND (12%). The overall number of summer-born children being admitted out of year group remains low overall (1.6% of the summer-born intake). The report nevertheless highlights the increasing administrative burden on LAs in handling out of year group admission request.

[Delayed admission for summer born pupils 2025.pdf](#)

Falling rolls

According to a recent [NFER blog](#), almost three-quarters of primary school leaders anticipate setting an in-year budget deficit in 2025-26, as a result of falling numbers. The expected 7% fall in primary pupil numbers by 2030 is approximately equivalent to over 1,000 average-sized primary schools, with London being the most-affected region and the east of England the least-affected.

Pupil demographics

The NFER has also issued an [interim report](#) on the widening gap between the schools admitting the highest and fewest numbers of children with EHCPs. Over half of children with EHCPs are now in mainstream schools. Primary schools in the top quartile had, on average, six times as many pupils with EHCPs as those in the lowest quartile. Schools with more EHCP pupils were slightly less likely to be academies and, at primary level, less likely to be faith schools (26% as opposed to 37% of all primaries).

School capacity surveys (primary net capacity assessment programme)

The government is continuing the four-year 'net capacity assessment' programme into primaries; a full tranche list is due to be published before April 2026, with annual updates thereafter. The assessments will help to identify spare capacity where demand for places is high and provide independent verification for admissions and appeals.

Admission of children outside their normal age group

Summary of the Code and DfE Guidance

- Parents can request admission outside their child's normal age group (e.g., due to health issues or being gifted).
- Parents of summer born children (1 Apr-31 Aug) can delay admission for their child to start a year later than their peer group in year 1. Or they have a right to request that the child is admitted out of age group in reception.
- Admission authorities must publish a clear process for making such requests.
- The DfE does not believe it 'should become the norm for summer born children to begin reception at age 5'. Most 'will thrive if they are admitted to reception aged 4'.
- Parents are advised apply in the normal age group at the normal time, and also request OOAG at the same time (but all requests will be considered even if they don't apply for the normal age intake).
- Each request must be decided individually and in the best interests of the child. It should be 'rare to refuse a parent's request'.
- Decisions should consider:
 - Parents' views
 - Child's academic, social, and emotional development
 - Medical history or professional advice (if relevant)
 - Whether the child has previously been educated outside their age group
 - Premature birth considerations
 - The views of the Headteacher
- Parents should not be expected to get evidence they do not already have and must consider requests that not accompanied by professional evidence. Admission Authorities should not refuse solely on the basis that the request is not accompanied by professional evidence.
- Admission Authorities must clearly explain their reasons when informing parents of the decision.
- Decisions can be made by a specially convened panel but this is not mandatory.
- If approved, the parents should then apply to the approved year group for it to be processed in the main admissions round using normal criteria (if possible).
- The application must not be given lower priority because it is outside the normal age group.
- Parents can appeal if refused a school place, but cannot appeal solely because the place offered is in a different year group than requested.
- The parent may make further requests, for example, when they transfer from primary to secondary school.
- Admission of children outside their normal age group is different to 'deferred entry' and part time attendance which must also be clearly outlined in the school's admission arrangements.

Relevant areas of the School Admission Code

2.18-2.20

And see also non statutory guidance relating to summer born children:

<https://www.gov.uk/government/publications/summer-born-children-advice-for-admission-authorities/guidance-on-handling-admission-requests-for-summer-born-children>

Advice for parents: <https://www.gov.uk/government/publications/summer-born-children-school-admission/summer-born-children-starting-school-advice-for-parents>

Making a request for admission out of the normal age group:

<https://www.gov.uk/government/publications/summer-born-children-school-admission/making-a-request-for-admission-out-of-the-normal-age-group>

Office of the Schools Adjudicator Case Study - The Oxford Diocesan Schools Trust - REF4552-REF4594 - 17 December 2025

An objection was made relating to lack of proper publication of admission arrangements (upheld) and that they "make no reference to summer born children; and do not set out the process for requesting admission out of the normal year group." (upheld).

Stated within the report was a 'summary of the requirements of the Code' and "...what admission arrangements need to contain in order to comply with the Code requirements and be in accordance with the DfE guidance".

With regard to out of age group applications, admission arrangements must clearly explain:

- Who the application should be made to
- When the application must be submitted
- Who will make the decision
- What factors will be considered (using 2.19 of the Code)

The process must be clear to parents, including the distinction between: Applying for a school place through the local authority, and requesting admission outside the normal age group from the admission authority.

Admission arrangements must also state that:

- Parents of any child may request admission outside their normal age group, not just summer-born children.
- If approved, parents must still apply for a Reception place the following year.
- Applications will be considered using the normal oversubscription criteria.
- Approval does not guarantee a place.
- Parents may appeal if refused a place at a school, but cannot appeal solely against refusal of admission outside the normal age group.

Education law firm Browne Jacobson have produced this information [Reception year admissions: A practical guide for schools](#) explaining parents' rights.

Education Office Team

As always, if you have any questions about any of the information contained in this week's communication, need any help or support or want to arrange a visit, don't hesitate to get in touch



Charlotte Tudway

Director of Education

charlotte.tudway@carlisle-diocese.org.uk

07917 993 659
Monday to Thursday



Laura Watson

Deputy Director of Education

laura.watson@carlisle-diocese.org.uk

07778 361851
Monday to Friday



Lisa Pettifer

Governance and Admissions Officer

lisa.pettifer@carlisle-diocese.org.uk

07774 655025
Mon, Tue, Wed, Fri
Term Time only



Ruth Houston

Senior Schools Adviser and Spirituality Lead

ruth.houston@carlisle-diocese.org.uk

07423 001578
Monday to Wednesday
Term Time only



Anna Lea

Education Office Manager

Anna.lea@carlisle-diocese.org.uk

07990061414
Tue, Wed, Fri
Term Time only



Peter Barfoot

Schools and Buildings Adviser

peter.barfoot@carlisle-diocese.org.uk
07827838220

Mon, Wed, Thurs

School Advisers

All DBE Officers and School Advisers hold Enhanced DBS Certificates



Mark Hamblett

Schools Adviser

mark.hamblett@carlisle-diocese.org.uk
07967 635797



Shelagh Hughes

Schools Adviser

shelagh.hughes@carlisle-diocese.org.uk
07941 123784



Maggie Cole

Schools Adviser

maggie.cole@carlisle-diocese.org.uk



Julia Fish

Schools Adviser

julia.fish@carlisle-diocese.org.uk





Contents ([Press Ctrl and click to read the article](#)):

New This Week

Booking now open.....2

RHS Campaign for School Gardening.....3

Earth Day3

Easter Egg Trail 4

Eden Project Communities..... 4

Birds in Green Spaces5

Working Together to Safeguard Children update..... 6

This document has been updated to feature more..... 6

Training Schedule7

Admissions news, research and guidance 8

In case you missed it..... 13

The Royal Mint Museum: short story competition 2026 15

Leavers Service bookings are now open..... 15

March Racial Justice Spotlight..... 16

Watch/read I Am You: A Book About Ubuntu Read Aloud..... 16

Join us on our next Primary RE Webinar: What does it mean to be a Muslim in Britain Today? 17

Hindu Civilisation Exhibition 19

Racial justice spotlight..... 22

February Racial Justice Spotlight23

Flourishing Together Podcast.....25

School admissions.....26

A time of change 28

Education well-being charity Education Support produced the report ‘Revisiting the teacher retention crisis: recommendations for change’.....29

RE Statement of Entitlement

The NSE (National Society Education) have recently updated the RE Statement of Entitlement. The 2026 RE Statement of Entitlement, alongside the existing statement, can be found here: [Curriculum: religious education – National Society for Education](#)

The 2026 Statement of Entitlement comes into effect from September 2026 for SIAMS Inspections.

The team will be unpacking the changes over the next few months during training and school visits. However, the key message from us though is - there are no major changes so RE practice in your school should not look too different.

If anyone has any questions, please contact Laura on laura.watson@carlisle-diocese.org.uk



The Royal Mint Museum: short story competition 2026



The competition is open to children aged 7 to 11.

Students are invited to submit a story of no more than 500 words based on Gold. From buried treasure to secret vaults filled with gold bars and coin hoards, we are asking students to engage their imagination and write about glistening gold.



More inspiration and information is contained on [this website](#).

Leavers Service bookings are now open

This year we will be holding services in Carlisle Cathedral and in Kendal Parish Church but also offering a full day option that will include activities as well as the leavers' service.

Please use the links below to book your preferred service.

Carlisle services – <https://www.trybooking.com/uk/GBXK>

Kendal services – <https://www.trybooking.com/uk/GBXL>

The word 'GOODBYE' in large, colorful, bubbly letters with polka dots. The letters are orange, blue, green, and pink.

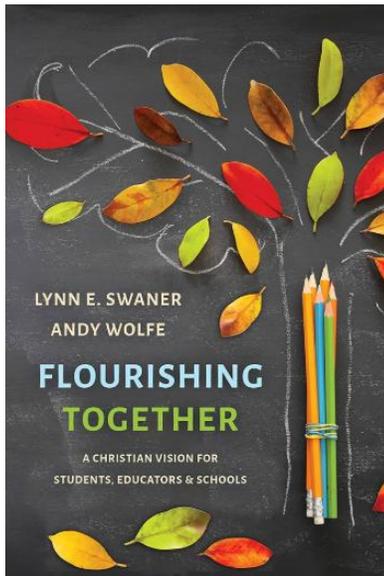
March Racial Justice Spotlight

Why does this matter?

Ubuntu **'I am because we are' – everybody wins** *'Flourishing is never an individual pursuit, but a collective endeavour, released in relationship and communities that live well together'.*

In the foreword to the book 'Flourishing Together' the Rt. Revd. Rose Hudson-Wilkin, Bishop of Dover writes about flourishing together.

'There is a Zulu word called *ubuntu*. It means 'I am, because you are.'



In other words, we are a people together. We are interdependent. We do not exist by ourselves. No one really flourishes unless we flourish together.

Black and white, young and old, rich and poor, with and without disability. We are all God's children. '

What might this look like in action?

We seek to learn from other traditions – we don't need to win arguments.

We seek to bless all – we practice hospitality.

You give courage to others – you catch your colleagues before they fall.

You show us how to live well together – you celebrate diversity.

Our relationships should reflect the relational nature of God: the Trinity is a community of love. (John 17:21) Jesus commands us to love one another (John 13:34-35) and the Church is often described through the image of one body (1 Corinthians 12) whilst stressing unity within its wonderful diversity!

What we can think about this month

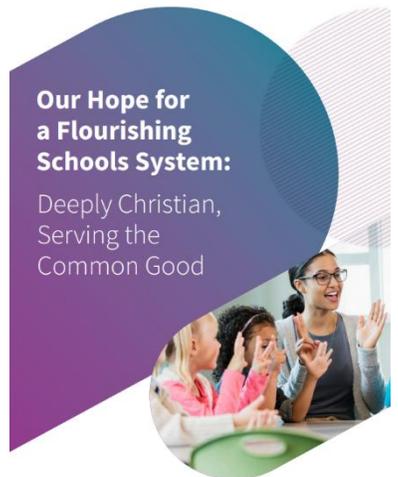
How can we move our perception from 'I' to 'we' and 'me' to 'us'? Think of and share a concrete example in your school community.

How do our school priorities reflect the principle of ubuntu? Look at your school development plan for evidence of this principle in practice.

Three things you can do now!

1. [Download](#) and read 'Our Hope For A Flourishing Schools System' & share with your staff and governors.
2. Start a staff meeting or a governors meeting with the [Why this matters?](#) section above and discuss.

Watch/read I Am You: A Book About Ubuntu Read Aloud



The National Education Society

THE CHURCH OF ENGLAND FOUNDATION FOR EDUCATIONAL LEADERSHIP



BOARD OF DEPUTIES OF BRITISH JEWS

ADVOCACY | DEMOCRACY | COMMUNITY

Monthly Q&A drop in session online - Any teacher who teaches about Judaism is welcome and no question is a silly one!

Please pass this onto any relevant colleagues.

Next date: **Tuesday 21st April 2026, 3.45-4.45pm**

Zoom link:

<https://us02web.zoom.us/j/82876672045?pwd=kTnWIRJ7a15v8aRec8cbHPwGx36qgp.1>

View meeting insights with Zoom AI Companion

<https://us02web.zoom.us/launch/edl?muid=add314ff-57c3-4f1d-9533-6faa0e9efff5>

Meeting ID: 828 7667 2045

Passcode: 970723



Muslim Learner Services

•Assemblies •Workshops •Training

**Join us on our next Primary
RE Webinar: What does it
mean to be a Muslim in
Britain Today?**

- British Muslim Population statistics from Census 2021
- The 5 Pillars of Islam in Britain



- Role of a Mosque in the UK
- Muslim diet – Halal
- Muslim dress
- Islamophobia / Anti-Muslim Hostility (The Government's new definition just announced can be found here: <https://www.gov.uk/guidance/a-definition-of-anti-muslim-hostility#definition-of-anti-muslim-hostility>)
- Muslim funerals in the UK
- Q&A Session

Thursday 26th March – delivered live online at 4 pm by Imran Kotwal from the Muslim Learner Services, with a video recording and training materials available to all schools that register. **Book a place [here](#)**

THU 26 MAR: WHAT DOES IT MEAN TO BE A MUSLIM IN BRITAIN TODAY + ISLAMOPHOBIA

MON 27 APR: LIFE OF PROPHET MUHAMMAD + STORIES

TUES 19 MAY: WHAT DO MUSLIMS BELIEVE? (ALLAH, ANGELS, PROPHETS, HOLY BOOKS, LIFE AFTER DEATH, DESTINY)

WED 17 JUNE: DIVERSITY WITHIN ISLAM (SUNNI & SHI'A)

Hindu Civilisation Exhibition

There are some wonderful opportunities for RE and Hindu Dharma at Tullie at the end of March. This is a collaboration between the Cumbria Hindu Association, Cumbrian SACRE and Tullie in conjunction with Insight. See attached flyers below.

[Darshana: Nationwide tour of the Hindu Civilisation Exhibition - INSIGHT UK](#)

Sunday 22nd March, drop in 11-4pm - Public event no need to book. 11am there will be an inauguration by members of the Hindu community. Families welcome, with Hindu themed make and create. (free) Do share with your families nearer the time

Weds 25th/Thurs 26th - school visits - 45 minute school sessions (free)

- School booking - <https://tulliehouse.digitickets.co.uk/event-tickets/74591?catID=34556>

Thurs 26th March - drop-in teacher CPD (free), between 3.30pm - 5.30pm - perfect for RE staff development!

- Teacher CPD - <https://tulliehouse.digitickets.co.uk/event-tickets/74588?catID=34556>
-



INSIGHT UK

TULLIE



DARSHANA



Exhibition on the

Hindu Civilisation

Explore the timeless essence of Hindu Dharma through an immersive journey into its traditions, spirituality, arts, sciences and contributions to humanity. Discover, learn and celebrate the wisdom of the most ancient yet living civilisation in the world!

 : **TULLIE, CASTLE STREET, CARLISLE, CA3 8TP**

 : **WED 25th & THU 26th March 2026**

 : **9:00 AM to 3:30 PM**

45 minute hosted sessions for schools (max 40 pupils)

Booking essential – Free of charge



INSIGHTUK.ORG | INFO@INSIGHTUK.ORG



INSIGHT UK

TULLIE



DARSHANA



Exhibition on the

Hindu Civilisation

Explore the timeless essence of Hindu Dharma through an immersive journey into its traditions, spirituality, arts, sciences and contributions to humanity. Discover, learn and celebrate the wisdom of the most ancient yet living civilisation in the world!

 : **TULLIE, CASTLE STREET, CARLISLE, CA3 8TP**

 : Thursday 26th March 2026

 : 3:30 PM to 5:30 PM

Teacher Drop-In CPD Event

Booking essential – Free of charge



INSIGHTUK.ORG | INFO@INSIGHTUK.ORG

Racial justice spotlight



On a monthly basis during 2026, our Weekly Comms will include a feature to support and develop the racial justice work within the diocese. We aim to share resources; to offer stimulus ideas, activities and reflections and to shine a light on work being undertaken by schools and partnerships across Cumbria.

If you have a project to share or a question to ask, or would like to be involved in any way, please contact one of the team. Our contact details can be found at the end of this week's bulletin.

grove education

Using Stories to Encourage Racial Inclusion in Schools



eD63

Jane Kelly
Alysia-Lara Ayonrinde

Why does this matter?

This matters because it is about 'life in all its fullness' John 10:10 for everyone (see the [Church of England Vision for Education](#)) Following on from last month's spotlight about being

created in the image of God, the CofE vision for education says this on pg 11:

"Our commitment to the dignity and ultimate worth of each person, rooted in each being created in the image of God and loved by God, is further shaped by the person, teaching and example of Jesus. Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this, and to join with others in demonstrating it.

He paid special attention to the disadvantaged, excluded, despised and feared. The ultimate worth of each person is shown in the Gospels through his teaching, healing, feeding, sharing hospitality, befriending, and forgiving. In some of the earliest Christian writings, Jesus is himself understood as 'the image of the invisible God', who renews that image in human beings across differences of religion, race, nationality, gender, and economic or social status (Colossians 1:15, 3:10-11; Galatians 3:28). To encounter Jesus is to be invited into 'life in all its fullness' (John 10:10)"

This is our why.

What we can think about this month

Read the attached Grove booklet. Perhaps just start with chapter one and the questions for reflection they share.

What stories have been significant in your life?

Which parts of the Bible message particularly resonate with you?

What do you think of the idea that the Bible is a story about celebrating difference?

Three things you can do now!

'Action is the only remedy to indifference: the most insidious danger of all.' Elie Wiesel.

Sign up for the Anti Racist Cumbria newsletter [About Us - Anti Racist Cumbria](#) go down to the bottom of the page for 'Join our mailing list'

Book yourself, a colleague or even better your whole team on our next 'Created in the image of God, justice and responsibility' training session. On Tues 14th April 4-

5.30pm. <https://www.trybooking.com/uk/FAPN>

Share the attached Grove booklet with your team, with governors, encourage them to read the first chapter and perhaps start your next meeting with a short discussion around one of the questions...



Flourishing Together Podcast

This series of podcasts, put together by the St Albans Schools Team, is available on podcast platforms with some editions also available on [YouTube](#).

The series as a whole is based upon the narrative from Luke’s gospel of the road to Emmaus. In the story two men, distraught over the death of Jesus, find themselves in deep conversation with Him – only they don’t realize it is Jesus Himself. When they finally realise who they had been talking with, they tell the apostles the good news: The Lord had indeed risen!

It’s a powerful tale, one filled with lessons about discernment, hope, and the truth of the Old Testament prophecies.

This narrative was taken to frame the series because it tells of the importance of hope, especially in times of change or loss, and of listening, talking and learning as we walk through life.

- 

Flourishing Together Podcast: S1E1 - The Road to Emmaus with Simon Cutmore
St Albans Schools Team • 58 views • 3 years ago
- 

Flourishing Together Podcast: S1E3 - Spiritual Development in Schools with Anne Lumb
St Albans Schools Team • 69 views • 3 years ago
- 

Flourishing Together Podcast: S1E6 - Courageous Advocacy with Caz Weir
St Albans Schools Team • 71 views • 2 years ago

There are now 2 series of podcasts covering a range of discussion topics including religious Education, spiritual development, using resources such as Understanding Christianity, world religions and other worldviews, prayer and reflection spaces in schools. The full series can be found on [Spotify](#) and other podcast platforms.

School admissions

Please make sure that Governors (especially in VA schools) have had chance to discuss and plan for the next round of school admissions arrangements, details of which can be found [here](#).

Determination

All admission authorities must determine their admission arrangements, including their PAN, every year, even if they have not changed from previous years and a consultation has not been required by 28 February in the determination year.



Once admission authorities have determined their admission arrangements, they must notify the appropriate bodies and must publish a copy of the determined arrangements on the school's website or their own website (in the case of a local authority) by 15 March in the determination year and continue displaying them for the whole offer year (the school year in which offers for places are made).

Admission authorities must also send a copy of their full, determined arrangements to the local authority as soon as possible before 15 March in the determination year.

Admission authorities for schools designated with a religious character must also send a copy of their

arrangements to the body or person representing their religion or religious denomination.

Consultation

When changes are proposed to admission arrangements, all admission authorities must consult on their admission arrangements (including any supplementary information form) that will apply for admission applications the following school year.

Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period.

Consultation must last for a minimum of 6 weeks and must take place between 1 October and 31 January in the determination year. Admission authorities must consult with:

- a) parents of children between the ages of two and eighteen;
 - b) other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
 - c) all other admission authorities within the relevant area (except that primary schools need not consult secondary schools);
 - d) whichever of the governing body and the local authority is not the admission authority;
 - e) any adjoining neighbouring local authorities where the admission authority is the local authority;
- and
- f) in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.
-

For the duration of the consultation period, the admission authority must publish a copy of their full proposed admission arrangements (including the proposed PAN) on the school's website or its own website (in the case of a local authority) together with details of where comments may be sent and the areas on which comments are not sought.

CHECKLIST

1	<input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>



Admission authorities must also send, upon request, a copy of the proposed admission arrangements to any of the persons or bodies listed above inviting comment. Failure to consult effectively may be grounds for subsequent complaints and appeals



GOVERNORS FOR SCHOOLS

about wellbeing, and helping drive the changes that make school environments healthier and more sustainable.

Download the full report: <https://bit.ly/43cYK30>

Teacher wellbeing

From the charity [Governors for Schools](#): "Education Support's Teacher Wellbeing Index 2025 reveals an education workforce in crisis with staff wellbeing at its lowest level since 2019.

If we want every child to thrive, we must ensure those who teach and support them are thriving too. At a time like this, governors and trustees play a pivotal role - monitoring pressures on staff, asking the right questions

A time of change

This week we have included two attachments to help governing boards navigate some of the changes currently running through the education system.

The first is our information on Ofsted gradings (the 'report card'), which also explains the 'Needs attention' grading and links to the monitoring process.

This follows on from Charlotte's letter last week.

The second is a document which includes all the questions that are in the government's consultation

document calling for responses about the SEND reforms proposed. We have produced this to help governors and other school leaders plan their responses.



Education well-being charity Education Support produced the report 'Revisiting the teacher retention crisis: recommendations for change'



"This evidence-based report outlines:

- Why teacher retention is critical to educational quality and equity
- The cost of attrition to public finances and pupil outcomes
- A framework of 12 workplace wellbeing drivers to guide change
- Practical recommendations for government, employers, and school leaders

The report shows that improving mental health and workplace wellbeing is key to helping teachers, leaders, and education staff stay in the profession, and, through doing so, to deliver better outcomes for all pupils." More information can be found [here](#) with a helpful toolkit [here](#).

The organisation Governors for Schools has produced a short set of questions governors can use in meetings to explore culture, workload, leadership wellbeing and the impact of actions taken so far:

Governor questions to accompany Education Support's Cultures that care: a retention toolkit for schools

Understanding staff experience

- What are staff telling you about how supported they feel, and how are you gathering that feedback?
- What are the main sources of pressure or stress for staff right now, and what actions are helping to reduce them?

Workload, wellbeing and culture

- What steps have you taken this term to address workload, and what impact have you seen?
- How confident are you that staff feel valued in ways that are genuine rather than tokenistic?
- Do all staff – including support staff – feel part of the school community?

Professional development and growth

- What opportunities do staff have for meaningful professional development, and how do you know it's making a difference?
- Are there barriers preventing staff from accessing CPD, and how are you addressing them?

Retention and recruitment insight

- What does staff mobility/turnover look like this year, and what are the main reasons people are leaving?
- Which actions from the retention toolkit are already in place, and what early impact have you noticed?

Leadership

- How would you describe the level of trust between staff and leadership, and what helps you judge that?
- How are senior leaders looking after their own wellbeing, and is further support needed?

