



CHICHESTER DIOCESAN BOARD OF EDUCATION

School Effectiveness Strategy



Turners Hill CE Primary School, West Sussex

1. **Diocesan Vision for Education** – Implications for Chichester Diocese
2. **Church School Effectiveness Strategy and Process**
3. **Church School Leadership Strategy**
4. **Academies and the Diocesan Board of Education**

Diocesan Vision for Education

National Diocesan Vision for Education

Deeply Christian, Serving the Common Good

‘The Church of England’s involvement in education over many centuries, seeks to promote educational excellence everywhere, for everyone. In Church schools the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos of those schools.’

‘The vision is deeply Christian, with the promise by Jesus of ‘life in all its fullness’ at its heart.’

‘Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

Wisdom

Hope

Community

Dignity’

‘The vision, in line with the Church of England’s role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.’

‘Church schools have a reputation for securing transformational outcomes for young people by combining academic rigour with a rounded approach to personal development, rooted in the worship and other shared practices that characterize the life of their community.’

Diocese of Chichester Education Department Vision for Education

*“Learning with meaning and purpose:
to know God
and shape the world”*

We expect all our teaching and learning to be inspired and rooted in the Christian narrative of creation, redemption and future hope.

We expect our curriculum and pedagogy to foster a spirit of enquiry, creativity and to walk the talk of Christian belief and values in every aspect of school life. Our aim is for all schools to perform well as part of their Christian responsibility to do their best by all the children and families in their care. Schools will be places where every child is enabled to flourish and to thrive. Each being celebrated as unique, and all equally important as children of God. There are over 37,000 children in our schools who have a wide range of ability and come from diverse social settings. We welcome those of the Christian Faith, other faiths and those who as yet would not profess a faith. Our schools are inclusive and those who wish to come to one of our schools are welcome as long as there is a place.

According to Ofsted judgements about 87% of our schools are good or outstanding and we have an ambition to increase that to above 95%. Academies are one part of the improvement strategy offer, however are not the answer in every situation. The Multi Academy Trust - Diocese of Chichester Academy Trust (DCAT) has a growing team of staff, including a CEO, Finance officer and a growing number of staff who lead on school improvement in DCAT schools. There is increasing opportunity for DCAT to draw on the wider expanding, diocesan team of school improvement partners.



Going forward

Our plan is to have a school to school support system across the Diocese. It is planned that a Diocesan Multi-Academy Trust with local hubs will attract strong schools that have the skills and a heart to help those who are weaker at a particular time. The MAT aims to delegate authority and powers to the regional and local boards depending on their skills, strength and capacity. The ultimate responsibility will remain with a group of directors of the MAT.

Since the Diocese of Chichester Academy Trust was formed in late 2014, a huge amount of time and energy has gone into building firm foundations for its work. Having built strong relationships with the first academies, there are a number of schools interested in the Trust. The Trust's vision is also to enable every pupil to receive the best education possible; inspirational, broad and balanced, and rooted in Christian beliefs and values.

As a Diocese there are challenges to face due to the number of small schools and those in areas of coastal deprivation. The Diocese works with the Regional Schools' Commissioner and the DfE on strategic solutions for these issues.

Changes in demography has given rise to the opportunity to bid for new free schools which would join the MAT in due course, thus extending the reach of the Diocese of Chichester.

The Diocese of Chichester supports other church school led MAT's, where appropriate, and in exceptional circumstances, the Diocese may approve a school joining a local MAT with a mix of church and community schools. In each case the DDE (Diocesan Director of Education) and DBE (Diocesan Board of Education) have to give their permission for a school to proceed with their proposed change of status. A supplemental agreement to guarantee the church school identity and membership of the Diocesan family of schools is essential.

There is a partnership agreement with **all** Diocese of Chichester schools, whether in a MAT or not, to enable the provision of support, including providing or brokering school improvement and Christian distinctiveness initiatives. It is our intention that all Church of England schools in the Diocesan remain connected and in good relationship with the central Diocesan Education Team.



Diocese of Chichester Vision

The Diocese of Chichester has a mission strategy under the banner of

“To know, love and follow Jesus”

This aims to enable the Diocese of Chichester to

- Grow in numbers and spiritual depth
- Re- imagine ministry
- Contribute to the common good

As an Education service we are looking to make our contribution to the missional intentions of the Diocese.

Vision and Values of the Diocesan Board of Education

The Diocese of Chichester believes that **learning should be** -

- Learning to **know** – becoming inspired, discovering and exploring, actively engaging with experience, developing a passion for lifelong learning, acquiring knowledge and understanding of ourselves, our immediate world and beyond and to become responsible creators and stewards of the Earth’s resources.
- Learning to **do** – gaining skills, confidence, competence and practical abilities to become purposeful creators and shapers.
- Learning to **live together** – learning tolerance, mutual understanding and interdependence, sharing the experience of learning with others as responsible citizens. We want our young people to offer a welcome to others.
- Learning to **be**- building characters that demonstrate the fruit of the Spirit and have a capacity for reflection and spiritual growth

Success of the Diocesan schools will be **monitored and measured** by

- OFSTED Section 5 and 8 Inspections
- SIAMS Section 48 Inspections
- Local Authority colleagues
- Diocesan officers and consultants
- Headteacher and governors of their own schools

The Diocesan officers report on the achievement and progress of schools each term to the Diocesan Board of Education.

SPIRITUAL DEVELOPMENT

As Church Schools we believe that Spiritual Development is an essential aspect of a full education.

The Office for Standards in Education (OFSTED) in their discussion paper point out that “spiritual” is not synonymous with “religious”. All areas of the curriculum may contribute to pupils’ spiritual development. Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone, and is not dependent on a religious affiliation.

“The term spiritual and moral development needs to be seen as applying something fundamental in the human condition which is not necessarily experienced through the physical senses and /or expressed through everyday language. It has to do with relationships to other people and for believers, with God. It has to do with the universal search for individual identity – with our responses to challenging experiences, such as death, suffering, beauty and encounters with good and evil. It is to do with the search for meaning and purpose in life and for values by which to live.” SCAA discussion paper

A Church School’s curriculum should be like a beautiful weaving interwoven with strands of golden thread. These thread represent the school’s Christian values and opportunities for spiritual development.

Schools can explore their Christian spirituality through:

- How is the distinctive nature of our school reflected in the curriculum?
- How does it permeate other aspects of school life?
- What are the consequences of this for the learner (and staff and the wider community)?
- How are staff inducted and supported so that they have a shared understanding of the distinctive nature of our school?
- How does the schools environment support this?

The Diocese of Chichester sees Spiritual Development in the following way:-

- Learning to know and worship God.
- Learning to *be-* equipped by God, developing ourselves, our spiritual, mental and physical capacity, wellbeing and resilience, and our ability to take control of our lives and influence the world around us.

Achievement of the academies in this area will be monitored and measured by the Diocese through Section 48 inspections.

The Diocese of Chichester schools and academies will preserve and develop their distinctive religious character and support the education of their pupils within the context of Christian belief and practice. They will encourage an understanding of the meaning and significance of faith and will promote Christian virtues and character through the experiences offered to all pupils.



All our schools welcome children of the Christian Faith, all faiths and of no faith according to their admissions policies. Whilst respecting all religions they will interweave learning in the Trust's academies with a seamless application of Christian understanding and insight including:

- teaching of the Christian narrative
- factual awareness of the faith of others
- ongoing opportunities to experience Christianity in the actions of leaders, staff and school policy
- giving opportunities to encounter the person of Jesus Christ
- experience of the key practices of the Anglican Church
- teaching of British Values as defined by the DfE (Nov 2014)

These actions will enable the schools to address and embrace the following comprehensive aspects of spiritual development:

- **Self-awareness:** Knowing what I believe in and value, and what deeply motivates me
- **Spontaneity:** Living in and being responsive to the moment
- **Being vision- and value-led:** Acting from principles and deep beliefs, and living accordingly
- **Holism:** Seeing larger patterns, relationships, and connections; having a sense of belonging
- **Compassion:** Having the quality of “feeling-with” and deep empathy
- **Celebration of diversity:** Valuing other people for their differences, not despite them
- **Field independence:** Standing against the crowd and having one’s own convictions
- **Humility:** Having the sense of being a player in a larger drama, of one’s true place in the world
- **Tendency to ask fundamental “Why?” questions:** Needing to understand things and get to the bottom of them
- **Ability to reframe:** Standing back from a situation or problem and seeing the bigger picture; seeing problems in a wider context
- **Positive use of adversity:** Learning and growing from mistakes, setbacks, and suffering
- **Forgiveness and healing when things go wrong:** Willingness to admit mistakes and find a way back
- **Sense of vocation:** Feeling called upon to serve, to give something back

SCHOOL EFFECTIVENESS STRATEGY AND PROCESS



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Rationale

The SCHOOL IMPROVEMENT STRATEGY AND PROCESS including the development of Christian Distinctiveness is drawn together following consultation with a range of stakeholders. It reflects the Chichester Anglican Diocese Education Department's plan to develop its capacity to work alongside its schools to bring about improved outcomes for all pupils. This is closely linked to the three strands of the Diocesan Strategy, which includes the plan to:

- Work towards a growth in spiritual depth
- Re-imagine ministry
- Increase contribution to the common good

This strategy has been drawn up to reflect the continuing changing national educational landscape which includes the higher expectation of the role of Dioceses within England and Wales; greater expectation from the DfE on the effectiveness of leaders including Governors; the role of system leadership, including school to school support and use of Teaching School Alliances; as well as the changing role and emphasis of Local Authorities statutory powers and responsibilities linked to the expectation that a greater number of schools will become academies.

The School Improvement Strategy also reflects the following documents:

- Educational Excellence Everywhere 2016
- Keeping Children Safe in Education
- Education and Adoption Bill 2016
- New Ofsted Framework 2015
- Spending Review 2015/16
- Statutory Inspection of Anglican and Methodist Schools (SIAMS) 2013
- Church of England Vision for Education. Deeply Christian, Serving the Common Good 2016

The **SCHOOL EFFECTIVENESS STRATEGY** brings together suggested processes used by the Diocese Education Department in partnership with a number of external agencies including; East Sussex County Council, West Sussex County Council, Brighton and Hove Local Authority. Partnership also includes work with the Diocese of Chichester Academy Trust (DCAT), other Diocesan School Academy Trusts as well as Teaching School Alliances (TSAs), universities, other dioceses, various settings and agencies to support, challenge, and intervene for improvement to enable Church schools to be judged good or better as judged by Ofsted and SIAMS, such that through the school's distinctive Christian character and values, the development and achievement of the whole child/person is ensured.

The Diocese's aim is to work alongside all schools in a way that celebrates and shares good practice, enables school to school support, and encourages active partnership with the Diocese such that schools are continually able to improve.



Context

There are 157 Church of England schools and academies in the Diocese of Chichester.

60 schools have voluntary aided status and 97 schools have controlled status.

The Diocese work in partnership with three Local Authorities; Brighton and Hove, East Sussex and West Sussex. The Diocese have established our own Multi-Academy Trust (MAT), and two standalone Academy Trusts; Bishop Luffa Secondary and St Lawrence Primary. There are links with a number of Teaching School Alliances (TSAs) and the Diocese is currently a strategic partner on three TSA boards; The Blue Flag Alliance, St Mark's, Hadlow Down, and The Newick Teaching School Alliance. The Diocese is proactively seeking to open Free Schools across the Diocese to extend the reach of our school provision.

The Diocese is developing links to support the recruitment of good new teachers via Schools Direct, SCITT (school centred initial teacher training) and Universities, and working with recruitment agencies to attract a greater field of headteacher for appointment.

Current Performance of Diocesan Schools (Autumn 2016)

Judgements	1 Outstanding	2 Good	3 Requires Improvement	4 Special Measures	Total number of schools
West Sussex	11	51	18	2	82
East Sussex	11	52	5	0	68
Brighton Hove	0	6	2	0	8
All	22	109	25	2	158
All %	14%	69%	16%	1%	
	83%		17%		
Diocese of Chichester Academy Trust (May 17)	0	2	3	1	6

There are currently two schools judged to be inadequate by Ofsted

- Central CE Junior School (Aided), Chichester, West Sussex, (Spring 2015)
- Rogate CE Primary (Controlled), West Sussex (Spring 2016)

Priorities

The Diocese of Chichester Board of Education is working to become one of the highest performing Diocesan Boards of Education.

10 Marks of High Performing Diocesan Board of Education are included below.

It is the aspiration of the Diocesan Board of Education to “provide a high quality and effective Education Service which providesspiritual, pastoral and improvement support to all its Church schools whilst they remain in the family of Diocesan Schools as well as when/if they move towards becoming Academies” Ann Holt

High Performance of Diocesan Boards of Education
Clear and compelling statement of diocesan commitment to education
Regular scrutiny of education by Bishop and staff
Over 90% diocesan schools to be rated “good” or “outstanding” by Ofsted and SIAMS
Sufficient resources for DBE to deliver its strategy plan/employ experienced professional staff
Effective data analysis driving support for schools
High quality training for RE and worship
Governance and leadership deemed good or better in all schools: high quality foundation governors
All schools grouped in appropriate collaborative structures for mutual challenge and support
High quality training for clergy, ministry teams and governors
The DBE self-review framework is used to develop a culture of continuous improvement

Specific Priorities for Chichester Diocese – Canon Dr Ann Holt, Diocesan Director of Education
High Quality outcomes within SIAMs inspections such that 90% of schools being inspected 2015/2016 are judged good or better.
Increase in work on Christian distinctiveness to include the Christianity Project, a project on poverty proofing our schools and defining the contribution of our schools to the common good strand of the Diocesan Strategy whilst securing good or better outcomes following SIAMs inspection
Highly effective support and challenge for schools to ensure quality provision and outcomes in all schools, either provided by Diocesan Team or commissioned through: Knowing all schools well Sharing good practice within and beyond schools and agencies Brokering and Commissioning quality support Strong partnerships with LA s and other providers
A good supply of Foundation Governors able to contribute to effective Church governance A good supply of high quality professionals able to contribute as MAT directors Support for the recruitment of high quality Headteachers and effective leaders including Deputy Heads The provision of a subsidised recruitment service High quality support for all aspiring and new leaders in Church schools

A fully functioning and effective MAT with strong governance
A clear strategic approach to the development of the MAT including criteria for how schools can become part of the MAT
Careful consideration as to how Academy Hubs can be formed in certain areas of the Diocese
A clear process to support Governing Bodies of “Inadequate” schools on being sponsored by the MAT or other Diocesan recognised MATs.

A planned programme of maintenance and capital works to support school buildings based on overall need

Clarity over provision of places and strategy for expansion and new schools based on ensuring better outcomes for pupils

In order to achieve this, the Diocese will provide support as identified within the Partnership Agreement (PA):

Partnership Agreement (2017/18) for all Church schools (CORE)

Summary of Provision:

Church Schools and Academies can access the following services:

- Administration of Section 48 SIAMS Inspection process
- Attendance at School Leavers Services
- Representation of Diocesan Board of Finance’s interest in relation to land/buildings/trust issues for both VA and VC schools
- Access to the initial level of the Diocese of Chichester Education Department website
- Regular updates from the Education department with relevant information about wider services available to schools, news effecting schools and upcoming training reminders.

Partnership Agreement Provision:

School Support, Effectiveness & OFSTED

Diocesan Effectiveness Partners (DEP) Visits
One half day monitoring visit per year by the DEP with the Headteacher/ executive head (Core Provision).

On payment of the PA Up to two half day visits per year.

Subscription visits may include:

- School effectiveness including help with self-evaluation and data analysis
- Advice on school organisation (partnerships/federations etc.)
- Advice on leadership and management issues
- Meeting with SMT, leading a staff meeting or half day
- INSET on RE, worship, Christian values, church school distinctiveness etc.
- ‘Health Check’ for SIAMS

Leadership Support
Induction for new Head-teachers including training, visits and mentor support
Special briefings- as arranged
Vacancy adverts as advised on Education website/ Diocesan Website/ News bulletins
Advisory attendance at meetings and interviews related to the appointment of a head teacher
Advisory attendance related to the appointment of a deputy head and, in secondary schools, RE Head of Department or Chaplain
Advice on leadership succession planning
Diocesan representation at OFSTED or HMI feedback meetings following inspection
Attendance at Head Teachers Annual Conference
Attendance at Head teachers annual Quiet Day
Christian Distinctiveness & SIAMS
Administration and coordination of SIAMS inspection arrangements
Diocesan representation at SIAMS feedback meeting
School specific guidance and advice for Section 48 Inspections
SIAMS pre- or post-inspection support
Advice on RE, Collective Worship, Spiritual, Moral, Social Cultural (SMSC) education, Christian Distinctiveness
Access to password protected level of the Education Team website and a range of advice and professional development materials
Attendance at RE Network meetings
RE Resource box hire
Governance
Administrative assistance in the appointment of Foundation Governors
Governor support through our Diocesan Improvement Partners
Attendance at annual Governors Conference
Attendance at Governor Training
Governor Training: Bespoke school based delivered by our Diocesan Improvement Partners
Admissions
Advice on admissions arrangements
Advice on appeals hearings
Annual admissions training
Buildings, Land and Trusts
Advice on land and building assets, such as legal, insurance, trust, consents, procurement, charity requirements
Advice on school building maintenance and planning places
Advice regarding expansion, improvements, closures and new schools
LCVAP Projects

Training Brochure, Professional Development and Bespoke Services:

The Education team provides a range of professional development opportunities which are outlined in the annual professional development brochure. This brochure is sent to schools and is also available on the Education website. These courses are individually priced, with all those subscribing

to the Partnership Agreement benefitting from reduced rates. Non-subscribing schools are able to access these training opportunities at full cost.

We believe that it is important for Governors within schools to be fully equipped with the knowledge and skills required in a rapidly changing landscape. We are therefore committed to increasing training opportunities for governors across the diocese at a greatly reduced cost.

Professional Development/ Bespoke Services/ INSET Days:

Beyond the gifted services, partnership agreement and training programme, a range of bespoke services are also available.

Examples of these services include:

- Support for academy conversion
- Individual leadership coaching and support
- Christian Distinctiveness and RE Consultancy
- Whole governing body training
- External reviews of governance
- INSET style delivery of training sessions from our training programme, including Understanding Christianity.



Working towards an improving Church School system

Key Principles of partnership and intervention with Church Schools:

- Capacity building
- Sustainability
- Equal opportunity and consistency
- Support and challenge, with high expectations
- Underpinning distinctive Christian ethos

The “how” of support and challenge incorporating intervention in Church Schools:

The Diocese should, in partnership with schools, LA s and MAT:

- Know all its schools well,
- Identify, celebrate and share effective practice, from Diocesan and other schools
- Ensure all schools are challenged and supported to improve
- Ensure all schools show evidence of continuing improvement in the context of developing the school’s distinctive Christian character

Together the Diocese, LA s, MAT and schools will:

- Evaluate a wide range of evidence and information that reflects the holistic view of the learning community rather than a narrow one
- Agree the type and level of support if required, and who leads particularly in vulnerable schools (Requires Improvement (RI) and inadequate schools)
- Ensure that the intervention processes are used as required by the relevant leads including the Diocesan Statutory powers where appropriate

Determining the level of support, challenge and intervention

How to judge Church schools’ performance and the level of intervention;

Criteria for intervention

SIAMS criteria

Issue:

- RI outcome
- Inadequate outcome
- Concerns identified during inspection

OFSTED criteria:
Issue: <ul style="list-style-type: none"> • RI outcome • Inadequate outcome • Concerns identified during inspection such as behaviour, SMSC...
DATA criteria: as identified by Raise on Line/FFT Aspire, other national and local data
Issue: <ul style="list-style-type: none"> • Wide gap for groups of pupils • RWM attainment and progress measures Low outcomes/below the floor KS2 • Low outcomes/below floor KS4 Progress 8 Measures • Other outcomes: EYFS, KS1, Phonics
LEADERSHIP criteria:
Issue: <ul style="list-style-type: none"> • Limited Christian Distinctiveness • Difficulties in relationships between Senior Leadership Team and Governing Body • Difficulties in recruitment of Headteacher, senior leaders • Appointment of Headteacher by Governing Body against advice of Diocese and LA • Need to secure interim leadership arrangements – (acting head, executive head) in partnership with Local Authorities • Newly appointed Headteacher support • Need of Governing Body to manage Personnel procedures for Headteacher eg sickness, disciplinary, capability • Long term vacancies of leadership and teaching staff, and Foundation governors
STAFFING criteria:
Issue: <ul style="list-style-type: none"> • Difficulty recruiting staff • High staff turnover • High staff absence • Bereavement
PARENTAL COMPLAINTS
LA/HMI/Other criteria including specific or short term concerns

Support for all Church Schools

Diocesan support for schools is provided to enable the school improvement journey to be continuous such that highly effective learning communities are created as a result of the school’s distinctive Christian character and values.

In order to create a productive learning culture, it is paramount that a collaborative and consistent approach to school improvement is sought, where everyone is encouraged to recognise their role in

achieving this. Effective schools can demonstrate a clear link between the leadership of the school and the learning needs and outcomes of all pupils.

There is strong evidence that successful and sustainable approaches to school improvement in Church Schools focus on open and robust school self-evaluation built on high quality leadership, teaching and learning, curriculum and assessment as a direct “impact of the school’s Christian character” (SIAMS)

Distinctive Christian Values:

- “Are made explicit and are deeply embedded in the daily life of the school. All members of the school community articulate the distinctively Christian characteristics of the school’s values and the significant impact they have on the daily lives and achievements of learners” SIAMS outstanding

Leadership

- “Leaders readily articulate the impact of explicit Christian values on the lives of learners and the whole life of the school”
- “Leaders have a thorough understanding of the school’s performance and distinctiveness based on effective and insightful self – evaluation”
- “Self-evaluation involves all groups in the school community. It leads directly and convincingly to effective strategies for improvement and maintains a strong focus on meeting the needs of all learners” SIAMS
- Leadership that empowers the whole community to be an effective learning environment where active listening, modelling, leading, evaluating is a natural part of the process of school improvement

Teaching and Learning/Achievement/Curriculum

- “Standards of attainment of learners are at least in line with national expectations with a significant number attaining higher than the national expectations”
- “The gap is narrowing dramatically over a period of time as shown by attainment data”
- “Learners are inspired by the subject and learn exceptionally well. They develop and apply a wide range of higher level skills to great effect in their enquiry, analysis, interpretation, evaluation and reflection and understanding of the impact of religion on believers?”
- “Rigorous and extensive monitoring and evaluation results in well focused action plans that demonstrably lead to improvement”
- “Subject leadership has the highest level of subject expertise and the vision to realise ambitious expectations and improvement” SIAMS

Curriculum and Assessment

- Highly effective use of assessment informs teaching and learning
- A curriculum that is founded on Christian values and those of independence/choice and creativity – where provision is flexible and determined by the needs of the individual and the context of the school and its community/ies.

LEADERSHIP and GOVERNANCE SUPPORT

In support of these aspects the Diocese is promoting and developing:

What's on Offer?	What does it look like?
All schools	A Diocesan Effectiveness Partner/Diocesan Officer will be linked to a school to provide pastoral and appropriate support to complement that of the relevant Local Authority
Schools identified for specific intervention	A Diocesan Effectiveness Partner will be allocated to identified schools to provide additional support to complement that of the relevant Local Authority.
Early Headship Programme	Welcome meeting, two training days, visit school, provided with mentor
Aspiring to headship	One day's training Professional Profile/Reference
Mentors for new heads	In conjunction with LA
Heads Conferences	One day per year
Reflection/Quiet day for Heads	One day per year
Governing Body Training/Chairs of Governors/Foundation Governors/Additional Foundation Governors	As per training programme
Succession planning/interim opportunities	As required in partnership with Local Authorities and school Governing Bodies
Recruitment of quality leaders	Support to headteacher during the appointment process
Support GB to appoint strong headteachers	In partnership with Panel and LA to include Briefing, Shortlisting, Interview Following headship interviews/shortlisting, coach unsuccessful applicants to create a bespoke development programme to enable them to be successful in the future
Supporting Acting Heads/Executive heads	In partnership with GB and LA to identify and broker support, provide memorandum of understanding, draft person spec/job description
Sustain experienced headteachers in post through timely support and opportunities to develop own professional role	Pastoral support and link to identify professional needs. Professional profiles /References

TEACHING, LEARNING and ASSESSMENT SUPPORT

What's on Offer?	What does it look like?
RE Co-ordinators meetings	Locality based meetings supported by Diocesan consultant
RE adviser support	Primary and secondary consultants provide specialist support Documentation and prompts from Diocesan officer on national updates
Resources	Curriculum boxes available on loan for schools to support learning and curriculum

In addition to this the Diocese will draw on extended resources that can be used to support improved outcomes:

Support from Teaching School Alliances including Research and Development, Leadership support, and school to school support via NLE, LLE, SLE, NLG, as well as Diocesan Officers and Diocesan Improvement Partners



Key Questions to be asked prior to support being agreed with the school/LA:

Is the school clear on its priorities to ensure continued improvement?

Is there capacity within the school to make these improvements?

Is there capacity within the locality/network/deanery and beyond to support these improvements?

Is coaching/modelling/support needed to build capacity within the school?

Is additional support required by the school, in the short term to cover any shortfall?

What will the Diocese do for schools? (within PA)

- Work with the leadership of the schools and LA/MAT to determine bespoke packages based on their specific needs
- Provide coaching/modelling styles of support as appropriate
- Help to ensure the focus continues to be on the key priorities for improvement (Ofsted or SIAMS)

What we will expect from schools following support?

- Schools who have been provided with support will share their learning with other schools
- Schools being supported will be able to demonstrate the impact of support through regular review meetings
- Schools being supported will be able to demonstrate the ability to sustain this development and the capacity to further improve



Support for Schools Requiring Improvement

- Attendance by Diocesan Officer at post Ofsted meeting
- Visit by Diocesan Officer/Improvement Partner to support development of action plan with one interim meeting to see progress towards action plan alongside LA Officer/Adviser
- Agreed support (with LA) for formation of an action plan
- Leadership coaching/mentoring to identify levers for improvement as agreed between LA and Diocese

- Regular support to sustain leaders and keep focussed on key priorities as agreed between LA and Diocese
- Attendance at LA review meetings, post HMI visits as required
- Receipt, scrutiny and sharing of LA/Diocesan visit reports
- Provision of reports as appropriate, shared with other personnel supporting school

Support for Schools in Special Measures

- Attendance by Diocesan Officer at post Ofsted feedback meeting
- Attendance at initial Governing Body meeting following school identified as Inadequate to confirm Diocesan support/action including move towards academy status and appointment of Diocesan Foundation Governor
- Attendance at Parents Meeting post Ofsted to confirm Diocesan Support and any action to be undertaken by the Diocese eg Additional Governors etc
- Visit by Diocesan Officer to support development of action plan in partnership with LA Agreed support (with LA) for formation of action plan
- Attendance at termly Review Meetings to see progress towards action plan
- Attendance at termly post HMI feedback visits
- Receipt, scrutiny and sharing of LA/Diocesan visit reports
- Provision of reports as appropriate, shared with other personnel supporting school
- Lead on action taken with regards to Academy conversion/sponsorship as appropriate

Reviewing School's Effectiveness

Diocesan Internal meetings

Action	When
Gather national and internal school data to determine which schools are at risk. Draw up RAG rating of all schools to determine annual level of support and who to take lead in which schools	Early Autumn
Review Raise on Line outcomes - Primary	Nov/Dec
Review Raise on Line outcomes- Secondary	Jan/Feb
Meet with LA and MAT to determine progress of all schools Prioritise schools based on need: <ul style="list-style-type: none"> • Ofsted outcomes • New Head/Acting Head • Data concerns • Staffing concerns 	Early each term
Meet as Diocese Team to share information relating to all aspects of schools to determine who best to support and how	Regular as part of team meeting

Relationship with Local Authorities

Meetings with East Sussex, West Sussex and Brighton and Hove Local Authorities:

The Diocese will provide:

- RAG rating re SIAMS outcomes and key issues relating to recent inspections
- RAG ratings re schools leadership (including governance), issues, strengths and support being provided
- Information relating to additional support being provided and impact of this support/intervention

The Diocese would like the LA to provide:

- Data and other analysis on all schools including support and interventions being provided (including link name to school) at the Autumn Term meeting and each consecutive meetings to show progress
- LA RAG rating and recent progress regards working to Ofsted, HMI
- Updated information relating to Schools Causing Concern (not provided via visit reports or at review meetings)- termly
- Updated information following review of all schools – Summer Term
- LA intelligence which might suggest further pastoral/other support by Diocese



LEADERSHIP STRATEGY

including succession planning and Governance

All schools are in need of strong leaders. As a Diocese our schools are strengthened through working together and sharing best practice. This is achieved through Diocesan officers and DEPs visiting our schools, quality assuring schools work and encouraging joint working to strengthen strong schools and build weaker schools to address areas for development.

Leadership provision is planned to be strategic. This includes:

- Governor advice and training
- Governor support through headship appointments
- Aspiring headship courses to develop high potential leaders
- New headship courses to encourage networking and to help establish strong systems
- Regular visits to new schools to enable strong leadership start and help new leaders to become established



Academies and the Diocesan Board of Education

Meetings with leads on Standalone Academy Trusts and other Multi Academy Trusts

The Diocese will provide:

- Information relating to any intervention/contact with schools and the impact of these

The Diocese would like the Standalone Multi Academy Trust and other Multi Academy Trusts to provide:

- Evidence and information relating to progress and outcomes for schools
- Information relating to reviewed action plan and self-evaluation to demonstrate improvement

Diocesan of Chichester Academy Trust (DCAT)

The draft Chichester Diocesan Strategy brings together suggested processes used by the Diocese in partnership with Multi-academy Trust to support, challenge, and intervene for improvement to ensure most (90%) Church schools within the MAT are judged to be good or better by Ofsted and / or SIAMs by 2017/18.

The Trust was established in 2014 as a sponsored academy trust with an initial focus on Hastings and Rye area. Currently there are six academies in the Trust:

- All Saints CE Junior Academy, Hastings ES
- St Leonard's CE Primary Academy, St Leonard's on Sea ES
- St Paul's CE Primary Academy, St Leonard's on Sea ES
- St Thomas' CE Primary, Winchelsea ES
- St Catherine's CE Secondary, Eastbourne ES
- Central CE Junior, Chichester WS

The Trust aims to bring together Church schools in localised areas to drive and maintain improvement, to share economies of scale, to maximise resources for teaching and learning in the classroom, as well as build capacity for greater leadership strength, and to share accountability for sustainable school improvement within Church schools.

The Trust's vision is to provide every child in each of the academies with the best education possible; inspirational, fully rounded and rooted in our Christian beliefs and values. The aim is for every child to enjoy school life and make the best possible academic, spiritual, moral and social progress that is possible through the use of high quality staff and resources.

The Trust will draw on the expertise in the Diocese of Chichester and on the wider national Church of England role as the leading sponsor of academies. The Trust Directors have local and national

expertise to ensure every academy is well led and governed, through the trust’s Board of Directors and the Local Governing Body

The MAT recognises the importance of collaborative working and joint approaches to school improvement which includes schools, (LAs), localities, networks, governing bodies, teaching school alliances, MAT, settings and other agencies and the role it has to play.

The MAT’s aim is to work alongside all schools in a way that celebrates and shares good practice, enables schools to support and work alongside each other, and encourages active partnership with the Diocese such that schools are continually able to improve whilst retaining their distinctive Christian ethos.

An Academy Improvement Partner (AIP) will be allocated to each school within the Trust, who has proven Senior Leadership Experience in working in a range of schools and evidence of supporting schools to bring about improvements. The MAT will ensure quality assurance of its AIPs through regular training and review. The role of the AIP will be to monitor the progress and effectiveness of the school and its self-evaluation, and commission necessary support

THE ROLE OF AN ACADEMY IMPROVEMENT PARTNER (a proposal)

Support/planned outcome	How? When?	Comment
Focussing on school improvement such that all schools become good or better Suggest member of GB should be in attendance	5 days a year 1/2 day 1 day ½ day	<u>Autumn 1</u> Initial visit to look at improvement plan, timeline, SEF for year and SIAMS preparation <u>Autumn 2</u> Looking at data post RAISE on line or equivalent Agree targets for end of year with termly milestones Update post Ofsted actions HTPM meeting with Governors
	1 day	<u>Spring 2</u> Focus on Teaching and Learning particularly focusing on groups identified as disadvantaged or those not reaching ARE or making good progress in Autumn 2 visit Post Ofsted action plan Progress towards targets
	1 day	<u>Summer 2</u> Focus on impact of leadership and management Confirm overall judgement of school and ADP Post Ofsted action plan Progress towards targets
	1 additional day	To support pre or post Ofsted and attend feedback

Further support to be commissioned on behalf of schools by AIP via TSAs, independent consultants, other schools.

An alternative approach of termly meetings reviewing progress of schools against Ofsted key issues when the school and MAT decide that this is best for the school when it is achieving 'Good' or 'Outstanding' in Ofsted inspections.