



**LEADERSHIP
RESIDENTIAL
CONFERENCE:
LEARNING TO
SERVE**



Day 1 Agenda

- 8:30am Arrival, registration, refreshments, networking & exhibition stands
- 9:15am Opening prayer: Led by Diocesan School Singing Programme
Welcome – Simon Smith, DDfE
- 9:30am Keynote: Positivity & Professionalism, led by Professor Dame Alison Peacock, CEO, Chartered College of Teaching & Jonny Goggs, Head of Partnerships, Chartered College of Teaching
- 10:40am Break, exhibition & networking
- 11:00am DfE updates: Vicky Beer CBE (Regional Director) & Debbie Dempsey
- 12:00pm Lunch, exhibition & networking
- 1:00pm Afternoon prayer: Led by Diocesan School Singing Programme
- 1:15pm Keynote: The Why of leadership, led by Abrilli Phillip, Director of Education and Learning, London Borough of Lambeth
- 2:45pm Break, exhibition & networking
- 3:15pm The Diocesan Synod: The Big Listen, led by Bishop John Arnold & Canon Paul Daly
- 4:45pm Close, exhibition, networking & hotel registration
- 7:00pm Gather in Towneley Bar for Evening Meal at 7:30pm



LEARNING TO SERVE

Opening prayer:
Led by Diocesan School
Singing Programme

St Anne's & St Joseph's RC Primary School, Accrington

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DIOCESE OF  SALFORD
Department for Education

Christ be our Light

Longing for light, we wait in darkness

Longing for truth, we turn to you

Make us your own, your holy people

Light for the world to see.

Christ, be our light!

Shine in our hearts, shine through the darkness.

Christ, be our light!

Shine in your Church, gathered today.

Longing for peace, our world is troubled.

Longing for hope, many despair.

Your word alone has power to save us.

Make us your living voice.

Christ, be our light!

Shine in our hearts, shine through the darkness.

Christ, be our light!

Shine in your Church, gathered today.

Longing for food, many are hungry.

Longing for water, many still thirst.

Make us your bread, broken for others,

Shared until all are fed.

Christ, be our light!

Shine in our hearts, shine through the darkness.

Christ, be our light!

Shine in your Church, gathered today.

Longing for shelter, many are homeless.
Longing for warmth, many are cold.
Make us your building, sheltering others,
Walls made of living stone.

Christ, be our light!

Shine in our hearts, shine through the darkness.

Christ, be our light!

Shine in your Church, gathered today.

Many the gifts, many the people,
Many the hearts that yearn to belong.
Let us be servants to one another,
Making your kingdom come.

Christ, be our light!

Shine in our hearts, shine through the darkness.

Christ, be our light!

Shine in your Church, gathered today.

Fairly slow and prayerful ♩ = 64

mp *cresc.* *mf*

Our Fa-ther, who art in hea-ven, hal-low-ed be thy name; thy

6 *dim.* *mp*

king-dom come, thy will be done on earth as it is in heav'n. Give us this

10 *f*

day our dai-ly bread, and for-give us— our tres-pas-ses, as we for-give those who

15 *mp*

tres-pass a-gainst us; _____ and lead us not in - to temp-ta - tion,

19 *p*

but de - li - ver us from ev - il. _____

LEARNING TO SERVE

Welcome!

Simon Smith

**Diocesan Department for
Education**

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LEARNING TO SERVE

Positivity & Professionalism

Professor Dame Alison Peacock

Jonny Goggs

Chartered College of Teaching

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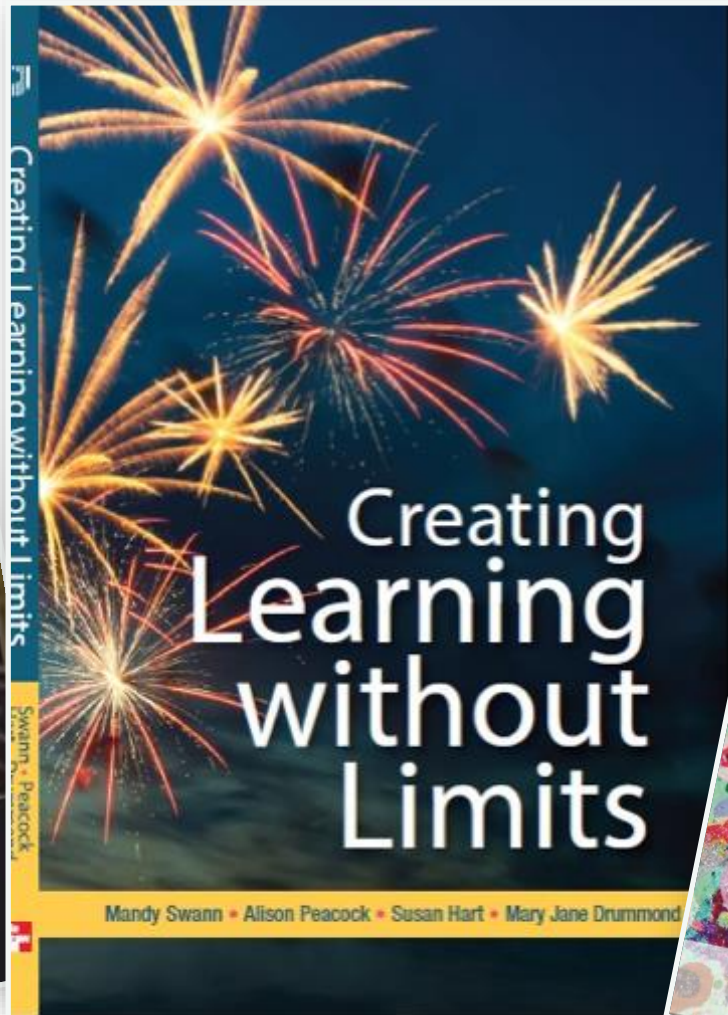
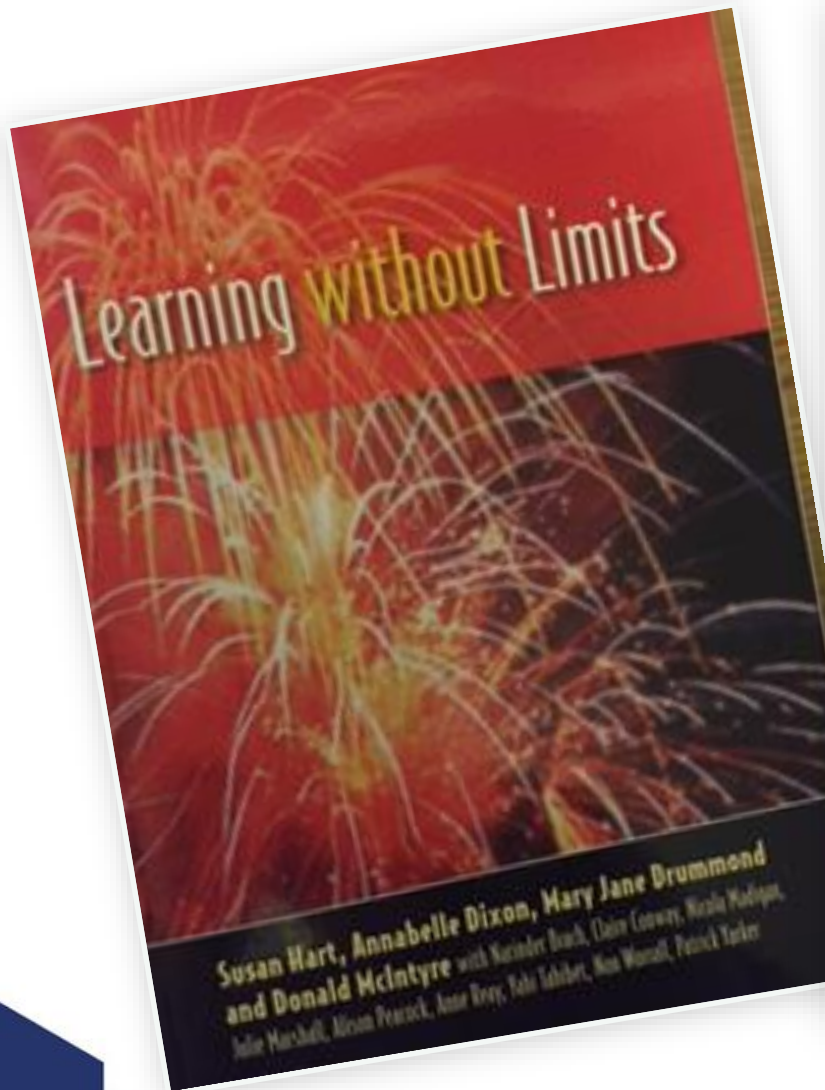
The Importance of Positivity and Professionalism

Dame Alison Peacock

Jonny Goggs

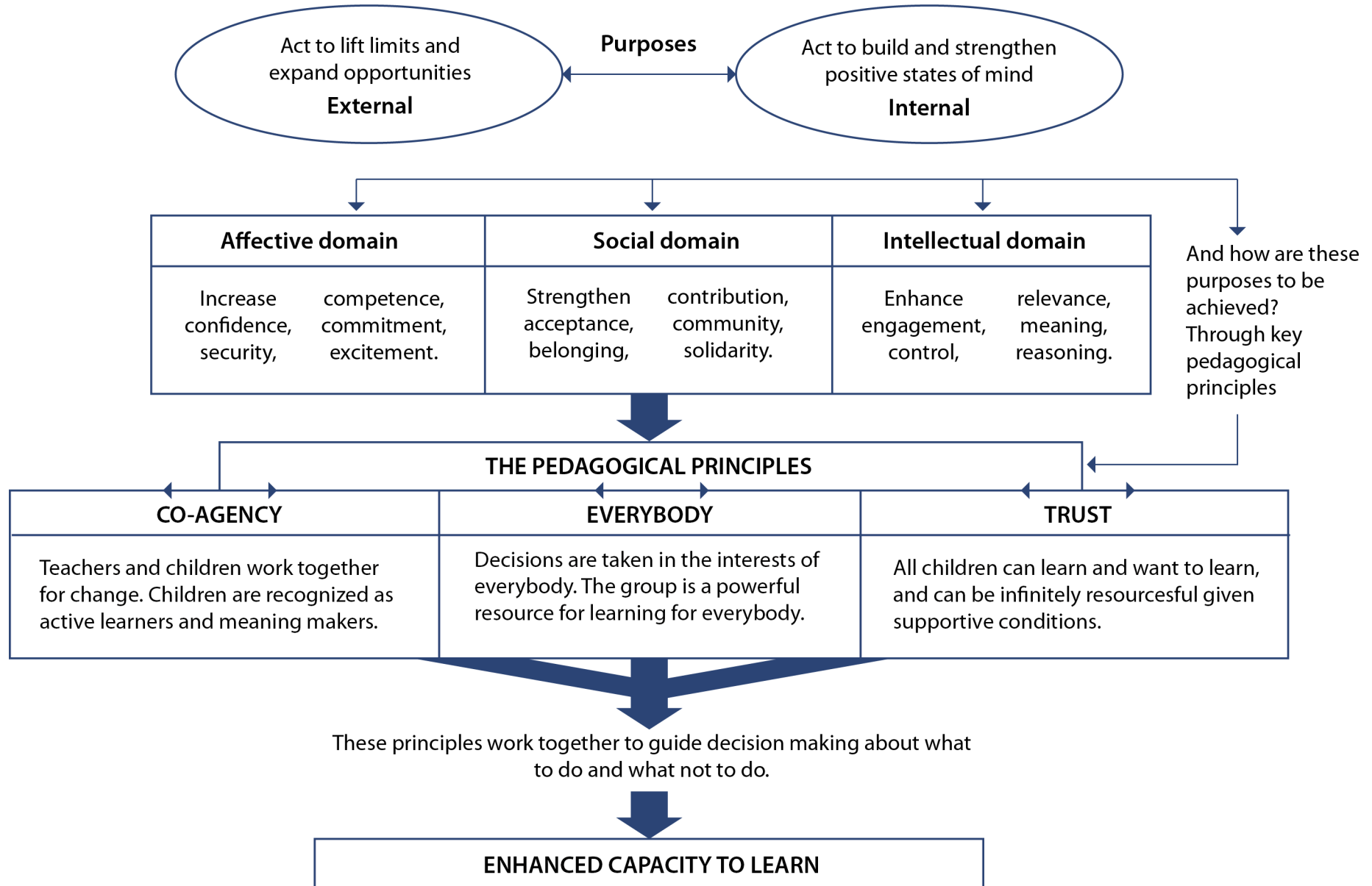


Education transforms
lives



Transforming Learning Capacity

Drawing on awareness of how external conditions impact on internal states of mind and how both affect learning capacity



Finding a way through for all



Social Domain – Generosity and Empathy



Affective Domain – Persistence & Stability



Intellectual Domain – Openness, Questioning, Inventiveness





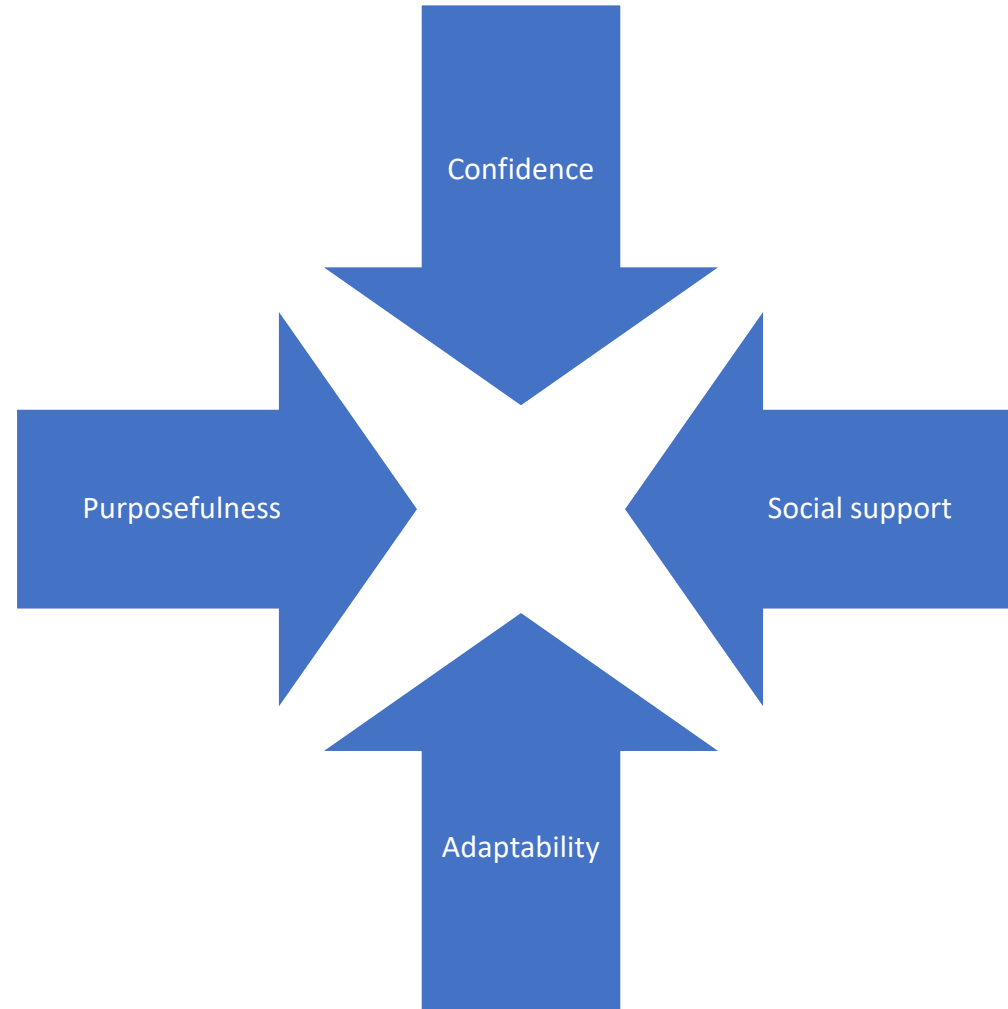
Who has a voice within your community?



Qing Gu & Christopher Day

‘It is unrealistic to expect pupils to be resilient if their teachers, who constitute a primary source of their role models, do not demonstrate resilient qualities.’

Conditions that affect resilience (Robertson Cooper)



Where amongst your community do you find joy?



Making a difference

Post pandemic:

- Our core purposes and values matter more than ever as we support communities through poverty, poor mental health and existential threat
- Recruitment and retention of our staff is in severe decline
- The accountability agenda must not be allowed to dominate
- Collaboration and collective kindness is key

“Schools just aren’t bendy enough”



Pedagogy in Practice with ACAMH

- Eating disorders
- Bullying and loneliness
- Addiction and substance misuse
- Anxiety
- Bereavement
- Self harm
- Trauma
- Whole school approaches

Chartered College of Teaching

As the professional body for all teachers, our vision is that we will help teachers to work in a research-informed way, providing the best possible education for all children and young people.

Professionalism

- Restless pursuit to build pedagogical knowledge, skill and compassion
- Pride in the achievements of others
- Courage drawn from ethical values and principles of public life
- Selfless role-model for others
- Poise and self-care
- Pursuit of learning as a collective endeavour

The Nolan Principles & Ethical Leadership Virtues

- Selflessness
 - Integrity
 - Objectivity
 - Accountability
 - Openness
 - Honesty
 - Leadership
- Trust
 - Wisdom
 - Kindness
 - Justice
 - Service
 - Courage
 - Optimism

A Culture of Enquiry

Why 'evidence-informed' decisions?

- We know individual teacher efficacy makes the most difference
- Phronesis – moving beyond recipe towards repertoire
- Subject / phase knowledge plus
- Beyond fads and edu-myths
- Post-pandemic no-one has time to waste

Beyond intuition...



...towards research-informed repertoire



Peer-reviewed journal



Institutional Member Status – new for 2023-4



Nominate a Research Champion to enhance your group membership experience



Chartered College of Teaching Research Champions play a crucial role liaising between the Chartered College of Teaching and their school or trust.

As part of your group membership you can nominate one or more Research Champion who will:

- ✓ Act as a bridge between their colleagues and the Chartered College of Teaching, signposting a wealth of resources and facilitating seamless access and utilisation.
- ✓ Receive ongoing guidance from the Chartered College of Teaching to support them to be as effective as possible in this role.
- ✓ Be well positioned to elevate your group membership experience by promoting teacher development and driving school improvement through evidence-informed practices.
- ✓ Work towards embedding an evidence-informed culture, supporting colleagues' continuous learning and ongoing research engagement.



Email us via hello@chartered.college to find out more

Chartered Status

A professional learning and accreditation pathway supporting career-long development



Find the pathway that's right for you.

CHARTERED
COLLEGE OF
TEACHING



What is Chartered Status?

Chartered Status is a professional accreditation that recognises the knowledge, skills and behaviours of highly accomplished teachers, mentors and school leaders. Our Chartered Status pathways are designed to support career-long development as you engage in meaningful, evidence-informed professional learning that helps you to strengthen your expertise and increase your impact within your role.

Benefits of Chartered Status

- ✓ Enjoy increased autonomy over your learning and development as part of a personalised professional pathway.
- ✓ Receive certification for engaging in high-quality, evidence-informed CPD from across the sector.
- ✓ Build and demonstrate your knowledge and expertise through a series of assessments, designed to support meaningful improvement in your context.
- ✓ Draw critically on research and evidence to evaluate your practice and impact on children and young people in your setting.
- ✓ Gain professional recognition through a rigorous accreditation process and the award of Chartered Status.

Find the pathway that's right for you and your role:



Strengthen your teaching expertise
with the
Chartered Teacher
pathway



Increase your impact as a school leader
with the
Chartered Teacher (Leadership)
pathway



Enhance your mentoring skills
with the
Chartered Teacher (Mentor)
pathway

Option 1: Chartered Teacher pathway

For: Practising classroom teachers (including middle leaders and some senior leaders with teaching responsibilities)

When you enrol on this pathway, you will gain access to our **Chartered Teacher Status Introductory course**. In this course you will familiarise yourself with a key element of our Professional Framework: the Chartered Teacher Professional Principles. You will explore the evidence around effective CPD as you develop a professional learning plan that will drive your development as you work towards becoming Chartered.

To make your application for Chartered Status you will need to successfully complete the following self-paced, certified CPD units:



These units can be completed in any order. Upon successful application for Chartered Status, you will be invited to attend a prestigious graduation ceremony where you will be awarded Chartered Teacher Status and conferred with the postnominals 'CTeach'.

Option 2: Chartered Teacher (Leadership) pathway

For: Senior leaders, headteachers and those working in leadership roles across multiple schools

When you enrol on this pathway, you will gain access to our **Chartered Teacher (Leadership) Status introductory course**. In this course you will familiarise yourself with a key element of our Professional Framework: the Chartered Teacher (Leadership) Professional Principles. You will explore the evidence around effective CPD and approaches to effective leadership as you develop a professional learning plan that will drive your development as you work towards becoming Chartered.

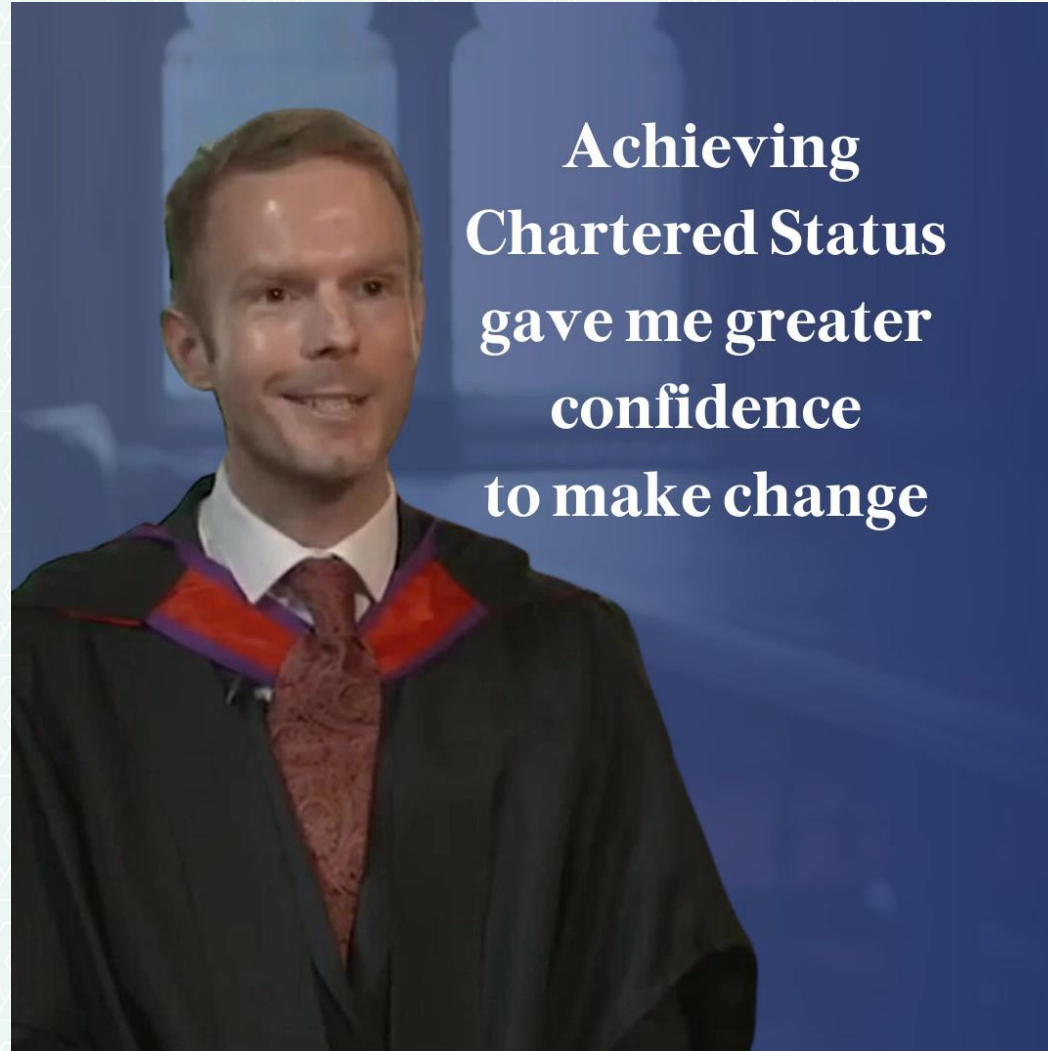
To make your application for Chartered Status you will need to successfully complete the following self-paced, certified CPD units:



These units can be completed in any order. Upon successful application for Chartered Status, you will be invited to attend a prestigious graduation ceremony where you will be awarded Chartered Teacher (Leadership) Status and conferred with the postnominals 'CTeach (Leadership)'.

Perspective from a school leader

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Option 3: Chartered Teacher (Mentor) pathway

For: Practising mentors who are employed as teachers or middle leaders, and who are mentoring one or more classroom-based teacher

When you enrol on this pathway, you will gain access to our **Chartered Teacher (Mentor) Status Introductory course**. In this course you will familiarise yourself with a key element of our Professional Framework: the Chartered Teacher (Mentor) Professional Principles. You will explore the evidence around effective CPD and approaches to mentoring as you develop a professional learning plan that will drive your development as you work towards becoming Chartered.

To make your application for Chartered Status you will need to successfully complete the following self-paced, certified CPD units:



These units can be completed in any order. Upon successful application for Chartered Status, you will be invited to attend a prestigious graduation ceremony where you will be awarded Chartered Teacher (Mentor) Status and conferred with the postnominals 'CTeach (Mentor)'.

Chartered Status accreditation

- 9 out of 10 participants **would recommend** working towards Chartered Status
- 98% of participants said Chartered Status had **improved their effectiveness**
- 98% of participants said that Chartered Status had helped them develop **a more critical understanding** of research and practice

Chartered Status CPD Partners

CHARTERED
COLLEGE OF
TEACHING



Evidence Based
Education



THE LION ALLIANCE
A Primary/Secondary Partnership



The National Association of
School-Based Teacher Trainers



University of
Sunderland



Fellowship for the true leaders of our profession

- Nomination and application process
- Invitations to House of Lords, APPG and other events
- Exclusive discounts on BERA membership, a range of educational publishers and online subscriptions to TES
- Invite to be a peer-reviewer for Impact and our other content
- Fellowship directory & roundtables







MEMBERSHIP

Free to students

£2 monthly ECTs

£4.12 monthly for teachers

£7.91 monthly for Fellows

Join now @chartered.college/join



You make the difference

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‘At our best, we are all teachers’

Maya Angelou



THANK YOU

hello@chartered.college

LEARNING TO SERVE

Break, exhibition & networking

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Department for Education

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DFE updates

Vicky Beer CBE

Debbie Dempsey

Department for Education

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for Education

Regions Group presentation Diocese of Salford Leadership Conference

Vicky Beer C.B.E
Regional Director NW Regions Group

Debbie Dempsey
Team Leader, Greater Manchester & Diocese of Salford Strategic Lead

February 2024

Regions Group and the Role of the Regional Director

Regions Group overview

Regions Group is part of the Department for Education, with each of the 9 regional teams led by a Regional Director.

The current role of the group includes:

- **Children's social care and special educational needs and disability services** – ensuring vulnerable children are supported, LA performance is monitored, good practice is promoted; providing support and intervention where appropriate.
- **Academies oversight** – trust accountability, SAT/MAT growth, safeguarding, intervention and academy transfers.
- **Free schools and places planning** – assessment of new free schools, viability and assessment of sufficiency.
- **School improvement (all schools)** – supporting teaching school hubs and school improvement resource.



Diocese Strategic Lead

Every Diocese in the North West has a named Strategic Lead to support in delivering on regional and diocese priorities.

The role of the strategic lead includes:

- **School Improvement**

- Where a school is scope to receive additional DfE SI support, ensure this is matched and implemented quickly.

- **Communication**

- Update Ministers, Senior Leaders and faith policy colleagues across the Department to ensure all colleagues are aware of developments across the diocese educational landscape.

- **Academisation strategy support**

- Supporting and challenge where appropriate the diocese on the implementation of diocesan academy strategies.
- Ensuring academisation plans are strategic, clear and balance capacity.
- Ensure colleagues across the region are aware of the academisation strategies and support colleagues and LAs in unblocking any concerns relating to academisation.

National and Regional priorities

National and Regional Priorities

- Attendance
- Inclusion
- Closing gaps in outcomes for the most vulnerable
- Closing gaps in pupil outcomes *between* the region and nationally and *between* the region's LAs
- Piloting improvement reforms to support CSC, SEND & AP provision and capacity.
- Teacher workload
- Recruitment
- Unexpected priorities - RAAC



Our Schools white paper vision, ambitions, and strategy to deliver



Vision

A school system that helps every child to fulfil their potential by ensuring that they receive the right support, in the right place at the right time - founded on world-class literacy and numeracy as the cornerstone of an excellent education. Delivering on the government's priorities of building back better after the pandemic and levelling up across the country.



Ambitions by 2030

- Key Stage 2: 90% of pupils meeting the expected standard in maths and reading at Key Stage 2
- Key Stage 4: National GCSE average grade in both English language and in maths increased from 4.5 in 2019 to 5

Our strategy



1. Teachers

Ensure we have **excellent teachers** in all areas of the country, trained in the very best literacy & numeracy approaches



2. Standards

Support our teachers to deliver **high standards for all pupils**, with a relentless focus on behaviour & attendance, and access to the best-evidenced resources



3. Targeted support

Deploy **targeted support for those who need it most**, especially the most vulnerable and disadvantaged children



4. System

Underpinning this, ensure that there is a **stronger school system**, including fair and adequate core funding and every school belonging to a strong trust with strong leadership and governance

Stable Homes Built on Love

On 2 February 2023, we published **Stable Homes, Built on Love – an implementation strategy and consultation, backed by £200m additional investment**. Last year, significant progress was made against the pillars of our implementation strategy and we are now moving from strategy into an implementation and delivery space.



Pillar 1: Family Help provides the right support at the right time so that children can thrive with their families

- Started co-design of the **Families First for Children Pathfinder (FFCP)**
- Consulted on enabling a wider range of professionals to hold cases
- Commissioned the **Law Commission** to review legislation for disabled children



Pillar 2: A decisive multi-agency child protection system

- Consulted on and published an update to **Working Together**
- Testing new pathways to protect children from harms outside the home
- Secured **£10 million** to test initiatives to address the longest delays in **family courts**



Pillar 3: Unlocking the potential of family networks

- Started to invest **£9 million** to provide training and support to **kinship carers**
- Started to test greater support for family networks through the **FFCP and Family Network Pilots**
- Published the first ever **National Kinship Care Strategy, 'Championing Kinship Care'**



Pillar 4: Putting love, relationships and a stable home at the heart of being a child in care

- Expanded investment into **foster care recruitment and retention** (£36 million) and began work with the North East
- Started to lay the groundwork for a future financial oversight regime
- Launching expressions of interest into **Regional Care Cooperatives**
- Started a programme to fund family finding, befriending and mentoring programmes
- Started to consider how to strengthen and extend corporate parenting responsibilities



Pillar 5: A valued, supported and highly skilled social worker for every child who needs one

- Started drafting the **Early Career Framework** to support social workers at the start of their careers with the sector
- Started to recruit additional child and family social work apprentices
- **Consulted on National Rules** on use of agency social workers



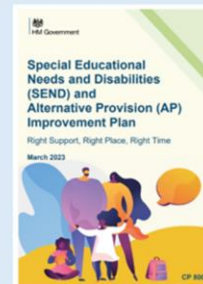
Pillar 6: A system that continuously learns and improves, and makes better use of evidence and data

- Published the **Children's Social Care National Framework** as statutory guidance
- Published a **data and digital strategy** and a paper explaining the purpose of the dashboard
- Continued to develop our evidence base for what works to support persistently "RI" Authorities

SEND review: right support, right place, right time

In 2023, we published a national SEND delivery plan. This sets out the government's response to the consultation on the SEND green paper and how the proposals will be implemented.

A 16-week consultation received around 6,000 responses to the questions set out in the green paper.



Context & our ambitions

- Our goal is for children and young people with SEND to receive the right support, in the right place and at the right time.
- The green paper identified 3 symptoms of a system under pressure: poor outcomes for children and young people with SEND and in alternative provision, low parental and provider confidence, and financial unsustainability.
- These challenges are driven by a vicious cycle of **late intervention, low parental confidence** and the **inefficient allocation of resource** across the system. This both drives – and is driven by – high levels of inconsistency in practice and provision, based on location, rather than need.



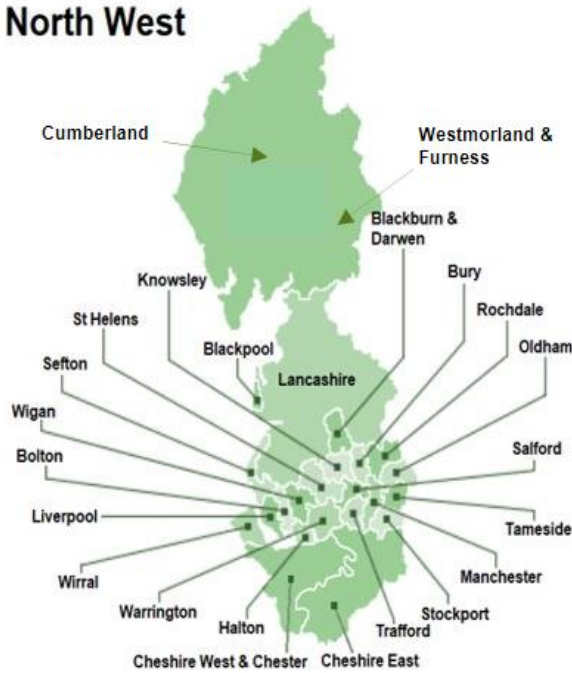
Next steps

- Establish a national SEND and AP system with clear standards based on the evidence of what works – across 0-25 and across the spectrum of need, backed by clear processes.
- Establish a national SEND and AP system so all those working with children and young people with SEND have the knowledge and skills to do so.
- **Appropriate and affordable specialist provision** for those who need it, including alternative provision. This should be high quality and close to home where possible.
- Clear roles, strengthened accountability and funding reform so all partners have clear roles and responsibilities in line with nationally consistent expectations, and are held to account for delivering them.
- **Delivering change for children and families** with a delivery programme to stabilise the system in the immediate term and deliver the necessary culture change to build an inclusive system in the longer term.

Regional profile

North West profile

North West



Overview

3,130 schools
1,344 Faith schools

24 Local Authorities
14 Diocese

8 Priority Education Investment Areas (PEIA)
6 Education Investment Areas

Academies

977 (31.2%) Open Academies,
Free Schools & UTCs

280 Trusts (53% SATs or empty
MATs)

262 (27%) Sponsored
Academies
638 (65%) Convertors
77 (8%) Free Schools

Outcomes

2,767 (89%) of schools
Good/Outstanding

2023

- Phonics ES yr1
- KS2 AES 58%
- KS4 English & Maths 5 to 9 41.5%
- A8 47.2

North West

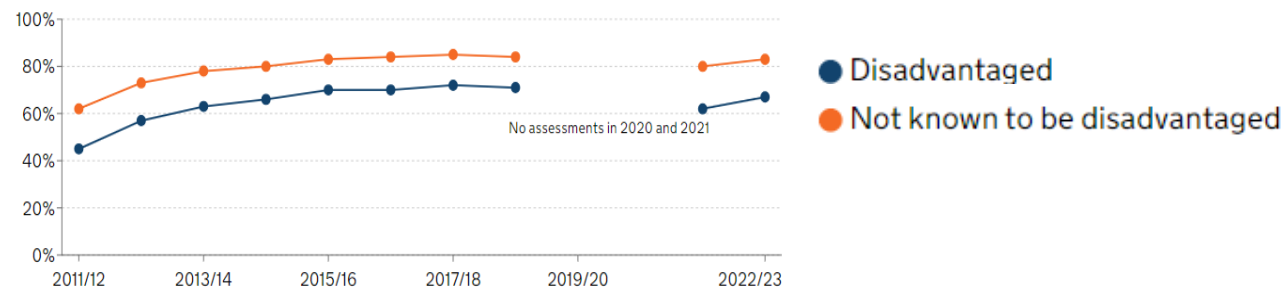
We have a complex and challenging geographical, social and political context, with pockets of highly successful CSC, SEND and schools practice ... *but the region also has challenges which schools and trusts are often at the intersection of:*

- In 2021/22 the percentage of children and young people living in poverty, across the North West was 34%, making the North West the third-highest region in England for child poverty.
- The North West has the second highest regional rate of Looked After Children in England and is almost two-fifths higher than the average rate for England and the number of residential placements costing more than £10,000 per week increased 541% from 21/22–22/23.
- The North West has the highest rate of pupils in all schools with an EHC Plan, which is continuing to rise, there were 10,621 new plans agreed in 2022 an increase of 17.3% on the previous year.

North West profile 2023 performance

Phonics

Percentage of pupils meeting the expected standard in the phonics screening check in year 1 by disadvantaged status (England, state-funded schools)



KS2

The proportion of pupils meeting the expected standard in reading, writing and maths in 2023 is 59%. This has remained the same as 2022.

Region	2018/19	2021/22	2022/23	19-23 % point drop	% ppt difference between 22/23 & 21/22
London	71%	66%	65%	6	-1
North East	67%	60%	60%	7	0
South East	66%	59%	59%	7	0
East Midlands	63%	58%	58%	5	0
North West	65%	58%	58%	7	0
West Midlands	63%	57%	58%	5	1
Yorkshire & The Humber	64%	57%	58%	6	1
South West	64%	57%	57%	7	0
East of England	64%	57%	57%	7	0
England	65%	59%	59%	0	0

KS4

The percentage of pupils achieving a grade 5 or above in English and maths GCSE has fallen nationally since 2022.

Region	2018/19		2021/22		2022/23	
	Not disadvantaged	Disadvantaged	Not disadvantaged	Disadvantaged	Not disadvantaged	Disadvantaged
North East	39.6	21.9	46.0	25.5	41.7	21.9
North West	41.1	22.2	46.8	26.6	41.5	21.7
Yorkshire and Humber	41.1	22.9	47.7	27.0	42.4	22.7
East Midlands	42.1	22.5	47.5	25.9	42.7	22.1
West Midlands	40.0	23.9	47.2	30.8	41.6	24.7
East of England	43.2	22.0	50.0	26.2	45.4	22.2
London	49.0	35.0	57.5	42.6	53.9	38.1
South East	46.4	21.8	52.1	25.2	47.6	21.3
South West	42.7	20.2	49.4	25.9	44.7	21.1
England	43.2	24.7	49.8	29.6	45.0	25.0

Priority Education Investment Areas

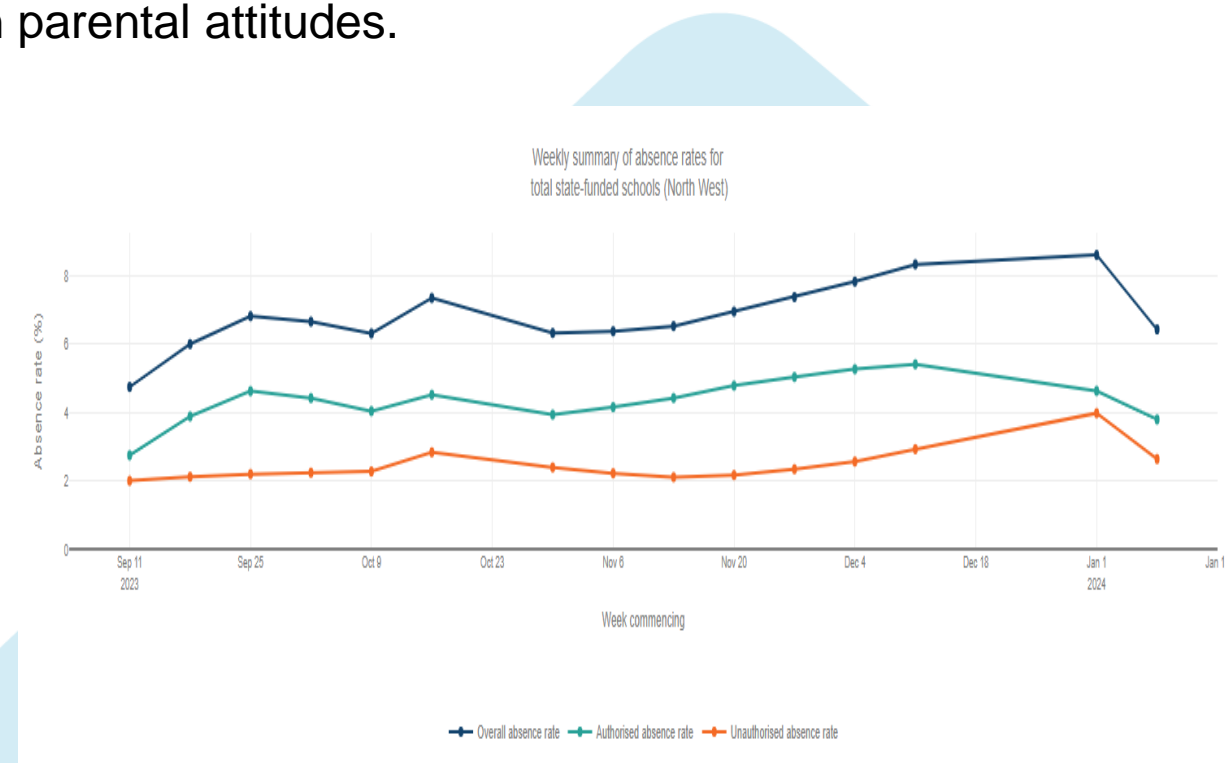
Oldham	Rochdale	Salford	Tameside
<p>Offer to all secondary schools:</p> <ul style="list-style-type: none">• Support mainstream schools to develop a whole school approach to inclusive practice through targeted professional development that will support staff in identifying and meeting the needs of learners with SEND	<p>Offer to all secondary schools:</p> <ul style="list-style-type: none">• Right to Succeed project to support the alignment of KS2/KS3 communication and literacy curriculum strategy. <p>Offer to all primary schools:</p> <ul style="list-style-type: none">• Audit of Phonics conducted by English Hub.• Oracy intervention to improve the functional use of English delivered by Right to Succeed.	<p>Offer to all secondary schools:</p> <ul style="list-style-type: none">• SEND Review carried out by BFET TSH• Behaviour Review carried out by St Patrick's Behaviour Hub	<p>Offer to all secondary schools:</p> <ul style="list-style-type: none">• Right to Succeed project to support the alignment of KS2/KS3 communication and literacy curriculum strategy. <p>Offer to all primary schools:</p> <ul style="list-style-type: none">• Primary literacy training to improve the pedagogy and practice of leaders, teachers and teaching assistants so that they can audit, evaluate and plan for school development and measure impact to improve outcomes.• Speech, language and communication training to engage leadership teams in prioritising speech, language and communication needs as a whole school approach.• Helicopter Stories (HS) to provide focused training for all EY settings to raise staff confidence and skill in delivery within this area, enabling all children to access HS as part of their curriculum.

Attendance overview

- Persistent absence (missing >10% sessions) doubled to 1.6m (22.5%) in 2021-22 compared to pre-pandemic, with severe absence (>50% sessions) doubling to 120,000. In 2023-24 year to date persistent absence stands at 20.7% slightly above the national average of 20.3%.
- This matters because of impacts on attainment, disadvantage, safeguarding and outcomes/service VfM for children with SEND and in the care system.
- Higher absence is driven by higher illness and unauthorised absence, with complex underlying causes. These include higher attributed anxiety/mental health, lost learning, unmet SEND need, inflation impacting families/workforce – all amplified by a major change in parental attitudes.

North West academic year to date attendance

	Attendance YtD	PA YtD
Primary	94.7%	16.7%
National	94.7%	16.1%
Secondary	91.6%	25.6%
National	91.6%	25%
Total	93.3%	20.7%
National	93.2%	20.3%



Existing support - We have a comprehensive programme based on a message that attendance is everyone's business

1. Clear, strong expectations

- New guidance - stronger expectations of schools, trusts, LAs to improve attendance (schools to have champions; termly LA targeting support meetings for those with complex barriers that require other services to support).

2. Richer, more timely attendance data

- To help schools and LAs respond swiftly, we are now collecting data from over 80% state-funded with an **interactive data dashboard** and a **benchmarking** function We are gathering termly data from LAs on **children missing education**. We will also set out **plans to mandate** our daily attendance data - as early as September 2024, (to be confirmed definitively in April when the regulations are laid).

3. Leadership

- **Attendance Action Alliance (AAA)** of system leaders work to remove barriers to attendance through pledges: involves all sectors to make attendance everyone's business. The National Attendance Action Alliance members use their roles as national leaders to undertake activities that raise school attendance. There are a series of Local Attendance Action Alliances being trialled regionally using the same model.

4. Building the evidence base, and support

- **Scaling up attendance hubs model** across the system by doubling the number of lead attendance hubs. This is expected to reach over 1 million pupils, building on the existing hubs reach of 400,000 pupils. This is our biggest attendance policy intervention so far and reaches a national audience. The aim of school attendance hubs is to enable schools with strong attendance practice to share their approaches with senior leaders in other similar schools to help them to improve. Hubs will also facilitate an ongoing professional dialogue about attendance amongst school leaders on a peer support basis.
- Expanding the current **attendance mentor pilot** (value £2.32m over three years) to an additional Priority Education Investment Area from April 2024 (currently working in Middlesbrough, Doncaster, Stoke, Salford and Knowsley – supporting c.1700 pupils over three years) and up to a further ten from September 2024. The expansion is backed by an additional £3m in 2024-25 financial year.
- Team of **10 expert Attendance Advisers** supporting every LA in the country and working with some of the largest trusts in the country to review their current approach.

5. Comms and enforcement

- Launching a **phased national campaign** to remind parents of the importance of attendance. The national campaign is to focus on attendance messaging on mild illness, mild anxiety and term-time holidays. Messaging will remind parents that their children are always better off in school for their education, wellbeing and development, and direct parents to further sources of support, including talking to their school or visiting guidance pages on the NHS website and the Education Hub.
- Following the success of the **Chief Medical Officer's letter** to schools in September 2023 (viewed over 22,000 times), a request is being made that he writes a letter addressed directly to parents, reminding them that children can attend school with a mild illness.

Key dependency

6. Wider DfE delivery

- Work across DfE supporting attendance includes: **The CSC and SEND review** delivery, **education recovery**, **priority education investment areas**, **SEND/AP taskforces**, **breakfast clubs**, **HAF**, and **senior mental health lead training** and **mental health support teams plus BAU work by Regions Group**.

Useful resources

We have published a number of guidance and effective practice resources to support schools in managing attendance.

This includes:

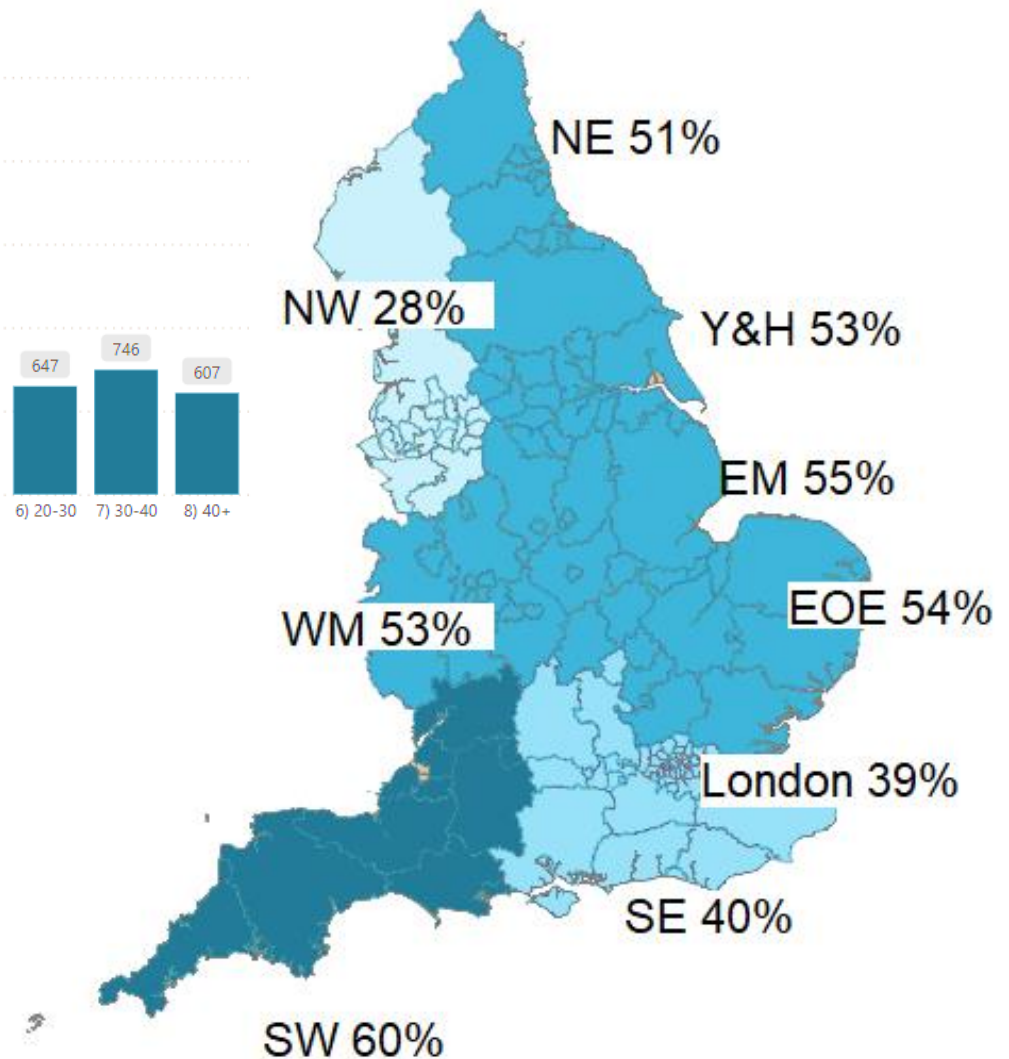
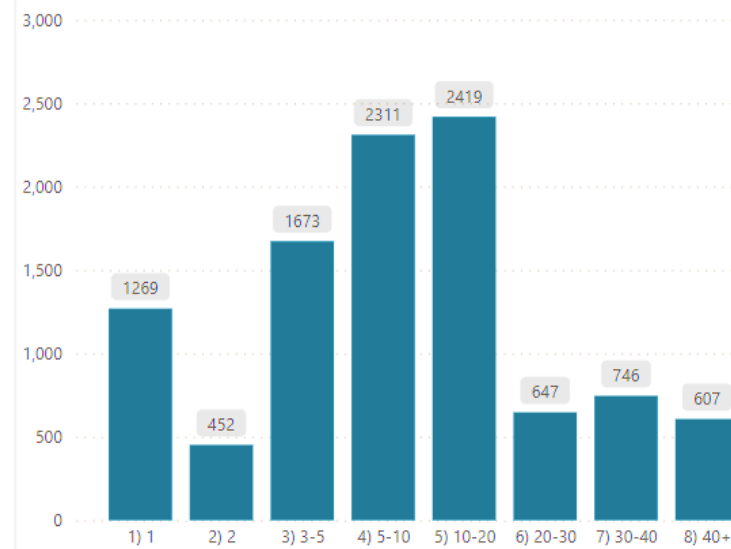
1. Our [latest attendance guidance](#) which sets out expectations for schools, trusts and local authorities.
2. [A number of webinars focussed on effective attendance practice](#) for schools, trusts and local authorities.
3. An [attendance data dashboard](#) showing data at a national, regional and local authority level which is updated on a regular basis.
4. [Guidance from the National Health Service](#) about where illness might affect a pupil's attendance at school.
5. A [guide from the behavioural insights team](#) focussed on supporting schools who send messages to parents.
6. [Supplementary guidance for schools and local authorities](#) related to mental health and attendance.
7. A [rapid evidence review of attendance interventions](#) is available on the Education Endowment Foundation website.
8. A number of written case studies where schools share their techniques for [managing attendance](#), [using text messages to remind parents of their child's attendance](#), and [working with the community to tackle the root causes of absence](#).
9. An [Attendance campaign communications toolkit for schools \(windows.net\)](#) was launched earlier this month and has been shared with local authorities and trusts

Academy landscape

Journey to date – creating a system of strong multi-academy trusts

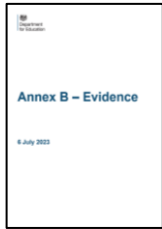
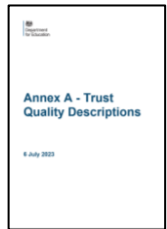
- In January 2010, there were just 203 academies nationally with fewer than 200,000 pupils. In the North West there were just 26 academies.
- The total number of academies has now exceeded 10,200, with over 4.8M pupils nationally. In the North West there are 947 academies and free schools - representing 23% of primary schools, 70% of secondary schools and 26% of special schools
- 8 out of 10 sponsored academies which were found to be underperforming as an LA maintained school in their previous inspection now have a good or outstanding rating.
- In the North West there is ongoing interest in conversion with 119 schools in the converter pipeline.

Number of Academies in Different Sized Trusts



'Commissioning High-Quality Trusts' sets out our approach to commissioning and defines quality

Scope: How Regions Group take decisions about the **creation, consolidation** and **growth** of academy trusts



The guidance details the main components of our commissioning framework:

- The **process** we will follow – combining strategic need with trust quality
- Our **descriptions** of trust quality
- The **evidence** we will consider in assessing trust quality

In addition, it consolidates information about:

- The different types of decisions Regions Group make
- Sources of funding available to support trust growth



Four **key takeaways** from the framework:

1. Supports our objective to grow **capacity, capability and choice** in collaboration with the sector
2. Starting point for decisions is always the **strategic needs** of the school, academy trust and local area
3. A focus on **quality**, but our approach is **not algorithmic** and **no summative judgements** of trusts
4. Aiming to identify ***the right trust for each school within its local context*** to deliver for students

Our high-quality trust descriptions set out our goals across five pillars of trust quality



The trust quality descriptions set out clearly what we want trusts to **deliver for children, parents and communities**. It is for the sector to define how these goals are achieved. The descriptions provide a firm basis for commissioning and will help trusts to target their own improvement activity.

I. High-quality and inclusive education



- High-Quality and Inclusive Education is the core of what we expect schools and trusts to provide for children and young people in their communities and our starting point for considering a trust's effectiveness.
- A high-quality trust creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children with SEND, so that students can achieve their full potential.

II. School Improvement



- The School Improvement pillar describes the capacity the trust has to offer.
- A high-quality trust creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action.

The following pillars consider the resilience and sustainability of the trust's operating model



III. Workforce

A high-quality trust creates a high-performing working culture for all staff that promotes collaboration, aspiration and support. It uses the flexibilities of the trust structure to create opportunities for staff. It recognises the critical value of high-quality teaching and champions the profession.



IV. Finance and operations

A high-quality trust recognises the importance of effective and efficient use of resources for the benefit of all schools in the trust and the wider education system.



V. Governance and leadership

The board and executive leadership team anchor the trust's strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The Accounting Officer, board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life.

Diocese of Salford Academisation – a changing landscape

Then

October 2017 – St Teresa of Calcutta (SToC) was formed with 2 schools

November 2019 – Romero was formed with 6 schools

July 2020 – Emmaus was formed with 4 schools initially

Now

From September 2022 to now 16 schools have converted and joined one of the three trusts in line with the Diocese strategy. With a healthy pipeline of schools coming through that want to convert.

SToC has 10 schools, with a pipeline in delivery of 5 and 4 schools awaiting approval from the DfE

Romero has 15 schools, with a pipeline of 1 in delivery and 1 waiting for DfE approval

Emmaus has 10 schools, with a pipeline of 4 currently in delivery.

Trust capacity fund (TCaF) - we have committed £86m of funding until March 2025, and in April launched a new two-year TCaF.

Trust and school improvement - for eligible schools and trusts, the department can fund up to 10 days of support from a system leader, delivered primarily by a high-quality multi-academy trust or by a National Leader of Education (NLE).



Looking forward and questions



Department
for Education

LEARNING TO SERVE

Lunch, exhibition & networking

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DIOCESE OF  SALFORD
Department for Education

LEARNING TO SERVE

Afternoon prayer:

Led by Diocesan School Singing Programme

Sacred Heart RC Primary School, Westhoughton

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DIOCESE OF  SALFORD
Department for Education

Bind us Together

*Bind us together, Lord, Bind us together
With cords that cannot be broken.*

*Bind us together, Lord,
Bind us together, Oh
Bind us together with love.*

1. There is only one God,
There is only one King;
There is only one Body,
That is why we sing:

*Bind us together, Lord, Bind us together
With cords that cannot be broken.*

*Bind us together, Lord,
Bind us together, Oh
Bind us together with love.*

2. Made for the glory of God,
Purchased by His precious Son;
Born with the right to be clean,
For Jesus the victory has won.

*Bind us together, Lord, Bind us together
With cords that cannot be broken.*

*Bind us together, Lord,
Bind us together, Oh
Bind us together with love.*

3. You are the family of God,
You are the promise divine;
You are God's chosen desire,
You are the glorious new wine.

Fairly slow and prayerful ♩ = 64

mp *cresc.* *mf*

Our Fa-ther, who art in hea-ven, hal-low-ed be thy name; thy

6 *dim.* *mp*

king-dom come, thy will be done on earth as it is in heav'n. Give us this

10 *f*

day our dai-ly bread, and for-give us—our tres-pas-ses, as we for-give those who

15 *mp*

tres-pass a-gainst us; _____ and lead us not in - to temp-ta - tion,

19 *p*

but de - li - ver us from ev - il. _____

LEARNING TO SERVE

The Why of leadership

Abrilli Phillip

Director of Education and Learning

London Borough of Lambeth

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Department for Education

Remembering the why

Abrilli Phillip
Director of Education and Learning
London Borough of Lambeth



@a_phil_1

Key questions

- ▶ Why did you choose teaching?
- ▶ Are we superheros?
- ▶ Is education equal?
- ▶ What are the barriers?
- ▶ How can we overcome those barriers?



Key question

Why did you choose teaching?



Is education equal?

Are you are superhero?

Waiting for Superman



Waiting for Superman



[Waiting For Superman | Trailer #1 US \(2010\) - YouTube](#)

Should a good education be a
given or a gamble?

Should a good education be a given or a gamble?

The UK has larger geographical differences than many other developed countries on multiple measures, including productivity, pay, educational attainment and health.

A new schools funding formula in England ending the previous postcode lottery, and an extra £4bn for schools in England next year, rising to £4.7bn in 2024-25.

55 Education Investment Areas (EIAs) will be designated in local authorities in England where school outcomes are currently weakest. These areas, 95% of which are outside London and the South East, will benefit from intensive investment and support. This will ensure the worst off schools of the North, Midlands, South West and East of England receive the most support over this decade.

At least 7 of your Parishes are in that 55 - Bolton, Bury, Salford, Manchester, Tameside, Rochdale, Oldham

https://assets.publishing.service.gov.uk/media/62e7a429d3bf7f75af0923f3/Executive_Summary.pdf

How does the disadvantage gap vary in different areas in England?

- ▶ Across the country, there is wide variation in the disadvantage gap:
- ▶ Large disadvantage gaps remain well-established in several regions in England but are particularly acute in the North, West Midlands and parts of the South.
- ▶ **In some areas, poorer pupils are over two full years of education behind their peers by the time they take their GCSEs**
- ▶ In 2020 for the first time, EPI researchers calculated the disadvantage gap at a local level after having controlled for high persistence of poverty in each area.
- ▶ It revealed that differences in local demographics are essential to understanding why gaps are different in different parts of the country. **Under this adjusted measure, many areas that currently rank as some of the worst in the country substantially improve their position once high persistent poverty levels are considered**
- ▶ In 2023 the regions with the largest disadvantage gap at each phase were the North West at age 5
- ▶ There were some signs of promise from the government's flagship Opportunity Area (OA) programme (notably during the primary phase), though only one OA (Oldham) had managed to narrow its disadvantage gap across all phases between 2016 and 2022.

The inequalities are consistent and systematic?

- ▶ Class - Persistent poverty
- ▶ Ethnicity - Gypsy Roma, Black Caribbean
- ▶ Gender - Boys
- ▶ Language - EAL
- ▶ SEND
- ▶ Geography - Disadvantaged pupils in London continue to pull away from other areas in England across education phases. In London, the disadvantaged gap was 3.4 months at age 5, 6.3 months by age 11 and 10.0 months by age 16.
- ▶ Trauma?

Uncommon Schools



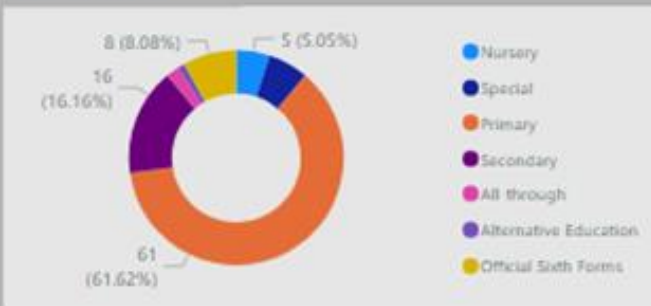
Lambeth on Page

Lambeth Education on a Page (excluding Independent Settings)

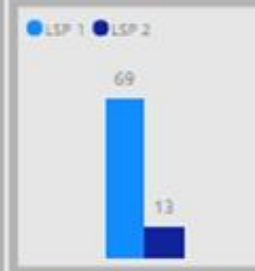
General Information

208 LA Reference	97 Schools and colleges overall
68 Schools in maintained sector	4 FE Colleges
52 Nursery Provision in primary schools	
82 Schools with LSP Subscription	22 Feds/MATs

School Phase



LSP Subscriptions



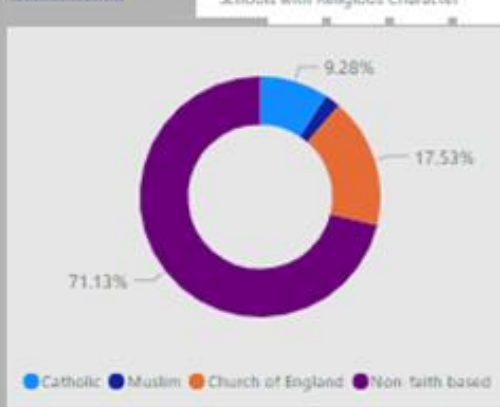
Ofsted Inspections

	Outstanding	Good	Req Improvement
Nursery	4	1	-
Primary	18	38	4
Secondary	4	9	3
All-through	-	2	-
AEP	-	-	-
Special	2	2	1
Post 16	1	1	-
Total	29	53	8

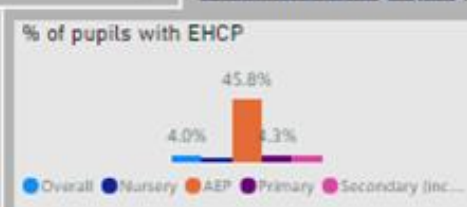
Pupil Information

35859 Pupil Number	18755 No. of Boys	18166 No. of Girls
Pupil Numbers (Phase)		
11969 FSM No.	33.4% FSM %	

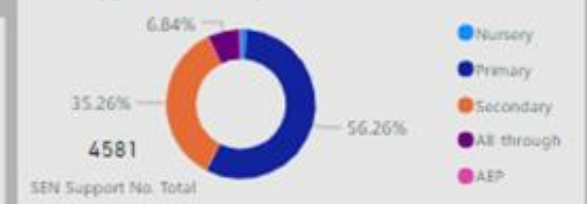
Religious Character



EHCP and SEN (Pupils)



SEN Support (No. of Pupils)



School Type



SEN Resource Base (exc. Special Schools)

18
SEN Resource

PAN

5516
PAN 2023/24
5291
PAN 2024/25

Key Stage results 2021/22

	Foundation	Phonics	KS 1 Writing	KS 1 Reading	KS 1 Maths	KS 2 (RWM)	KS 2 Reading	KS 2 Writing	KS 2 SpAG	KS 2 Maths	KS 4 (Eng & Maths 9-4)
Lambeth average (%):	67	75	63	71	71	61	77	72	77	75	66
National average (%):	65	76	58	67	68	59	74	69	72	71	69

A walk down memory lane

Lambeth Education Authority was established in 1990 after the abolition of the Inner London Education Authority (ILEA) by the Education Reform Act 1988.

The transition from the ILEA to Lambeth Education was fraught with challenges, and Lambeth Council was publicly identified as a financial shambles as it consistently failed to keep its spending within budget.

Before 1998 many schools in Lambeth were judged to be performing unfavourably against national figures for standards of achievement at KS2 and GCSE.

In Autumn 1995 following concerns about the numbers of schools judged to require special measures, HMCI decided that all Lambeth schools should be subjected to an accelerated inspection programme.

Consequently, they were all inspected by the end of December 1996, and 14 schools were judged to require 'special measures.' The average grade for the quality of teaching was well below the national average.

A significant concern was that the LEA's advisory service had lacked the skills to support and challenge schools to raise standards and there was a culture of **low expectations.**

What is your context and what do you think are your barriers to success?

A walk down memory lane

To take this challenge forward, the Council appointed a new Executive Director of Education, Heather Du Quesnay in March 1996.

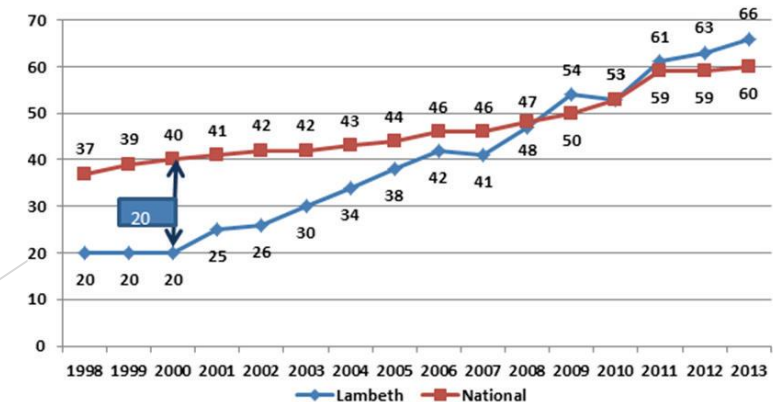
The new small team of advisers (all with a proven track record of successful headship in London schools and Ofsted trained) were to take up the challenge of transforming education in Lambeth over the next decade led by Sue O'Sullivan, the Assistant Director of school improvement who was a former HMI.

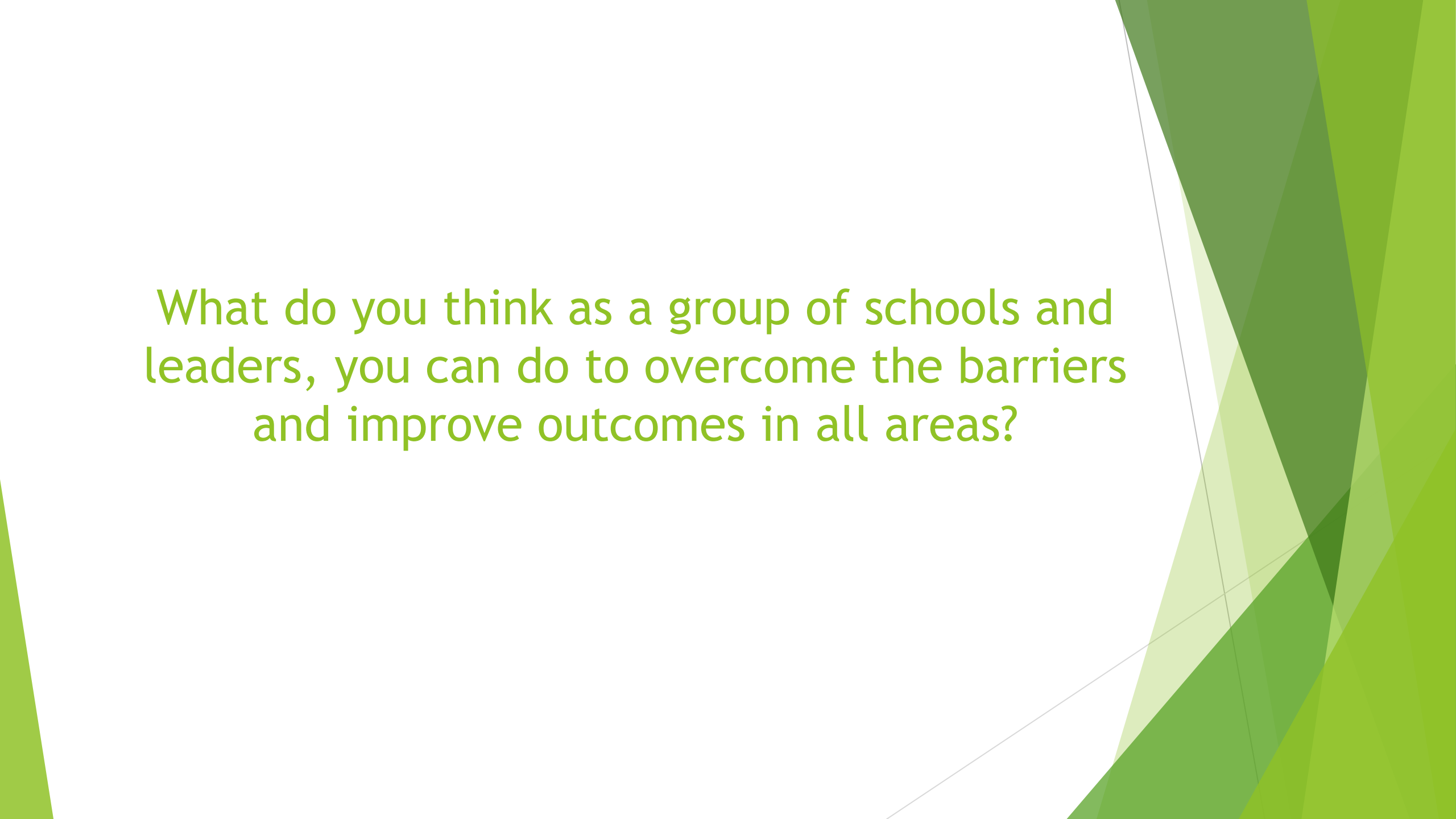
By 1999 an Ofsted inspection team found many signs of improvement and maintained that much of the current Education Department was unrecognisable from those 'days of despair'.

Lambeth schools' performance improved year on year. By 2005/6 none were in special measures (Bottrall 2013) with 90% good or better Ofsted ratings.

A walk down memory lane

- All Key Stages in 1998, attainment still remained below national averages. In English, 56% of pupils in the borough achieved level 4+, compared with 64% nationally, while in maths it was 49% of Lambeth pupils and 58% nationally.
- Ofsted also reported Lambeth's rate of improvement in the Key Stage 2 English tests between 1995 and 1998 was 19 percentage points, which was above the national rate of 16 percentage points and in mathematics the improvement rate as 15 percentage points, which was above the national rate of 14 percentage points.
- Between 1999 and 2001 improvement at Key Stage 2 was greater than that nationally, particularly in mathematics. In 2001, At Key Stage 2, 68% of pupils achieved Level 4 or higher in English, and 66% in mathematics.
- By 2012 88% of pupils were achieving level 4 in both English and maths in Lambeth schools compared to national average of 85% and 84%, respectively, nationally.
- Achievement in 2008 for 5+ A*-C increased from 20% to 68%



The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The overall composition is clean and modern, with the text centered in the white space.

What do you think as a group of schools and leaders, you can do to overcome the barriers and improve outcomes in all areas?

So, what made all the difference?

1. Ambitious LA leadership at all levels
2. Strong school leadership
3. High quality teaching and learning
4. Effective governing bodies
5. Effective use of data
6. Effective school improvement service
7. Maintaining strong partnerships and school to school support
8. Effective use of local initiatives
9. A resilient approach to government policies and national initiatives
10. Tackling disadvantage beyond the school gates
11. Effective support for pupils who speak English as an additional language

So, let us return to the why?



Remembering my why



Remembering my why - Barriers



LEARNING TO SERVE

Break, exhibition & networking

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DIOCESE OF  SALFORD
Department for Education

LEARNING TO SERVE

**The Diocesan Synod:
The Big Listen**

Bishop John Arnold

Canon Paul Daly

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Department for Education



DIOCESE OF  SALFORD
SYNOD 2023-2025

Leadership Residential Conference:
The Big Listen

A warm welcome

Thank you for your generosity in being a Synod Member for your community and for your presence here today.

A Diocesan Synod is an important event in the life of a Diocese in which Bishop, priests and lay-people come together in a spirit of prayer to discern together what God is asking of His Church in our Diocese and will help us to live out our calling to be Missionary Disciples.

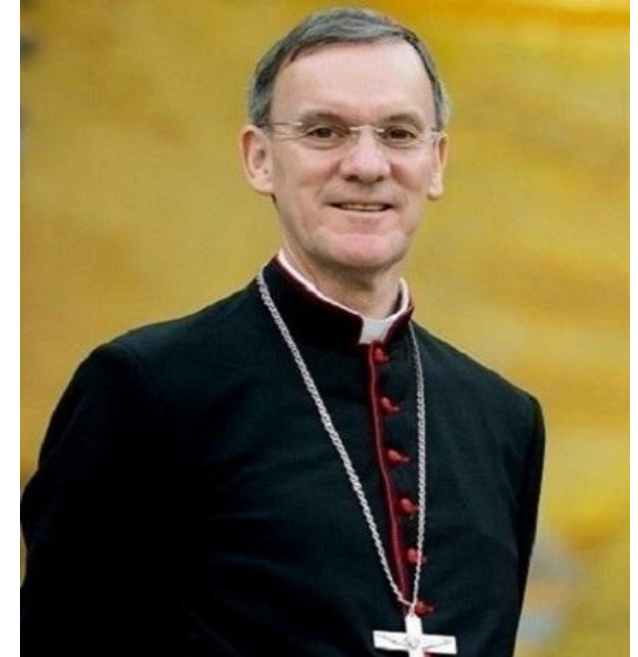
It is a journey by which we, clergy and laity, under the direction of the Holy Spirit, can together set the future direction and priorities of the life and mission of our Diocese.

I hope you find today helpful in equipping you for this important role.

As we begin the Diocesan Synod we entrust our journey to Our Lady of Mount Carmel, Patron, with St. Joseph, of our Diocese.

Stay with us, Lord, on our Journey

Bishop John Arnold
President of our Diocesan Synod



Diocesan Synod Moderators

The Synod Moderators, appointed by Bishop John, are (in alphabetical order):

- **Mrs Kathryn Ansley**, Parishioner, Formation Coordinator at Caritas Diocese of Salford.
- **Sr. Moira Bain**, Daughter of Charity, former member of their Provincial Leadership Team.
- **Canon Paul Daly**, Episcopal Vicar for Formation, Parish Priest.
- **Rev. Davie Nalikata**, Deacon, High School Chaplain.

Opening Hymn

Shine Jesus shine
Fill this land
With the Father's glory
Blaze Spirit blaze
Set our hearts on fire
Flow river flow
Flood the nations
With grace and mercy
Send forth Your word Lord
And let there be light

<https://www.youtube.com/watch?v=J3iB30gCqAc>

Scripture Reading | Peter 2.v 9-10

You are a chosen race, a royal priesthood, a consecrated nation,
a people set apart to sing the praises of God
who called you out of the darkness into his wonderful light.

Once you were not a people at all
and now you are the people of God;
once you were outside the mercy
and now you have been given mercy.

The word of the Lord.
R/ Thanks be to God



“The purpose of the Synod is not to produce documents but to plant dreams, draw forth prophecies and visions, allow hope to flourish, inspire trust, bind up wounds, weave together relationships, awaken a dawn of hope, learn from one another and create a bright resourcefulness that will enlighten minds, warm hearts, give strength to our hands.”

Pope Francis: Address to the Bishops Synod on Youth



Let us pray

Lord, as we prepare to begin our meeting, we recall your promise to be present when two or three are gathered in your name.

We know that without you here among us, and within each one of us, we will labour in vain.

Response: Unite us, Lord, in your spirit.

We rejoice that we are called together to work in your name. Inspire us with your Spirit of wisdom, plant seeds of your vision within our hearts and minds.

Give us humour and humility in our working with one another, so that we may know the privilege of participating in the coming of your Kingdom.

Response: Unite us, Lord, in your Spirit.

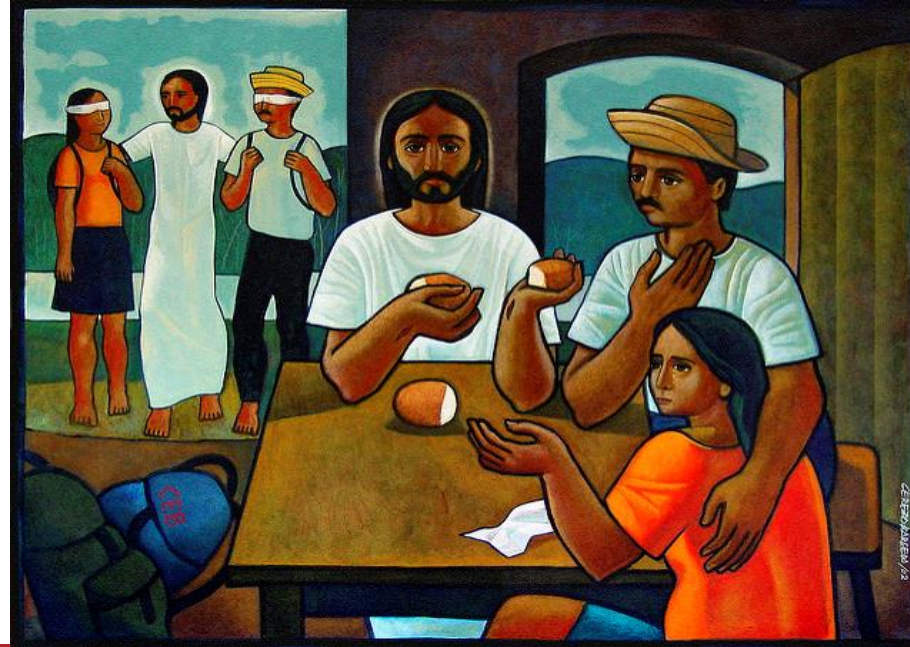
Lord, we ask that working together will increase the communion among us and give us new courage in all that we do for you.

Grant us the willingness to be open to each other, to respect and listen, to be honest and supportive of each other for the sake of your Kingdom.

Response: Unite us, Lord in your Spirit.

Lord, may the true business of this meeting be our spiritual transformation, and the transformation of others through us and not simply the accomplishment of tasks. We ask this of you in the name of the Father and of the Son and of the Holy Spirit.

Amen.



There must be ways in which the spirit, and the reality of the Council, be preserved.

16/10/63, +Thomas Holland, in a speech to the Second Vatican Council

What is a Diocesan Synod?

A Diocesan Synod is an opportunity for the bishop, priests and lay-people of our diocese to come together in a spirit of prayer, discerning what God is asking of His Church in our Diocese and how we can live out our calling to be Missionary Disciples.



What a Diocesan Synod is not...

- × An opportunity to change Church Teachings - this falls outside the remit of a Diocesan Synod (although everything which is said will be passed onto Rome by Bishop John).
- × A democracy where the majority vote 'wins'.
- × A parliament.



DIOCESE OF  SALFORD
SYNOD 2023-2025

Our Synodal Journey

Diocesan Gathering
Local Gathering

STAY WITH US LORD ON OUR JOURNEY



The Art of Synodal Listening

“THIS IS HOLY GROUND” EXODUS 3 .V 5



YOU'RE STANDING ON HOLY GROUND



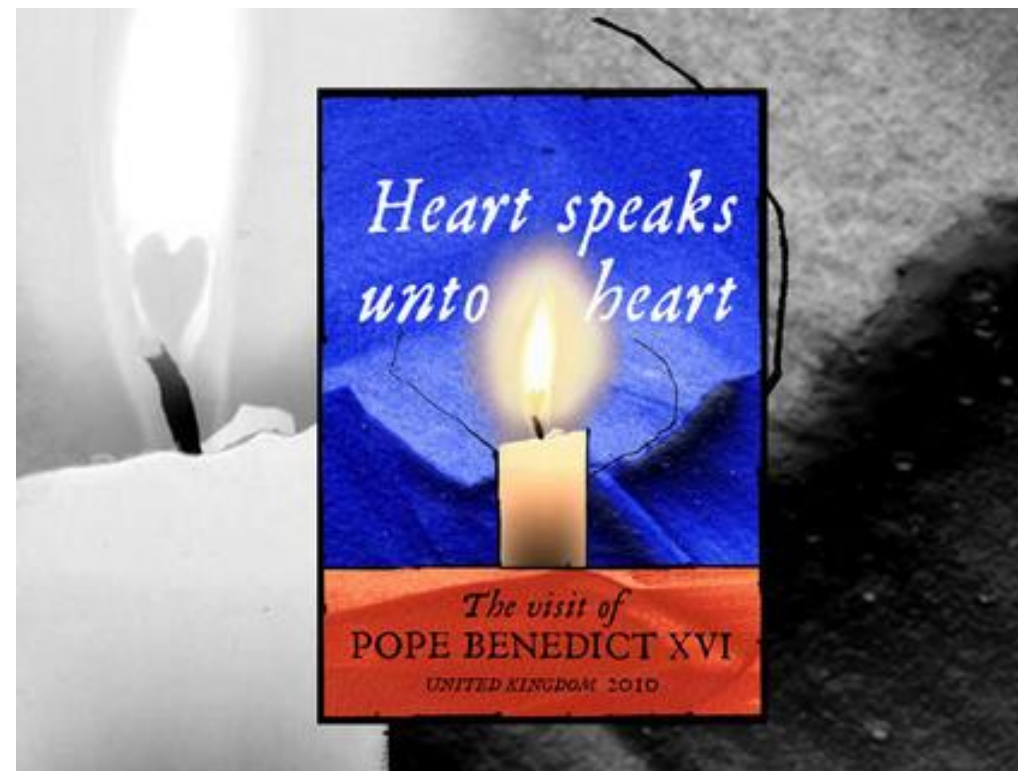
<https://www.youtube.com/watch?v=swP9xWof2xA&t=6s>



Listening with your heart

Listening to communicate

Heart communication happens,
when we slow down,
when we quieten down,
look and listen.



The Four Intentions

SPEAK FROM THE HEART
LISTEN FROM THE HEART
BE LEAN OF EXPRESSION
BE SPONTANEOUS



(Adapted from Llysfasi Spirituality Workshop & ‘The Way of Council’)

Compassionate Listening

‘The gift of being a compassionate listener, a gift which requires constant practice, is perhaps the most healing gift anyone can possess, for it allows the other to be, enfolds them in a safe space, does not judge or advise them, accepts them as they are without desiring to change them, and communicates support at a level deeper than words.’

Gerard W. Hughes SJ in “Cry of Wonder”

Question 1

Where in your everyday life do you experience love, hope or joy?

Question 2

What concerns or worries make it hard to live a life of faith and hope?

Question 3

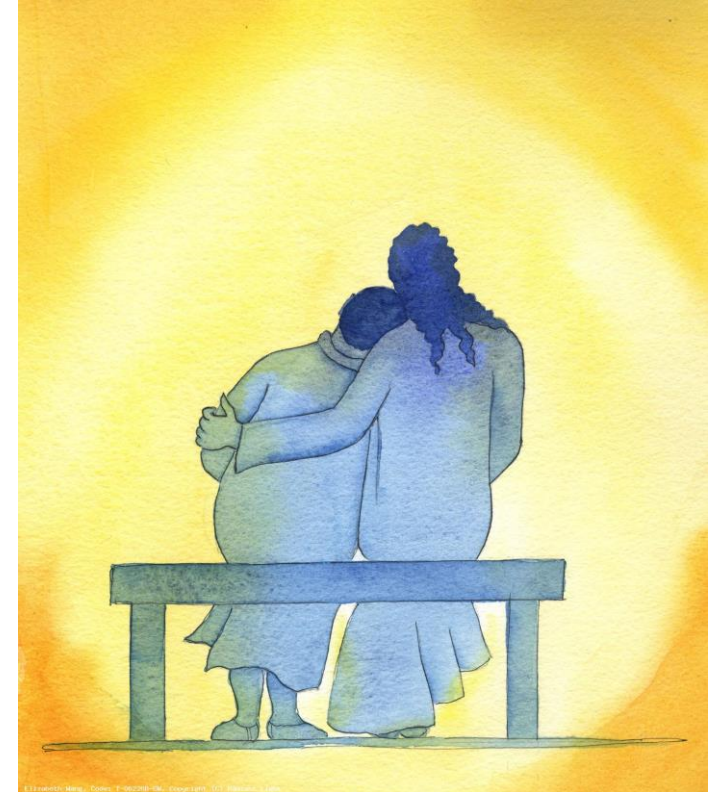
What do you sense is the role of the Catholic Church in the world today?

Question 4

Having reflected on these things,
what do you sense God is asking of
the Catholic Church ?

Thank you!

- For responding to God's call.
- For your prayerfulness.
- For your time and commitment.
- For being willing to share your skills and talents.



Our shared mission as Christians is to bear joyful witness wherever we find ourselves, through our actions and words, to the experience of being with Jesus and members of his community, which is the Church.

That mission finds expression in works of material and spiritual mercy, in a welcoming and gentle way of life that reflects closeness, compassion and tenderness, in contrast to the culture of waste and indifference.

By being a neighbour, like the Good Samaritan (cf. Lk 10:25-37), we come to understand the heart of our Christian vocation: to imitate Jesus Christ, who came to serve, not to be served (cf. Mk 10:45).

Pope Francis



Closing Prayer

Loving Father,

be with us as we seek new ways of being your people in our Diocese.

May each new day bring us closer to your son, Jesus, as we follow his teaching and become disciples of love.

As we continue our Synodal journey, draw us closer to each other.

May the truth of your Spirit enlighten us.

Open our hearts, as we listen to each other and reach out in love to your people.

Stay with us, Lord, on our journey.

Amen.

Our Lady of Mount Carmel, Pray for Us.

St Joseph, Pray for Us.

LEARNING TO SERVE

**Close, exhibition,
networking &
hotel registration**

X  @RCSalfordEd



DIOCESE OF  SALFORD
Department for Education

Day 1 Agenda

- 8:30am Arrival, registration, refreshments, networking & exhibition stands
- 9:15am Opening prayer: Led by Diocesan School Singing Programme
Welcome – Simon Smith, DDfE
- 9:30am Keynote: Positivity & Professionalism, led by Professor Dame Alison Peacock, CEO, Chartered College of Teaching & Jonny Goggs, Head of Partnerships, Chartered College of Teaching
- 10:40am Break, exhibition & networking
- 11:00am DfE updates: Vicky Beer CBE (Regional Director) & Debbie Dempsey
- 12:00pm Lunch, exhibition & networking
- 1:00pm Afternoon prayer: Led by Diocesan School Singing Programme
- 1:15pm Keynote: The Why of leadership, led by Abrilli Phillip, Director of Education and Learning, London Borough of Lambeth
- 2:45pm Break, exhibition & networking
- 3:15pm The Diocesan Synod: The Big Listen, led by Bishop John Arnold & Canon Paul Daly
- 4:45pm Close, exhibition, networking & hotel registration
- 7:00pm Gather in Towneley Bar for Evening Meal at 7:30pm





**LEADERSHIP
RESIDENTIAL
CONFERENCE:
LEARNING TO
SERVE**



Day 2 Agenda

- 8:30am Arrival, registration, refreshments, networking & exhibition stands.
- 9:15am Opening prayer: Led by Diocesan School Singing Programme.
- 9:30am Keynote: Prayer & Liturgy Directory, led by Peter McGrail, Professor and subject lead, Department of Theology, Philosophy and Religious Studies, Liverpool Hope University.
- 10:30am Break, exhibition & networking.
- 10:50am Keynote: Prayer & Liturgy Directory, led by Peter McGrail, Professor and subject lead, Department of Theology, Philosophy and Religious Studies, Liverpool Hope University (*cont.*).
- 12:00noon Diocesan updates:
- Laudato Si' Centre: Emily Cahill
 - Caritas Diocese of Salford: Patrick O'Dowd
 - School Singing Programme: Alex Patterson
 - CAFOD: Anna
 - Education: Simon Smith
- 12:30pm Conference close, exhibition & networking, followed by lunch.



LEARNING TO SERVE

Opening prayer:
Led by Diocesan School
Singing Programme

St Augustine of Canterbury RC Primary School, Burnley

X  @RCSalfordEd



DIOCESE OF  SALFORD
Department for Education

Here I am to worship

Light of the world

You stepped down into darkness

Opened my eyes, let me see

Beauty that made this heart adore You

Hope of a life spent with You

Here I am to worship

Here I am to bow down

Here I am to say that You're my God

You're altogether lovely

Altogether worthy

Altogether wonderful to me

King of all days

Oh, so highly exalted

Glorious in heaven above

Humbly You came to the earth You created

All for love's sake became poor

Here I am to worship

Here I am to bow down

Here I am to say that You're my God

You're altogether lovely

Altogether worthy

Altogether wonderful to me

Well, I'll never know how much it cost
To see my sin upon that cross

Well, I'll never know how much it cost
To see my sin upon that cross

Well, I'll never know how much it cost
To see my sin upon that cross

Well, I'll never know how much it cost
To see my sin upon that cross

Here I am to worship

Here I am to bow down

Here I am to say that You're my God

You're altogether lovely

Altogether worthy

Altogether wonderful to me

x2

Fairly slow and prayerful ♩ = 64

mp *cresc.* *mf*

Our Fa-ther, who art in hea-ven, hal-lowed be thy name; thy

6 *dim.* *mp*

king dom come, thy will be done on earth as it is in heav'n. Give us this

10 *f*

day our dai-ly bread, and for-give us— our tres-pas-ses, as we for-give those who

15 *mp*

tres-pass a-gainst us; _____ and lead us not in - to temp-ta - tion,

19 *p*

but de - li - ver us from ev - il. _____

LEARNING TO SERVE

Prayer & Liturgy Directory

Peter McGrail

Professor & subject lead

Department of Theology, Philosophy
and Religious Studies,

Liverpool Hope University.

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LEARNING TO SERVE

Prayer & Liturgy Directory

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Department for Education

To Love You More Dearly

The Prayer and Liturgy Directory

Salford Diocese

February 2024

Part One

Introducing the Directory

What do you want to know?

- What message do you want to take back to your colleagues from this morning's sessions?
- What will they want to know?
- What will they want to receive reassurance about?



What I hope to do with you this morning

- Focus: those Sections of the PLD that most directly relate to your role as school leaders ...
- ...With an eye to some of the questions that people are asking us.
- 9.30-10.30
 - Provide a brief background to the Directory
 - Overview its contents
 - Clarify key terms – Prayer, Celebrations of the Word, Liturgy
 - Bible translation
- 10.50-12.00
 - The School Community in prayer and liturgy – inclusion.
 - Engagement, Participation, Ministry (and Inspections!)
 - Policy, planning and evaluating
 - Next Steps

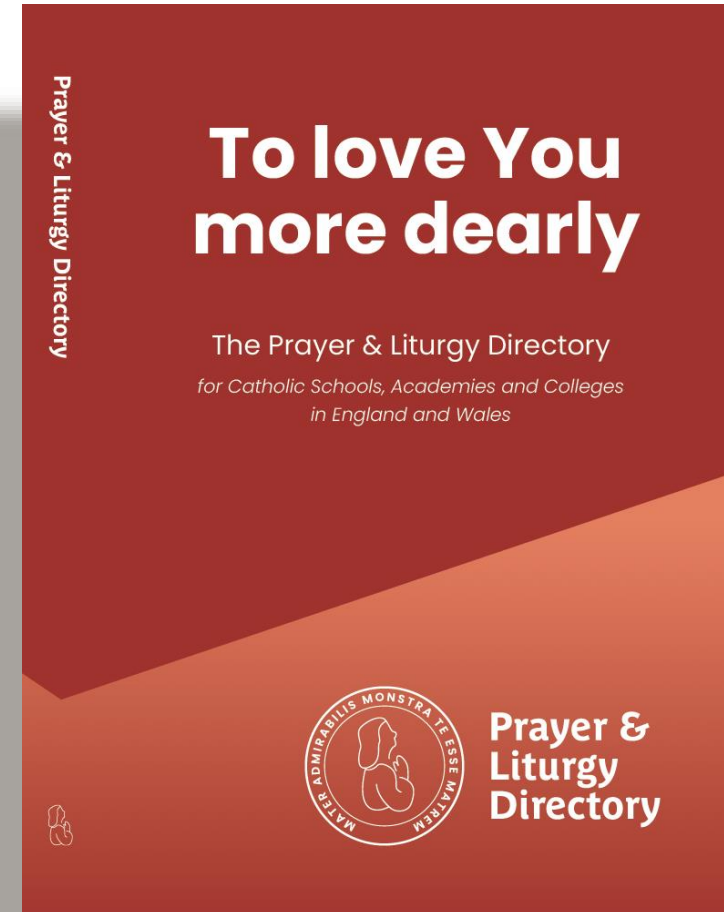
The Vision

- Catholic schools aim to educate the whole person in body, mind and soul and to help develop the unique gifts and talents of each individual. For Catholic members of the community, it helps them to live their Catholic life to the full, sharing in the mission of the Church. The school plays a key role in nurturing the discipleship of all its Christian staff and pupils.
- In a Catholic school, all corporate prayer and liturgy will be celebrated from within the Catholic tradition, but this does not mean that the fruits of the celebration are limited only to Catholic pupils and staff. Times of prayer can provide a space for all to reflect on their spiritual journey, be nourished by what they see and hear, and be encouraged to live lives at the service of others.

How the Directory helps you to realize that vision

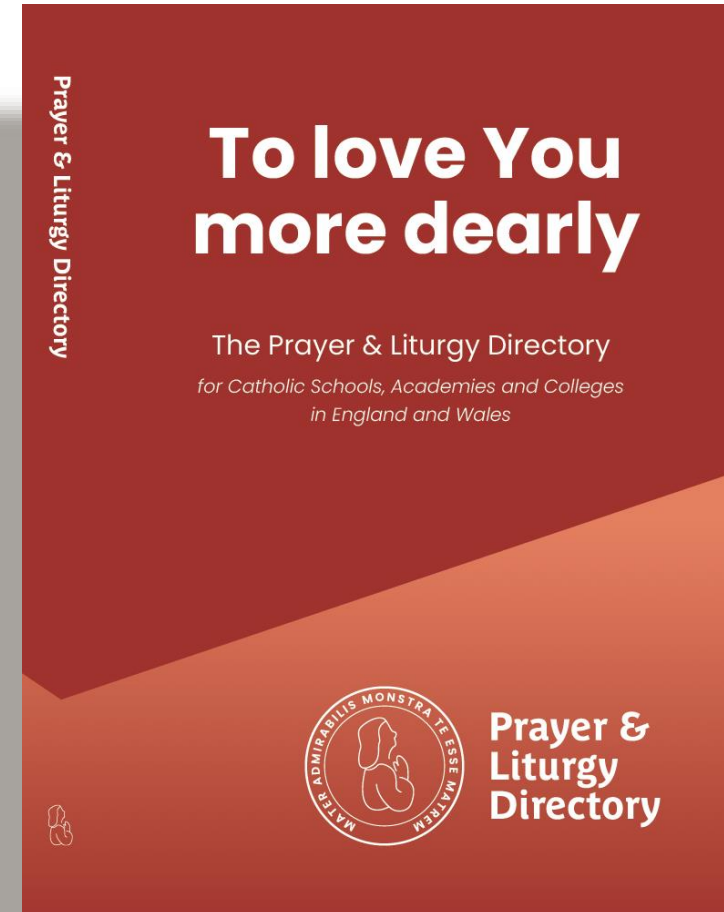
- It informs the prayer and liturgical life of the school community by:
 - Giving a **clear idea** of what could be there by 'setting a high bar'
 - Providing clear **information** about structures, elements and meaning of prayer and liturgy
 - Recognising the **often-complex realities** of our schools – and, therefore, that one size does not fit all.
 - Identifying **different roles** and responsibilities within the school community.

Background to the document



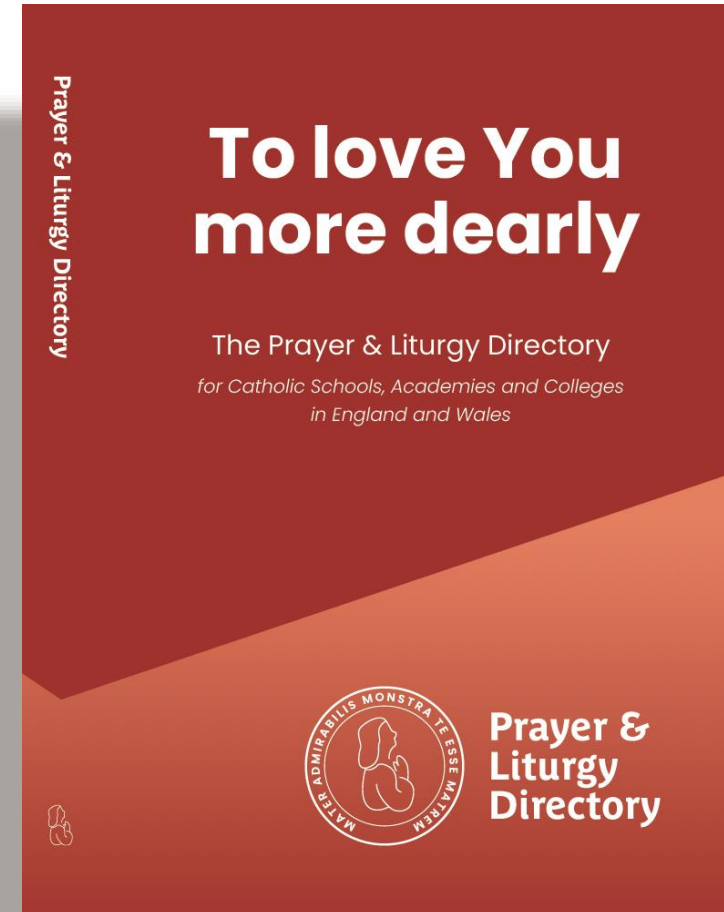
What kind of document is this?

- A **directory** draws on a range of Church documents to establish principles and good practice and applies them to a particular aspect of Church life.
- In this case, the Directory offers guidance for the celebration of prayer and liturgy in schools in England and Wales.



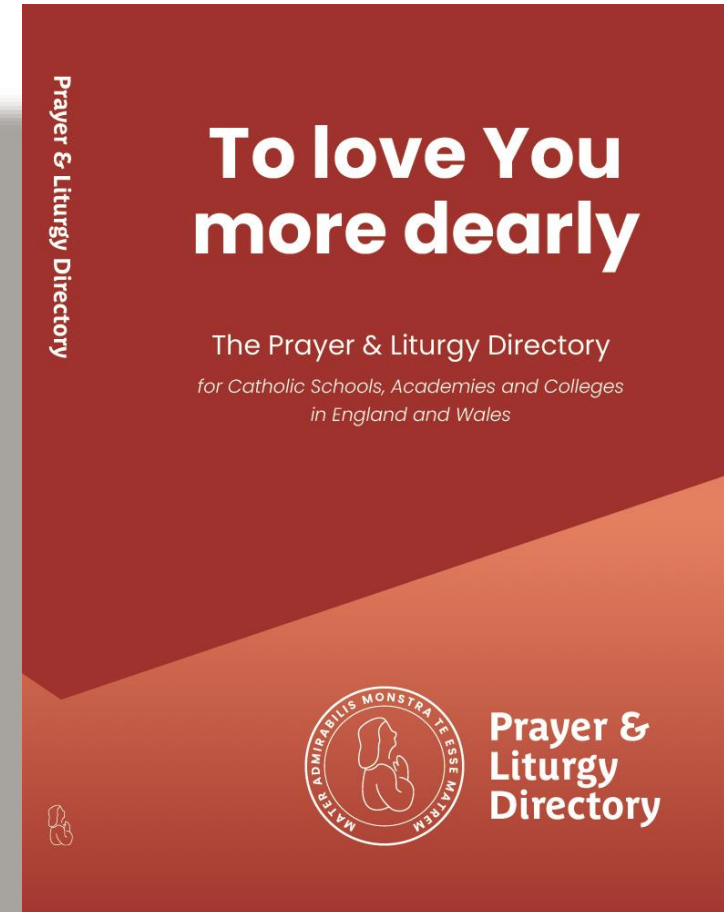
How was the Directory prepared?

- The document was prepared by a **working group** established by two Departments of the Catholic Bishops' Conference of England and Wales. The working group drew on both liturgical and educational expertise.
- It was presented to the full Conference of Bishops in Spring 2023 and approved.
- Published September 2023
- Implementation September 2025

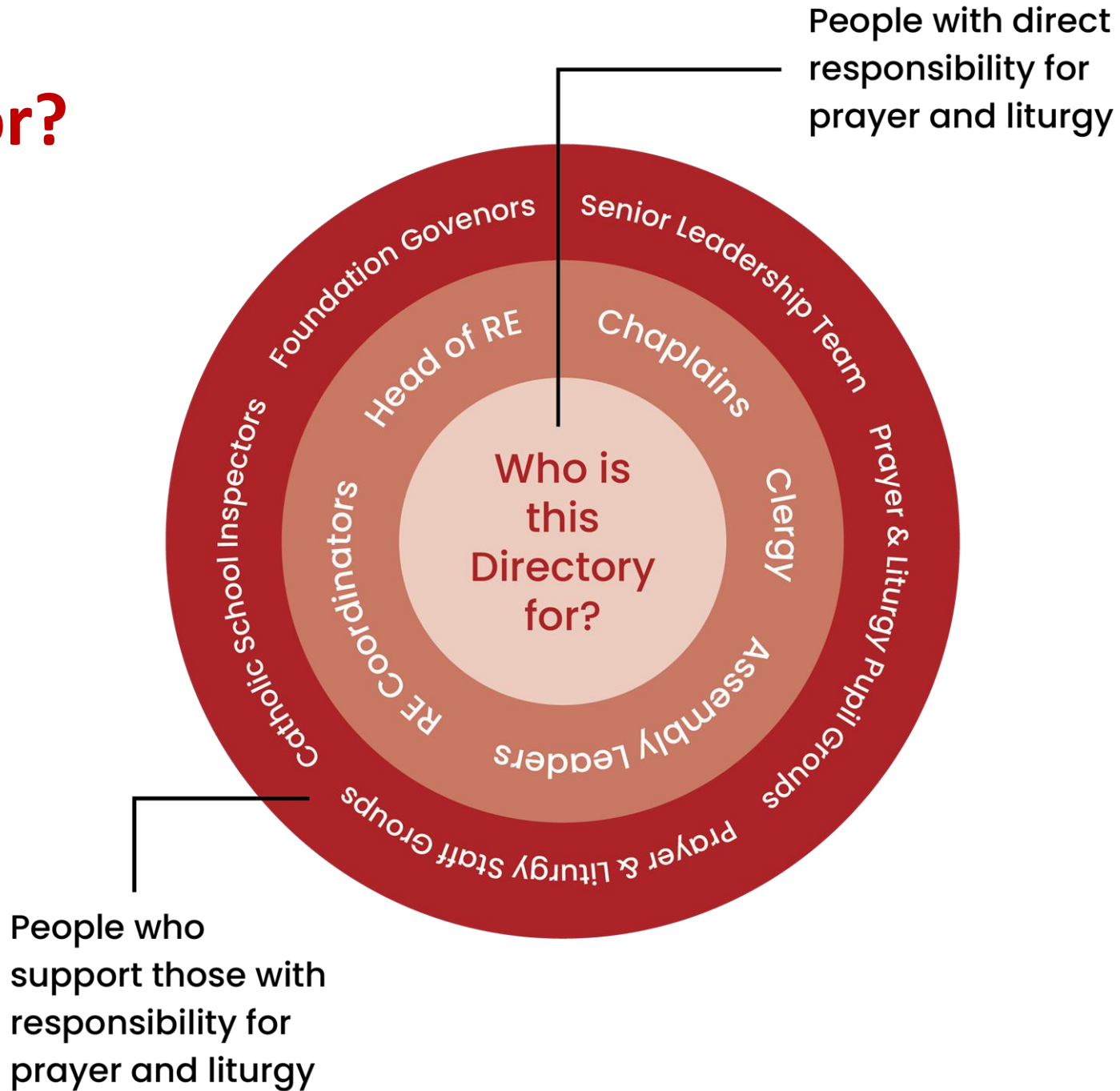


Context

- It is one of three Directories:
 - *To know you more clearly:*
Religious Education
 - *To love you more dearly:*
Prayer and Liturgy
 - *To follow you more nearly:*
Catholic life and Mission
- Alongside:
 - National Inspection Framework
(more about that later)

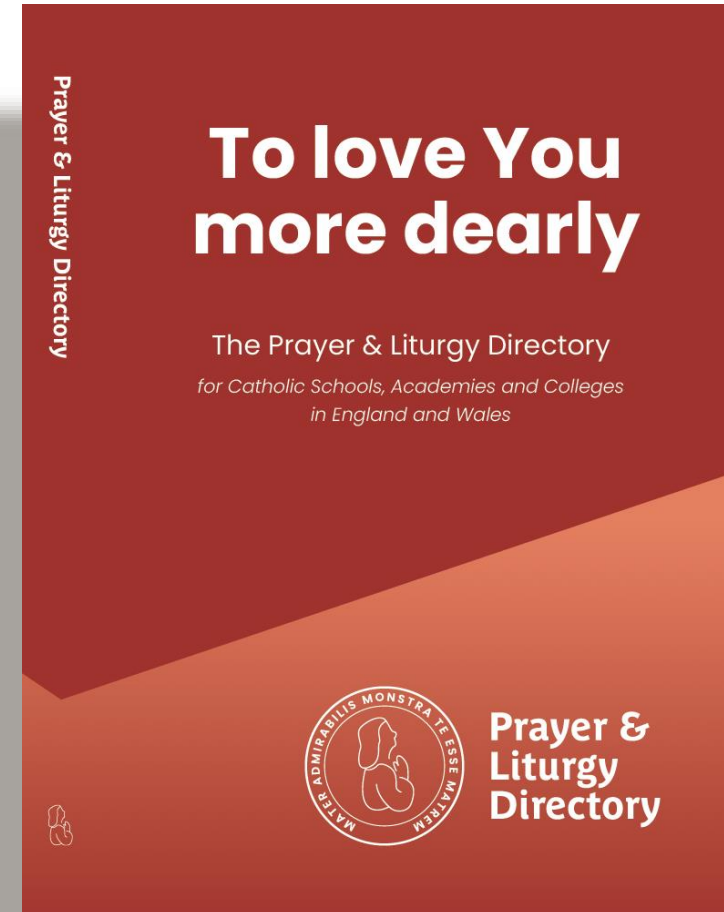


Who is it for?



Overview of Contents

- The Directory is arranged in 3 parts;
 - Key contexts and principles of Prayer and Liturgy – foundations
 - The context of a Catholic school
 - Key elements of Prayer & Liturgy, Models, Application



Overview of Contents

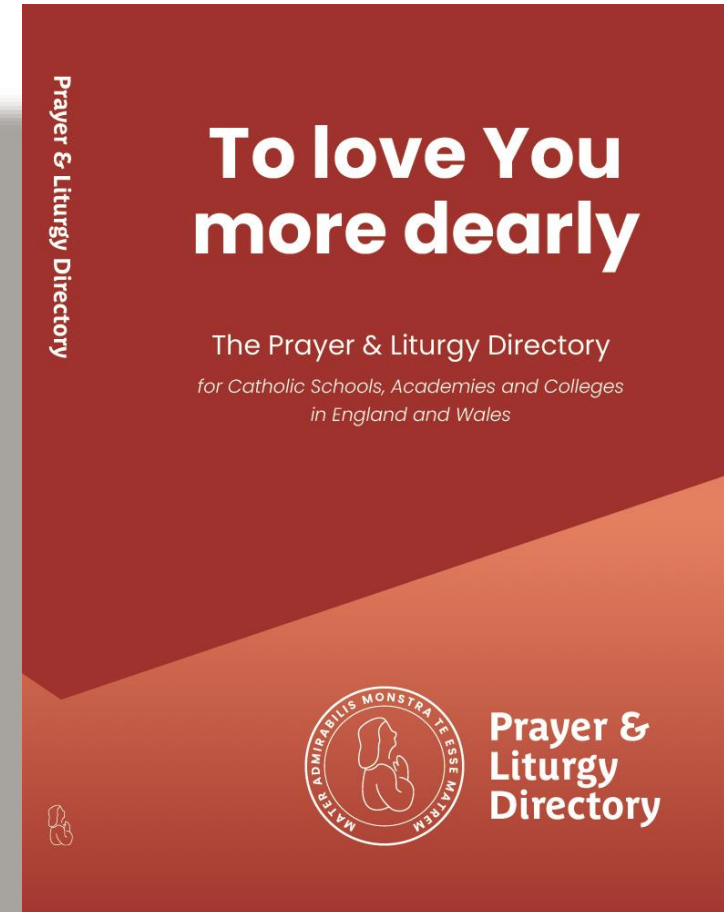
1. Key contexts and principles of Prayer and Liturgy – foundations
 2. **Contexts** - the Church, governance, social and educational contexts.
 3. **Key principles** undergirding the Church's understanding of prayer and liturgy.
2. The context of a Catholic school
 4. **The School Community** — the overarching roles and responsibilities for prayer and liturgy within the school.
 5. **The School Community at Prayer and Liturgy** — the Catholic community and welcoming the presence of other Christians, those from other faith traditions and of no particular faith.

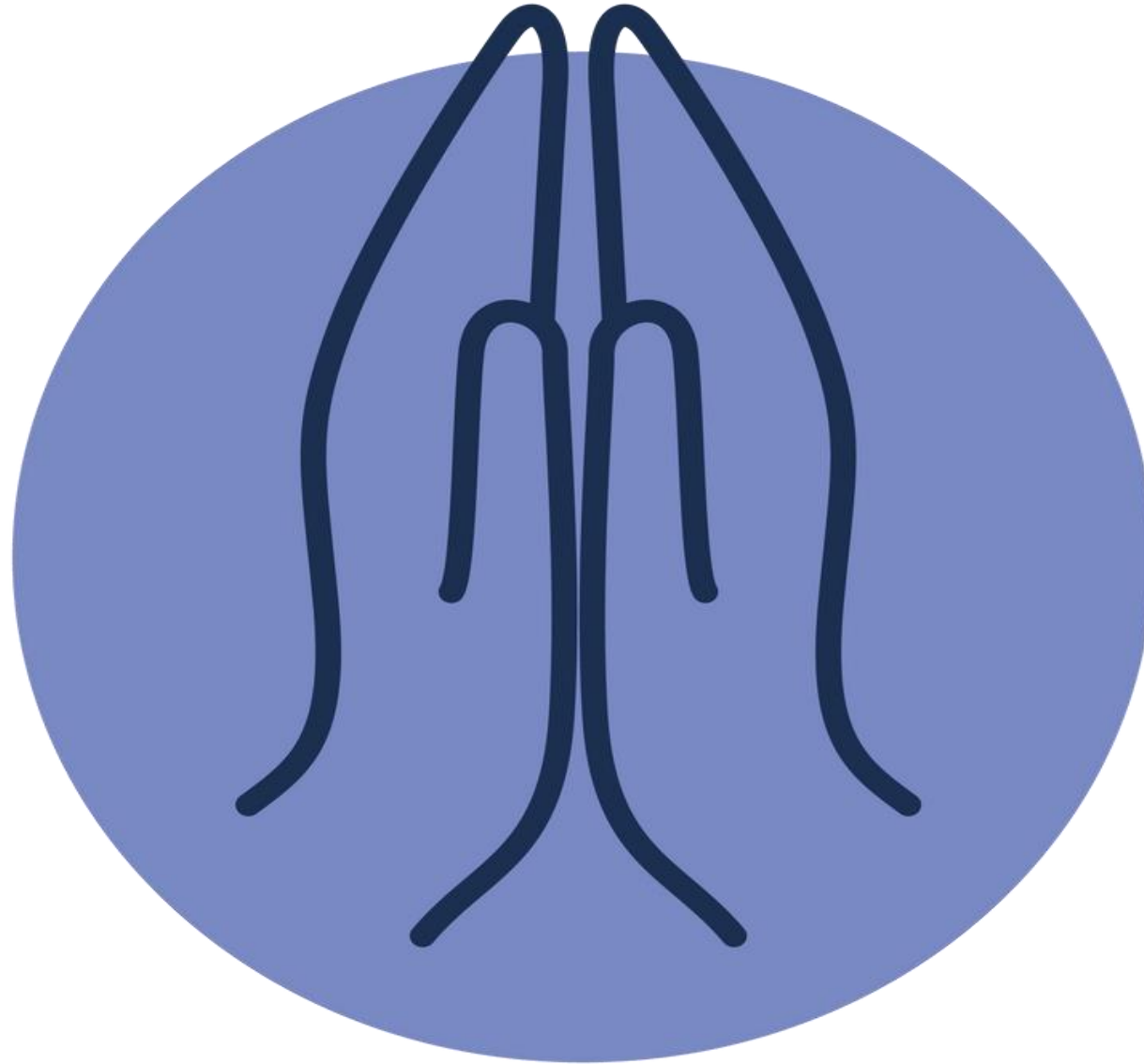
Overview of Contents

3. Key elements of Prayer & Liturgy, Models, Application
 6. **Looking at Prayer and Liturgy** — the building blocks of prayer and liturgy, including symbol, scripture, music, silence, space.
 7. **Models of Prayer and Liturgy** — the common structures of prayer and liturgy in the Catholic tradition, including The Mass, Reconciliation, classroom prayer.
 8. **Application** — Developing a School Prayer and Liturgy Policy; making appropriate adaptations; preparing, monitoring and evaluating; providing resources.

Rest of this session: Clarification of key terms

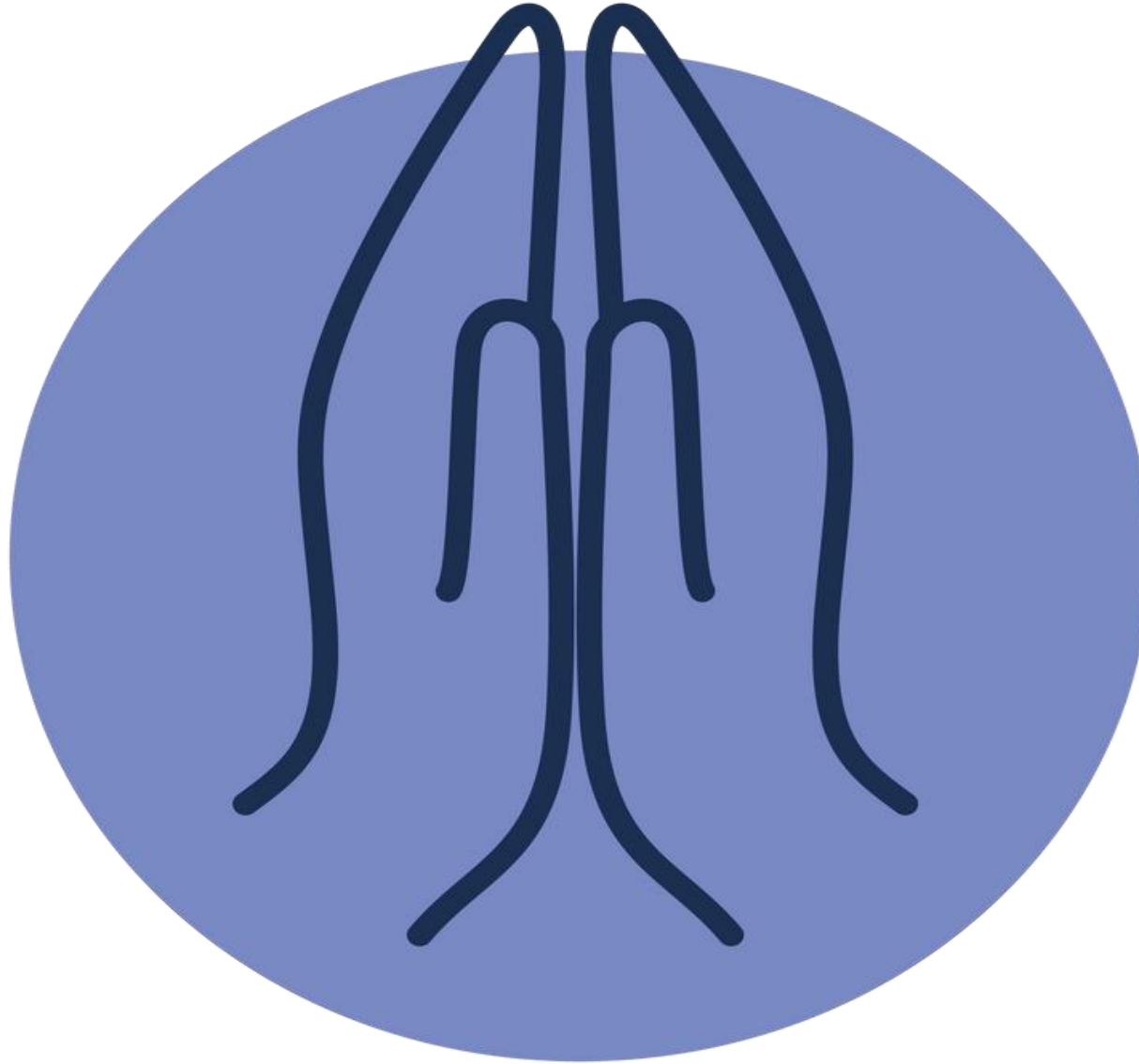
- ‘Prayer’
- ‘Celebrations of the Word’
- ‘Liturgy’
- PLUS: a word about Bible translations.





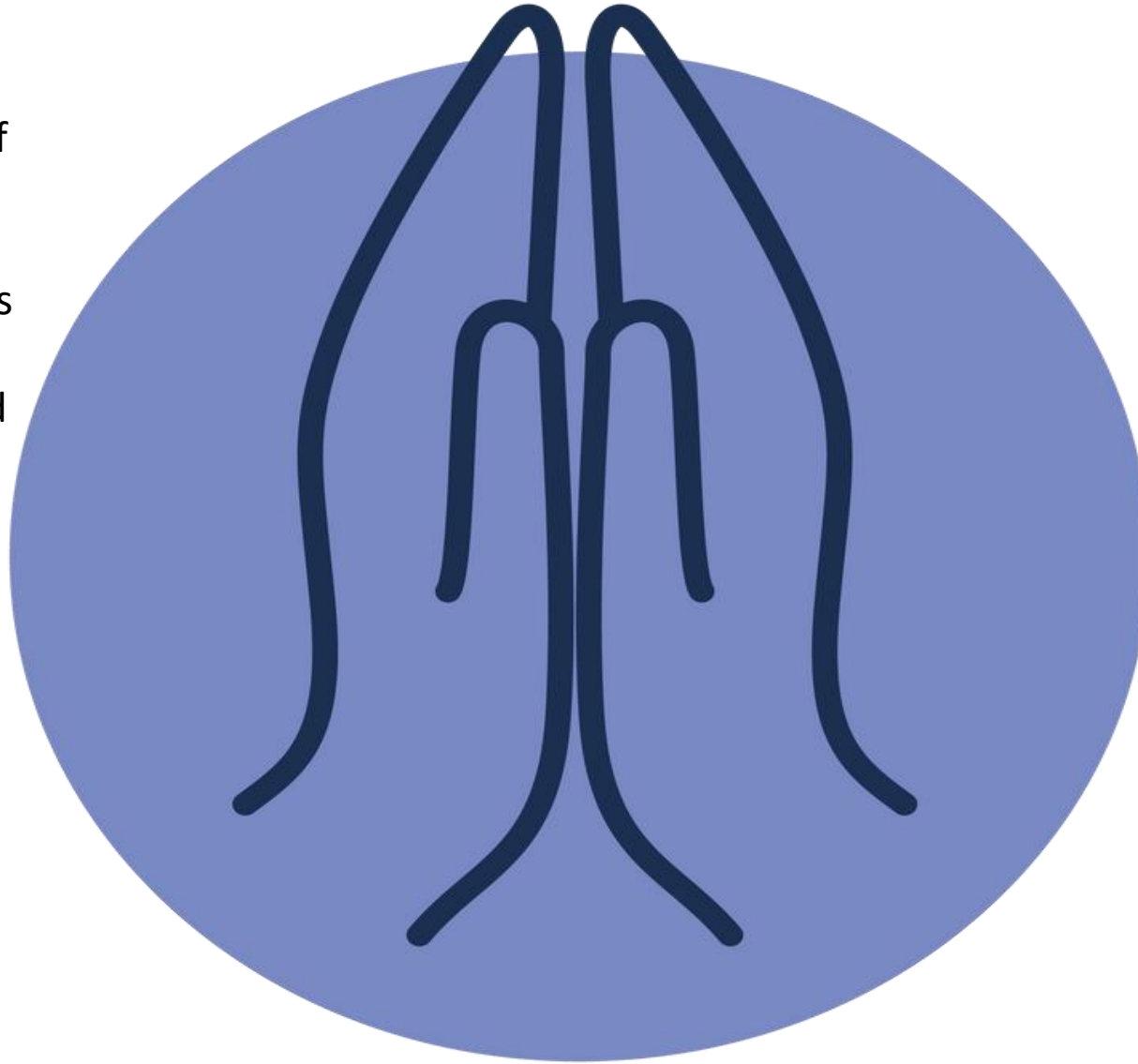
Prayer

Prayer has been traditionally described as ‘lifting up of the hearts and minds to God’, which means it involves our whole person – our head as well as our heart.



Communal prayer forms an essential dimension of life in a Catholic school. Staff and pupils are invited to recognise God's action in their lives and the life of the school, and in response to express together their needs and those of the whole human family, and to offer thanks for all that is good.

Eg. Classroom prayer at start or end of day;
Prayer at start of staff meeting.





**Celebrations
of the word**



Celebrations of the word –
as the time allotted to prayer lengthens and the number of people involved grows, there is a corresponding need for more formal structures. The term ‘celebrations of the word’ is used in this Directory for celebrations which are created for the school community and not directly taken from the liturgical books of the Church.



Celebrations of the word –

These celebrations will take many forms, but the common element is the proclamation of scripture. For example,

- assemblies,
- carol services,
- special occasions

They may draw upon elements of the liturgy, such as its texts, symbols, and gestures, which help to reinforce their Catholic nature, but the various elements may be used with greater creative freedom than in the liturgy itself.



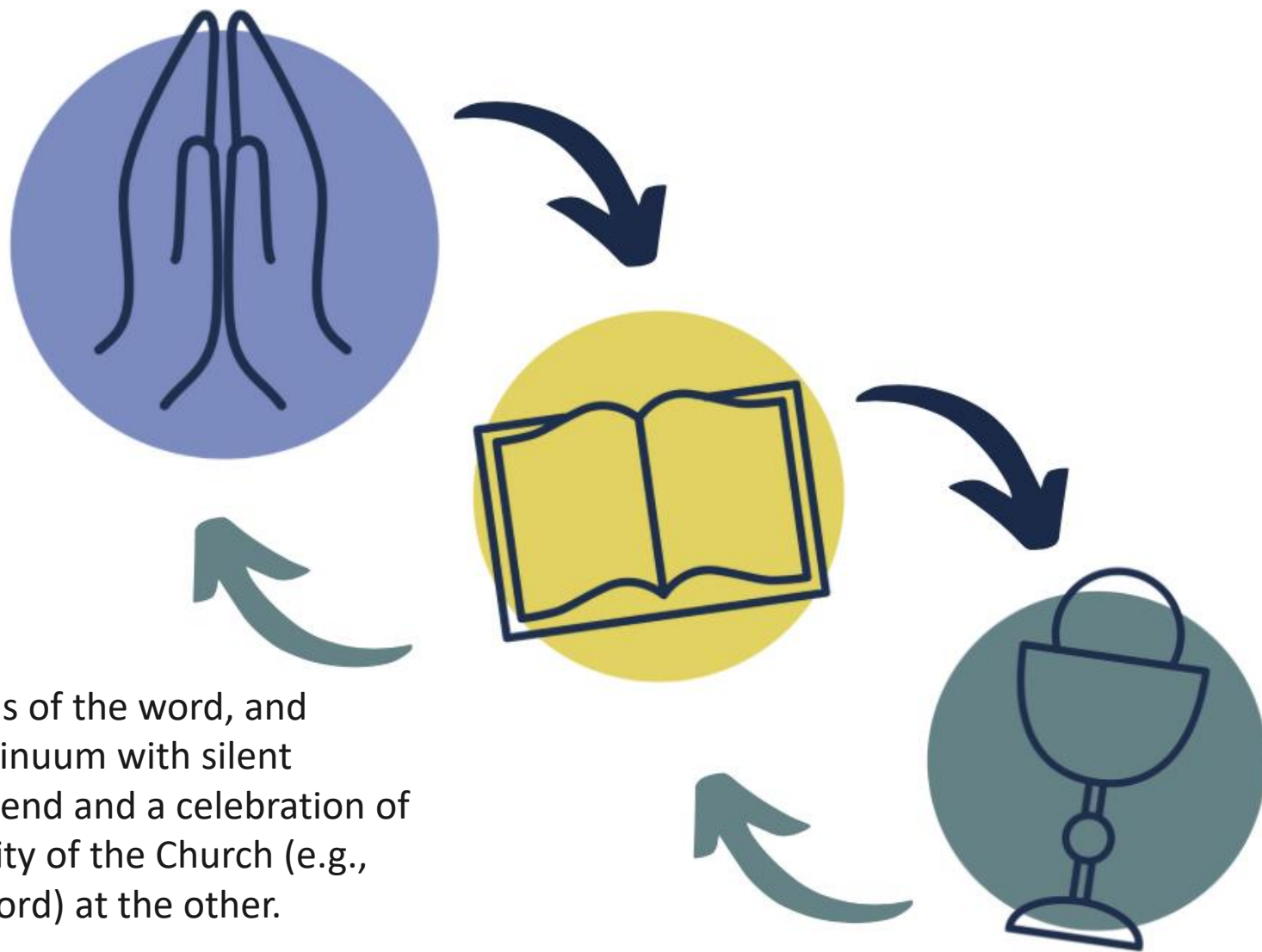
Liturgy



Liturgy The most familiar forms of the liturgy celebrated in school are the Mass and the Sacrament of Reconciliation.

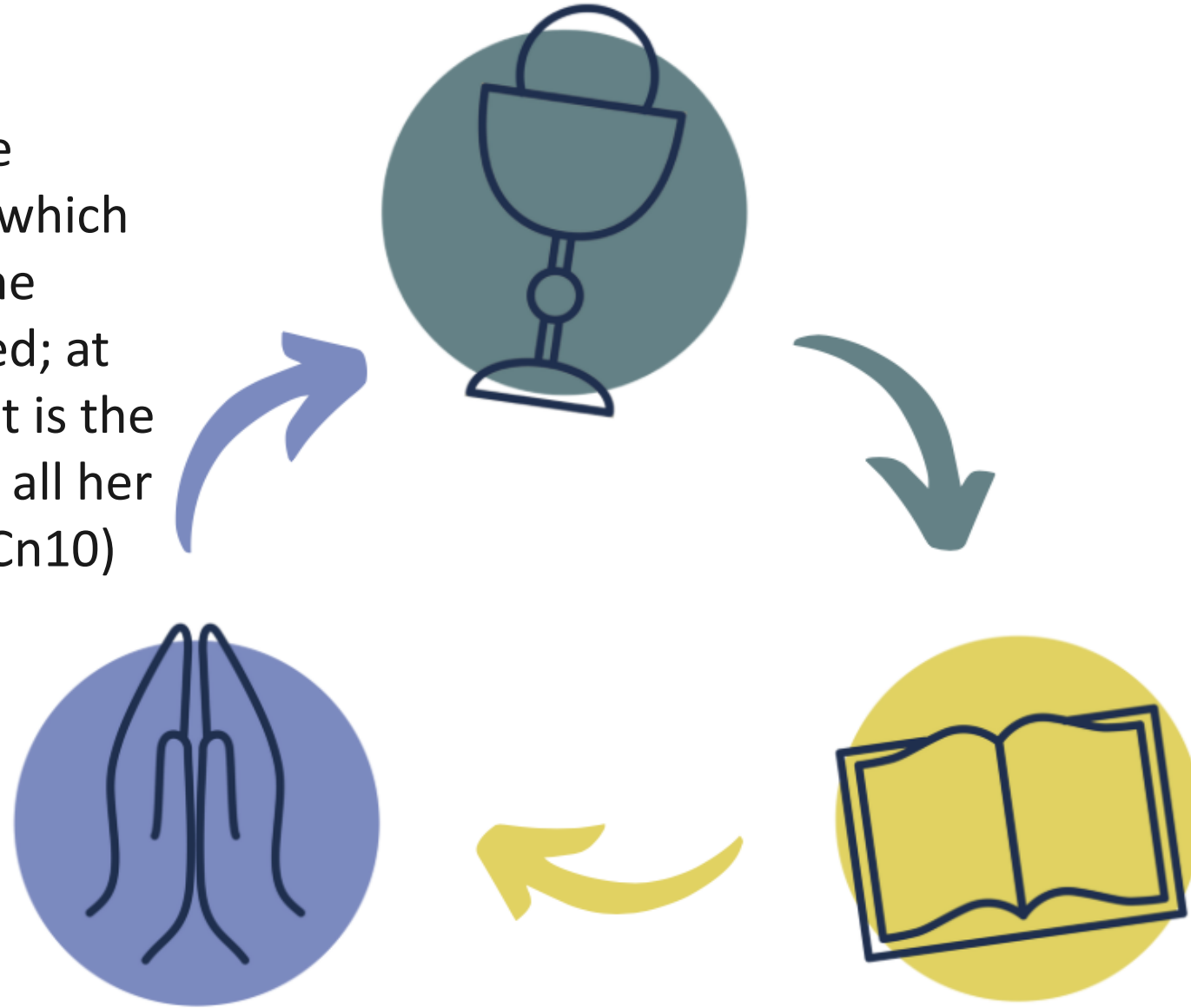
The liturgical books, such as the Roman Missal and the Lectionary, set out the structure to be followed, the words to be spoken, the gestures to be performed, and the symbols to be used when celebrating a liturgy.

The possibility for some creativity and adaptation remains. But they have to be exercised within the parameters authorised by the liturgical books.



Prayer, celebrations of the word, and liturgy form a continuum with silent meditation at one end and a celebration of Mass on a Solemnity of the Church (e.g., Ascension of the Lord) at the other.

The liturgy is the summit toward which the activity of the church is directed; at the same time, it is the font from which all her power flows. (SCn10)



Pause for Thought

- Looking at that Continuum, where would you position your school/college's current Prayer and Liturgy provision?
 - Where are the resources going?
 - What is working well? Not?
- Given the make up of the school community, is it where you would like it to be?
- What resourcing issues would you face if you wanted to re-balance it?

Lectionary (6.1)

- From the first Sunday of Advent 2024 there will be a new Lectionary for England and Wales. The scripture texts are taken from the *English Standard Version – Catholic Edition and the Abbey Psalms and Canticles*, which have been approved for liturgical use by the bishops of England and Wales. From that date, the use of this Lectionary will be the norm for the celebration of Mass and the Sacraments. It is important that pupils become familiar with the proclamation of the biblical text as sacred scripture. Paraphrases of scripture should not be used in prayer and liturgy.

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So ...

- All this relates to the ‘conscious’ dimension of ‘full, active and conscious participation in the liturgy.’
- Articulate in your Policy how you are progressively forming your students in engaging with scripture – and equipping them across their school career to be ‘hearers and doers of the Word.’
- Ensure that this progressive formation features in ongoing evaluation.
- The *Directory for Masses with Children* is a useful reference resource.

Questions? Responses?

Part Two

The School Community at Prayer and Liturgy.

Chapter 5: The school community at prayer and liturgy

- Underlying Principle: recognising and embracing our **common humanity**.
- Hallmark of relationships in a Catholic school is a **well-informed empathy**
- A key dimension of our shared humanity is the **quest for spiritual meaning**.

Dialogue: Fundamental Guidelines

1. 'The duty to respect one's own identity and that of others, because true dialogue cannot be built on ambiguity or a willingness to sacrifice some good for the sake of pleasing others.

2. The courage to accept differences, because those who are different, either culturally or religiously, should not be seen or treated as enemies, but rather welcomed as fellow travellers, in the genuine conviction that the good of each resides in the good of all.



Cont.

3.Sincerity of intentions, because dialogue, as an authentic expression of our humanity, is not a strategy for achieving specific goals, but rather a path to truth, one that deserves to be undertaken patiently, in order to transform competition into cooperation.'

The Congregation For Catholic Education (2020), *The Identity of the Catholic School for a Culture of Dialogue*, 30



Key principles (1)

- In a Catholic school, all corporate prayer and liturgy will be celebrated from within the Catholic tradition, but this does not mean that the fruits of the celebration are limited only to Catholic pupils and staff. Times of prayer can provide a space for all to reflect on their spiritual journey, be nourished by what they see and hear, and be encouraged to live lives in the service of others.
- It is important to recognise the differences between prayer, celebrations of the word, and liturgy; and to understand where opportunities for creativity are found and how the Church's norms impact the celebration of the liturgy.

Key principles (2)

- **There is no 'one size fits all'**. Ongoing dialogue to deepen mutual understanding is essential.
- irrespective of their formal religious affiliation, the **personal religious engagement of both pupils and staff will range** from highly observant to non-attending, be it at church, mosque, or temple.

A key purpose of liturgical ministry

- To facilitate that inclusion on the part of all present, while respecting their particular circumstances and faith positions.
- So, ministry, is an act of service performed by members of the Church to all who are present:
 - It is an exercise of their **baptismal participation in the three-fold priesthood of Christ.**
- That act of service has as its primary objective to draw/include them into the worship of that Christ offers to the Father with the Church.
- So, we need to ask for whom this would not be appropriate.

A couple of delicate spots (1)

- **Reading at Mass and the Sacraments**: what the Directory states is the formal position of the Catholic Church, which has not changed.
- What is behind this position?
 - The proclamation of the Word of God in the liturgy is a ministry – an act of service performed by the members of the Church to all those present;
 - It is not simply a human act: as the reader speaks, the Holy Spirit is active in the congregation, without exception;
 - So, the reader gifts their voice so that all present may be drawn into this encounter between God and humanity: **inclusion lies in hearing the Word**, and the reader's role as minister is to **facilitate** this inclusion.
- The focus is not so much on the reader, but on the congregation: how best are they helped to participate in hearing the Word?

Cont.

- Yes – but why does the reader have to be a Catholic?
- Underlying principle: 'the celebration of the liturgy is a formal action of the Church. (see SC, 26).
- The proclamation of the Scriptures in the Liturgy, therefore, is also a formal act of the Church through which God speaks.
- Therefore, the one who ministers the Word in the Liturgy represents the Church in that ministry, and so should themselves be in full communion with the Catholic Church.
- A word about 'initiation'

Cont.

- And, a bishop has the right, under particular circumstances and on a case-by-case basis, to exempt from this rule.
 - *Directory for the Application of Principles and Norms on Ecumenism*, no. 113)
- **In Celebrations of the Word**: it is entirely appropriate that members of other Christian communities should read from the Scriptures and lead the intercessions.

A couple of delicate spots (2): Members of other faiths leading, joining in prayers

- Again, differentiate between the celebration of the Liturgy and Celebrations of the Word/Prayer.
- **In the Liturgy:**
 - Principle focus: the worship offered by Christ;
 - leading prayers is a ministry – just as in Mass;
 - so the same understanding applies – through its minister, the Church invites all present to include themselves in the prayer made by the Church to the Father.
 - So it is not appropriate for members of other faiths to read from the scriptures or to lead the intercessions.

Cont. – In Celebrations of the Word

- There is greater scope for creativity – but here the question of attending to the integrity of members of other faith communities must be taken into mind.
- It is not appropriate to ask Jewish or Muslim members of the school community to:
 - Read from the Christian scriptures
 - Make a prayer ‘Through Christ’
 - Conclude any prayer in a Trinitarian form.
 - Make the sign of the Cross.
- For Muslims, in addition:
 - God should not be addressed as ‘Father’
- For Muslims, anything that compromises the oneness of God is regarded as *shirk* – an extremely grave sin indeed.

Cont. Classroom Prayer

- Any Christian of any denomination can lead classroom prayer;
- ‘A class teacher who belongs to a different faith tradition can facilitate classroom prayer even if they cannot with integrity lead it. The support of the school’s Prayer and Liturgy Coordinator would be important in this situation to support the teacher and to ensure that the class experiences the full range of Catholic prayer.’ (PLD 5.5)
- ‘[People of good will] can be invited to be present and reflective at celebrations, and, where their own integrity allows them, they may lead classroom prayer. (PLD 5.6)

Questions to ask?

- Does the frequency with which Mass is celebrated in a school reflect the religious make-up of that school?
 - A question for the Prayer and Liturgy Policy.
- Is the school optimizing the opportunities provided for creativity by Celebrations of the Word, whilst respecting the religious richness of its members?
 - Remember: outside the liturgy itself there are far more possibilities;
 - But the need to respect real religious differences will still apply.
 - Think Psalms, and other prayers from the Hebrew scriptures.
 - Watch your hymnody!

Are schools going to be inspected on this?

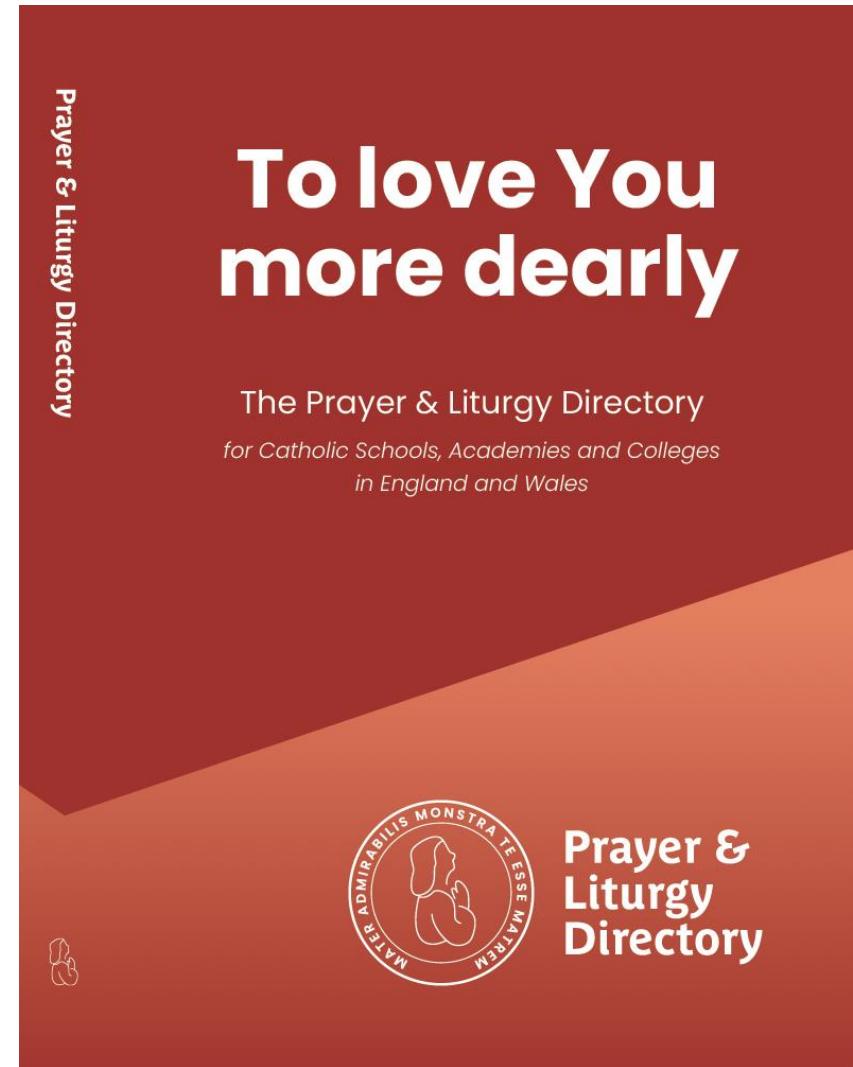
- What could be looked at above all would be the school's policy:
 - Does the type/frequency of liturgical celebration appropriately reflect the make up of the school's population?
 - Is there evidence that the school has thought through the questions?
 - Is there evidence that the school respects the faith traditions of its members?
- Also – keep a clear evaluation trail (more about that later)

Pause for Thought

- How much of this reflects your own school/college?
- How have you as a school leader responded to the realities that you need to engage with?

Key Ideas

- Participation (3.3)
- Engagement (5.5)
- Ministry (3.3)



Engagement, Participation, Ministry

- When a School community gathers in prayer, Celebrations of the Word or Liturgy , different members of the community will take part in it in different ways that respect who they are.
- Take the example of a religious assembly:
 - Everyone present is asked to engage with what is going on
 - All baptized Christians are invited to participate in what is going on.
 - A number of baptized Christians take responsibility for ministering to the community

Celebrations of the Word:

A model (but NOT mandatory!) structure

Gather	<p>Members of the School Community come together at a particular time and with a shared purpose and focus.</p> <p>‘We gather together today because ...’</p>
Word	<p>The Scriptures are proclaimed in a way that speaks to the people, time and place.</p> <p>The passage(s) used are relevant to the occasion, are accessible to those present, and are proclaimed in a way that is understood.</p>
Response	<p>The community reflects on the Word that has been heard – what might its implications be for our life together as a school community? For our world? How does it challenge us? How does it give us hope? etc. This reflection can take many, many forms – and can be facilitated creatively.</p>
Send	<p>As we move out from the gathering, what do I take from it into my everyday life? What difference might it make? To the way I see things? To the way I think about myself? To the way I interact with others?</p>

Engagement (Celebrations of the Word)

Who?	Everybody – including members of other religious traditions and people of good will
Gather	To be present – to become alert to what is going in their lives and the world
Word	To experience – to engage with what is happening through the senses
Response	To reflect – to ask what has been experienced and what it means to their lives
Send	To respond – to ask how to take forward into living a good life

'Participation: full, active, conscious' (3.3)

- This has a technical sense in the Catholic understanding of liturgy – and, indeed of prayer generally:
 - It is not merely 'taking part' – what is done through the body facilitates and expresses something going on at an inner level.
 - That something is a response to Christ's invitation to follow Him and to build our lives in union with him, making our life a gift of loving service.
 - In Celebrations of the Word, all Christians are invited to respond in that way to the experience of gathering as a community, hearing the Scriptures proclaimed and praying together.
- For Catholics, participation finds its culminating liturgical expression in the sacramental encounter with Christ in the reception of Holy Communion at Mass.

Participation (Celebrations of the Word)

	Engagement	Participation
Who?	<i>Everybody – including members of other religious traditions and people of good will</i>	<i>Those who have been baptised (of any denomination)</i>
Gather	To be present – to become alert to what is going in their lives and the world	To recognise one's membership of the Body of Christ
Word	To experience – to engage with what is happening through the senses	To listen to God's speaking in his Word
Response	To reflect – to ask what has been experienced and what it means to their lives	To offer praise, thanksgiving and petition to God through Christ.
Send	To respond – to ask how to take forward into living a good life	To live out one's baptismal calling.

Ministry (Celebrations of the Word)

	Engagement	Participation	Ministry
Who?	<i>Everybody – including members of other religious traditions and people of good will</i>	<i>Those who have been baptised (of any denomination)</i>	
Gather	To be present – to become alert to what is going in their lives and the world	To recognise one's membership of body of Christ	To welcome, to articulate the context and to set the atmosphere
Word	To experience – to engage with what is happening through the senses	To listen to God's speaking in his Word	To proclaim the Word, communicating effectively and appropriately
Response	To reflect – to ask what has been experienced and what it means to their lives	To offer praise, thanksgiving and petition to God through Christ.	To provide a focus for the response and to enable an appropriate response
Send	To respond – to ask how to take forward into living a good life	To live out one's baptismal calling.	To draw together the celebration and to offer a bridge to life in practice.

Uh-oh! 'Engagement,' 'Participation' & the National Inspection Framework

- Framework, no. 12: Summary Criteria -
 - How well pupils participate in and respond to the school's collective worship.
 - The quality of collective worship provided by the school.
 - How well leaders and governors promote, monitor, and evaluate the provision for collective worship.
- Framework, No. 116: Grade Descriptors (1)
 - The experiences of prayer and liturgy provided by the school engage pupils deeply and lead them to full, active, and conscious participation. Pupils demonstrate this by, for example, the quality of prayerful silence, their attentiveness and response to prayer and liturgy, and their engagement in communal singing.

Help!

- The framework was drawn up prior to the writing of the Directory, and partly addressed concerns that some inspectors were equating 'participation' with activity, for eg. in not recognising times of silence as participation.
- The significance for Collective Worship of the diverse membership of our school community became significant during the consultation carried out prior to writing the Directory. Schools were clearly aware of the realities, and were concerned that it needed to be reflected in the document.
- The Directory acknowledges the reality, and urges that 'one size doesn't fit all'
- School inspection needs to take account of the realities on the ground.

Ways Forward

1. The school Prayer and Liturgy Policy is key: how do you balance the Catholic tradition of the school with the diverse nature of staff and pupils? Be sure that:
 1. your policy clearly expresses the rationale for your decisions - it should be evident that all this has been carefully thought-through in an informed manner;
 2. that members of the staff and governors understand and are able to explain those decisions;
 3. (where appropriate) that students understand 'this is why we do things like this here.'
2. The Framework forefronts evaluation: this is an important inspection evidence base.

Finally: P³

- People
- Policy
- Planning



People

- **Key role:** Prayer and Liturgy Co-ordinator (may also be a chaplain, RE subject leader, senior leader, etc.)
- **What you are looking for:**
 - A real understanding of the school community, both staff and students (see Chapter 5)
 - An appreciation of what the Catholic Church understands to be going on (Chapters 1 & 6 - 8 provide helpful information)
- **Potential (often REAL!) staffing issue:** identifying someone on the school staff who has the necessary comfortable familiarity with Catholic traditions of prayer and liturgy.

Policy

- Every school should have a prayer and liturgy policy. This statement of the governors, required by the Bishops' Conference of England and Wales, applies Church teaching and liturgical law as found in this Directory to the particular school context, and provides a clear statement of what they expect from the prayer and liturgical life of the school. (8.1)
- 'This is what we are doing – and WHY we are doing it'
- Model Policy given in section 9.2

Planning

- Prayer and liturgy which are well prepared will foster the prayer life of pupils and staff, and their participation in the liturgy. To support and develop the prayer and liturgy in the school, it will also need to be monitored and evaluated. The process is cyclical; the outcomes of the evaluation will inform future planning (8.2)
- Eg. from one school that is already exploring how this could look in practice (thanks to Northampton diocese!):

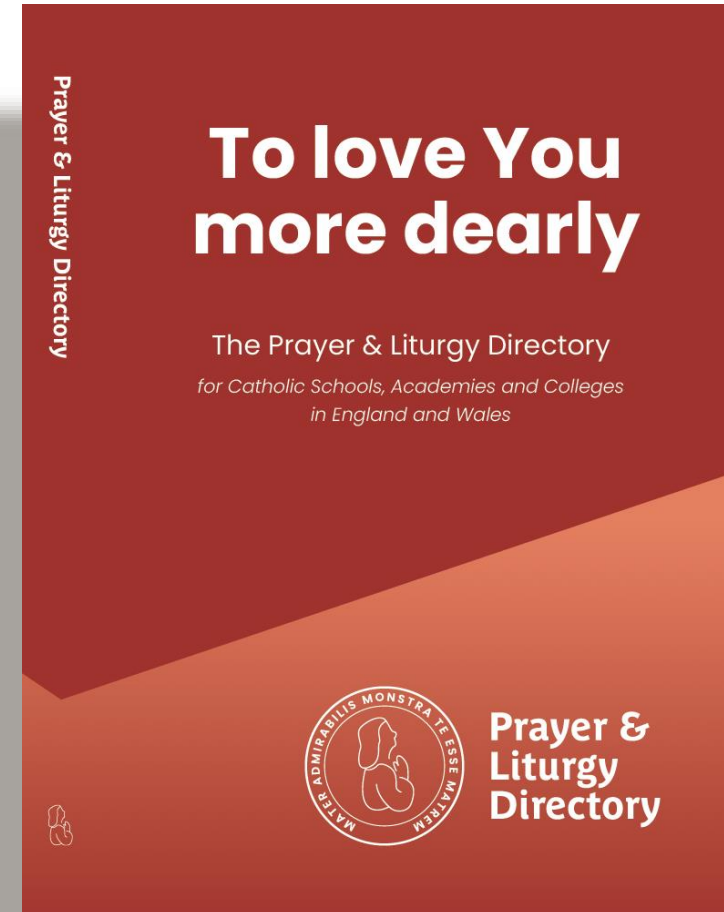
	Daily	Weekly	Monthly	Other	Evaluation
Advent 2 (post half term)	<ul style="list-style-type: none"> Tutor group prayer (SC) End of the day scripture reflection (RE) Prayers before exams (SLT) 	<ul style="list-style-type: none"> Assembly (SLT/HOY) Prayer in RE lessons (RE) Chapel activities (CT) Staff prayer (SC/Rota) Briefing prayer (HT/DHT) Prayer before meetings (SLT/HOD) 	<ul style="list-style-type: none"> First Thursday Voluntary Mass (CLG) 	<ul style="list-style-type: none"> Year 7 retreats (SC) Remembrance books and Remembrance Day silence followed by The Last Post Advent wreath prayer for all KS3 RE groups in Chapel (RE) Advent Celebrations of the Word - all years Carol service (SC) School Mission 	<p>Example : Not many people at the voluntary Mass, do we need to encourage more attendance? Should these masses have an invitation to a department?</p> <p>Do we need to consider a Prayer Service or a Prayer Group to enable more participation?</p> <p>Lack of someone to lead music is an issue, do we need to source better online music provision?</p> <p>Year 9 came in very unsettled to the Advent Celebration of the Word, how do we ensure that they have the right attitude right from the beginning?</p>
Monitoring	HOD RE to monitor Prayer in RE and to feedback to the Catholic Life Group			<p>HOY to be present to monitor behaviour.</p> <p>CLG to monitor the readings.</p> <p>Are they prepared?</p>	<p>Action</p> <p>Speak to staff about what they would like in school and when to enable prayer.</p> <p>Year 9 to be called from Eng/Maths/RE and not option subjects.</p> <p>Some readers so much better than others - consideration of microphones.</p> <p>Praise the children when you see them responding so well during prayer especially when the silence was so powerful in Year 11.</p>

Next Steps

- Agree a School policy for Prayer and Liturgy with your Governors (if you do not have one)
- Draw up an annual plan of provision for the academic year 2024-5
 - Developing a clear and shared plan for prayer and liturgy in the school over the coming year
 - Identify ways of monitoring
 - Record evaluations
 - Moving the school towards the Directory, not least by identifying areas for development.

Thank-you

- mcgraip@hope.ac.uk



Diocesan updates

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Laudato Si' Centre

DIOCESE OF  SALFORD

Emily Cahill

emily.cahill@dioceseofsalford.org.uk



Learning

Spirituality

Wellbeing

School visits

CLM2: The quality of provision for the Catholic life and mission of the school



Retreats

CW2 The quality of collective worship provided by the school

Sacramental Retreats

Assemblies

Curriculum days

RE2 The quality of teaching, learning and assessment in religious education



Twilight meetings

Staff INSET

CW3 How well leaders and governors monitor and evaluate the provision for collective worship

Curriculum days:

Year Group	Curriculum Subject	Topic	Objectives
EYFS - Nursery	Physical development Expressive arts and design	Outdoors / Woodland	Physical Development <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Use a range of small tools, including scissors, paint brushes Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Expressive arts and design: <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music
EYFS - Reception	Communication and language, Physical development Personal, social and emotional development	Natural world	Communication and Language <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses Personal, Social and Emotional Development <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

	Understanding the world		<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; <p>Understanding the world</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
Year 1	Science	Plants	<ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees
Year 2	Geography	Fieldwork	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • use simple compass directions (North, South, East and West) and locational and directional Language [for example, near and far; left and right], to describe the location of features and routes on a map
Year 3	DT	Design and make / Cooking and nutrition	<ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Year 4	Science	Living things and their habitat	<ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things • Explore human impact on environments • raise and answer questions • explore possible ways of grouping a wide collection of living things
Year 5	History	Local History study	<ul style="list-style-type: none"> • A local history study • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality • Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
Year 6	RE	Creation and covenant	<ul style="list-style-type: none"> • U6.1.2 Simply explain the Church's teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing Laudato Si' 66-67. Make links with the term 'stewardship'. • U6.1.5 Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with Laudato Si' 66. • R6.1.2

High Schools	Eco Groups		
	Geography groups		
	Social Action Groups		
	RE		
	Retreat days		
	Low attendance / Vulnerable groups		
Further Education	Volunteering Opportunities	Monthly Half Termly Termly Yearly	Gardening Seasonal Activities Projects

Schools

Curriculum days:

Half day (9.30-12.30pm or 12.30-3.30pm)

£120

Full day (9.30-2.30pm)

£240

For 16 children or more

Eco Groups:

2 hours

£80

15 children or less

Forest School Days:

Full day (9.30-2.30pm)

£350

Maximum 30 children

Retreats:

Half day (9.30-12.30pm or 12.30-3.30pm)

£120

Full day (9.30-2.30pm)

£240

For 16 children or more

Bookings now open for 2024/2025



Laudato Si' Centre

DIOCESE OF  SALFORD

Stations of the Cross

16th March





Laudato Si' Centre

DIOCESE OF  SALFORD

laudatosi@dioceseofsalford.org.uk



Laudato Si' Centre

DIocese of SALFORD

- Laudato Si' Week: 20th May
- Closing date: 24th May
- Winners announced WB 17th June
- 11th July, Primary School
- 16th July, High Schools

CLM1 The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

laudatosi@dioceseofsalford.org.uk

School / Centre Activities

- Each month a new activity email will be sent
- Focus on national and world environmental or ecological days
- Information about the theme - links to websites and video clips
- Activity suggestions
- Email any pictures to the LSC

CLM1 The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

MARCH - World Water Day

What is it?

World Water Day takes place on 22nd March 2024. Water is vital to life for so many reasons. This day reminds us of responsible water use and sustainable water methods.

What can you do?

There are lots of ways you can help celebrate World Water Day.

- Make signs for around school to remind everyone to turn off taps
- Get a water butt for the school grounds
- Create your own water butt, click on the water droplet below to access instructions on how to do this
- Pick up litter so it does not find its way to the ocean
- Reduce the use of single use plastic water bottles
- Write a letter to your parents and carers to let them know how they can save water!

Remember to email any photographs of you conserving, reusing or looking after water in your school to laudatosicentre@dioceseofsalford.org.uk or tag us in your posts @laudatosicentre

For more information on World Water Day, click the image below:





Care for Creation Promise

A statement of hope - rooted in the belief that we can make a difference.

Guided by our Catholic faith and a desire to protect God's creation for future generations, we make this promise to care for creation and our brothers and sisters around the world:

We have heard and will respond to the cry of the earth and the cry of the people;

We recognise the need for urgent action to address the ecological crisis and the damage it is doing to our brothers and sisters;

We will set an example by making positive change and standing up to this injustice.

By signing this Promise, we commit to making better choices and to develop an action plan for change within our community.

Signed

Print name

May God guide us as we strive to live out His call to be responsible and compassionate stewards of the earth.

St Francis of Assisi, pray for us.

Stay with us Lord on our journey



emily.cahill@dioceseofsalford.org.uk

All it takes is one good person to restore hope!

Pope Francis,
Laudato Si', 2015, p 71





Laudato Si' Centre

DIOCESE OF  SALFORD

Emily Cahill

emily.cahill@dioceseofsalford.org.uk

@laudatosicentre

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Caritas

Diocese of Salford



The principal domestic social action agency of the Catholic Diocese of Salford

Headteachers conference 2024

Patrick O'Dowd, 09th February 2024

An equal, just society where the voices of people experiencing poverty and discrimination are heard, valued and acted upon

Tackling poverty and its causes

Removing stigma
and discrimination

Housing and
homelessness

Access to
essential services

Prevention
and early help

Accessibility

Influencing and
advocating for change

Forming and animating
communities

CARITAS DIOCESE OF SALFORD

📍 Caritas House, Nobby Stiles Drive, Collyhurst, Manchester M4 4FA

🌐 www.caritassalford.org.uk

Charity number: 1125808



Thank you for your support



Caritas School Service: Some of our 2022-2023 headlines in numbers...

New referrals:

472

118

adults supported

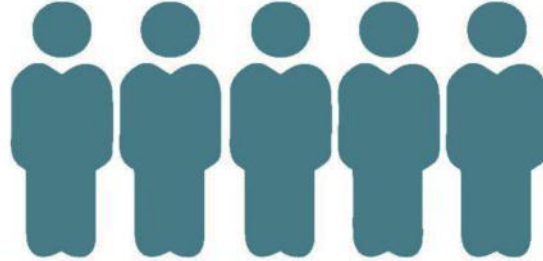


41

schools supported

2,703

children and young people supported



1,583

group sessions delivered to children and young people



More than

7,000

young people reached in sessions with our team



1,321

family support sessions delivered



1,727

toy sacks delivered to children at Christmas



97

safeguarding consultations and referrals



A person with long hair, wearing a red top, is holding a white rectangular sign in front of their face. The sign has the words "Thank you!" written in a simple, handwritten black font. The background is dark and out of focus, suggesting an outdoor setting with trees. The entire image is set against a solid red background.

Thank
you !

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DIOCESE OF  SALFORD

Schools Singing Programme

'Evangelisation Through Singing'

**Salford Cathedral Working In
Partnership with Diocesan Schools**





Alex Patterson

Director of Music, Salford Cathedral

alex.patterson@dioceseofsalford.org.uk

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Catholic
Agency
For
Overseas
Development

How we can support your school.



Catholic Agency for
Overseas Development

THANK YOU

for the support you give to CAFOD

***You and your schools have helped and continue to
help change for the better the lives of people all
over the world.***





Catholic Agency for
Overseas Development

walk.cafod.org.uk/

THE BIG LENT WALK

GET YOUR SCHOOL TO JOIN IN AND WALK
TO HELP FIGHT GLOBAL POVERTY












SIGN UP

Join hundreds of schools and take on The Big Lent Walk! Choose a date over Lent and a distance and we'll send you all you need to make it a day to remember. Raise money to help people as they overcome poverty.

Take on a challenge like no other this Lent.
Search for 'The Big Lent Walk'



Catholic Social Teaching Workshops

	Human Dignity <i>Everyone is special and should be treated equally</i>		Common Good <i>Thinking of everyone not just ourselves</i>		Solidarity <i>Showing we care by our words and actions</i>
	Subsidiarity <i>Everyone should have a say</i>		Stewardship <i>Caring for God's gifts</i>		Promoting Peace <i>We are called to be peacemakers.</i>
	Participation <i>Taking part</i>		Distributive Justice <i>Sharing fairly</i>		Preferential Option for the Poor <i>Putting people in most need first</i>

CAFOD
Catholic Agency for Overseas Development

- ✓ EYFS
- ✓ KS1 & KS2
- ✓ KS3
- ✓ GCSE



Seasonal Assemblies



Lent themed assemblies



World Gifts



Harvest themed assemblies

BRIGHTEN UP this*
* **HARVEST** and **BUILD** a **BRIGHTER WORLD**

Topical Assemblies

What is
CAFOD?
Lent themed
assemblies



Seasonal Assemblies



**ALL OUR VISITS ARE
FREE OF CHARGE**

You do not have to fundraise for us,
but it's nice if you can,

However, we **DO EXPECT** staff to
interact and participate.

Primary school teaching resources

Use our free primary teaching resources to support global learning in your school.

With loads of activities and classroom ideas for busy teachers, parents and families our resources include lesson plans, CAFOD assemblies and fundraising ideas for EYFS, KS1 and KS2.

Watch our new [Lent assembly](#)

Resources of the month



Lent national assembly

Join our assembly on 8 February at 9.30am.



Big Lent Walk resources

Explore and sign up for our Big Lent Walk resources, and Lent liturgical resources for children.



Catholic Social Teaching resources

Explore our resources for children, including an animation, poster and activities featuring our CST animals.



Prayer and liturgy



Primary school assemblies

Explore our suggested assemblies for primary schools on global themes.



Children's prayers

Lead children in prayer and reflection on a range of topics using our films for Catholic primary schools.



Celebration of the word

Celebration of the word resources for primary schools.

Explore our resource collection



Catholic Social Teaching

An animation, posters and teacher's notes to explore the principles of CST.



Campaigning in schools

Resources for schools on how to take action with CAFOD.



RE resources for primary schools

Free resources for primary schools to support teaching RE.



Laudato Si'

Watch our animation and find resources of Pope Francis' letter about caring for our common home.

Secondary and youth resources

Explore our secondary school teaching and liturgical resources to challenge and inspire students in your school or youth group to take action for global justice.

With ideas and activities for busy teachers and chaplains, our resources include lesson plans, CAFOD assemblies, videos and fundraising ideas for KS3, GCSE and Post-16.

Resources of the month



Big Lent Walk 2024 resources and sign up

Explore our Big Lent Walk resources and



CST animations and RE films

Films to support RE lessons.



Israeli- Palestinian Crisis resources for schools

Assemblies and prayer



Secondary school assemblies

Explore our suggested assemblies for high schools on global themes for 2023.



Prayers for young people

Explore our selection of prayers and reflections to use with young people.



Celebrations of the word

Use these Celebrations of the word resources to integrate global prayer and justice into assemblies, carol services and other gatherings of the school community.

RE curriculum in Catholic secondary schools

Are you teaching Religious Education in a Catholic secondary school? Explore our quality resources for teaching GCSE Religious Studies and KS3 RE.

Our RE resources include videos, classroom activities and Catholic reflections.



GCSE resources

Download GCSE Religious Studies resources mapped to exam board specifications.



KS3 RE resources

Free KS3 RE resources, to support the new RE Directory.



Catholic Social Teaching

Films, online game and cards to explore Catholic Social Teaching.



Catholic Agency for
Overseas Development

New staff-led CPD resource

Introduction to Catholic Social Teaching

An easy to use 'Introduction to Catholic Social Teaching' continual professional development (CPD) resource for primary and secondary schools to use independently as a staff training session.

To access the materials, please sign up at:
cafod.org.uk/cpd

THANK YOU

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LEARNING TO SERVE

**Conference close, exhibition
& networking,
followed by lunch.**

X  @RCSalfordEd



DIOCESE OF  SALFORD
Department for Education



@RCSalfordEd



**LEADERSHIP
RESIDENTIAL
CONFERENCE:
LEARNING TO
SERVE**

