

Diocese of Westminster Education Service

Annual Review 2018 / 2019

Dear Colleague in Catholic Education,

It is with great pleasure that the Education Service sets out in this Annual Review for your school community. We are extremely grateful to schools and colleges for contributing towards the PPFA; clergy and parishioners for their continued support and financial assistance. Your gratefully received contributions continue to make a difference. **Thank you.**

Objectives of the Education Service 2018/2019:

- To improve and develop the consistency of support and challenge for schools in RE and Catholic Life, including pre and post S48 inspections by the Advisory Service;
- To improve and develop the appointment, training, support and investment in Governance at all levels;
- To provide analysis and recommendations for vulnerable schools or colleges in regard to pupil numbers, standards, finance, recruitment and retention;
- To develop and improve all levels of administration tasks and communication with schools and colleges;
- To continue to develop and implement the Catholic Academy Trust programme for 2017-2020 in accordance with the Trustees approved strategy;
- To improve and develop the quality assurance processes of S48 Inspections that ensure consistency and accuracy by the team of Inspectors.
- To ensure that the Asset Management Protocols approved by the Trustees are implemented in project planning and delivery.


Visits to Schools and Colleges:

- The Education Service RE Advisors made **674** visits to schools and colleges in 2018. In 2017 the figure was 371.
- There were **118** visits made to Secondary Schools and **556** visits to Primary Schools;
- There were **46** schools were inspected by the S48 Inspection team; 37 primary and 9 secondary across the Diocese in 2017;
- The Education Service has two new Primary RE Advisors – Tony Gorton and Patrick Murphy who have replaced Michael Corcoran and Grace Anderson who have left the Service;

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- The Education Service has appointed Carol Campbell as the new Governance Coordinator and Greeny Longville Ancel has moved to become the Education Service Administration Coordinator.

Assessment in Religious Education

The Diocese of Westminster Education Service has formed an integral part of the national working party reviewing assessment in RE. A large number of schools are now engaging with the diocesan pilot and various training and support materials have been introduced to aid this process including: Diocesan and school based training of staff at all levels; and engagement with Comparative Judgement to produce exemplars of skill progression.

Support documents produced which include:

- examples of questions to support each primary phase
- examples of strategies/methods to develop AT2 standards in each phase
- examples of frameworks to support class/group/paired discussions as well as personal reflection

Adoremus Legacy – Our Eucharistic Journey

Since September, the Education Service has offered training to schools to create a diocesan Adoremus Legacy – Our Eucharistic Journey and to prepare resources to support all staff and pupils with this. Guidance notes and PowerPoints on the Blessed Sacrament and Divine Praises have been created to support formation in schools and parishes; these in turn have been strengthening teachers' theological knowledge at all levels. Suggested activities, vocabulary and artwork have been shared each half term. An 'Our Eucharistic Journey' newsletter has been distributed half-termly to share testimonies with schools and, more recently, an Adoremus magazine has been created to share the rich variety of work in diocesan primary and secondary schools. The Education Service has been working with Agency for Evangelisation to produce materials to promote and support Eucharistic worship further; these are based on the Liturgical year. A partnership with Caritas Westminster has also been formed to produce materials for schools to strengthen links between the Eucharist and Mission/Social Justice

Catholic Certificate Religious Studies (CCRS)

Following the appointment of a new CCRS Co-ordinator, and a review of the programme delivery, since April 2018, 43 teachers have enrolled on an CCRS course. Those attending are gaining a deeper understanding of Catholic theology as well as the tools to better understand their own faith and to strengthen their ministry in school and parish. Modules are taught by talented and knowledgeable tutors, with subject specialism and expertise. Feedback and evaluation demonstrates a high quality course is being delivered and teachers are enjoying the opportunity to further their own learning as well as the opportunity to engage in challenging professional discussions. Various diocesan hubs have been set up to ensure convenience and accessibility across the diocese. Timing and course structure and delivery are regularly reviewed to ensure as many teachers as possible can access the course in a way that works with their other commitments. Developing and deepening the subject knowledge of teachers remains an absolute priority for the Education Service, and we are delighted that the growing success of our CCRS programme makes such a valuable contribution

Diocesan Inspections

1.1 Schools inspected in 2017 - 2018

41 schools were inspected in 2017–2018; 7 secondary schools and 34 primary schools

Classroom Religious Education

	Classroom RE			
	Outstanding	Good	Requires Improvement	Judged Good or better
All schools	31.8%	63.4%	4.8%	95.2%
Primary	23.5%	73.6%	2.9%	97.1%
Secondary	71.4%	14.3%	14.3	85.7%

Catholic Life of the School

	Catholic Life of the school			
	Outstanding	Good	Requires Improvement	Judged Good or better
All schools	82.9%	17.1%	0%	100%
Primary	85.3%	14.7%	0%	100%
Secondary	71.4%	28.6%	0%	100%

1.1.1 Main Strengths of schools inspected in 2017–2018

For Classroom Religious Education

In both sectors, inspectors praised:

- the creative curriculum;
- engaging teaching;
- supportive leadership and management, leading to excellent outcomes for the pupils;
- in 2016 – 2017 reports, core religious education programmes in sixth forms were raised as an issue as some schools struggled to engage all their students. Advisors produced a series of modules to support schools in the delivery of this aspect of the curriculum, which appears to have been successful as this was raised less often in 2017 – 2018.

For Catholic life of the school

In both sectors, inspectors noted:

- the very strong leadership and management leading to excellent provision;
- the strong vision for Catholic education from both leadership teams and governors;
- extensive examples of contribution to the Common Good, with every school supporting many and varied charities. There were also many examples where the pupils were in service to the school community and to the wider community. For a school to be graded as outstanding, inspectors look for schools to be supporting local, national and global projects which are sustainable;
- many examples of pupils planning and leading prayer and worship and activities supporting the Common Good, such as fundraising;
- there were fewer schools where 10% curriculum time was an issue this year.

1.1.2 Main challenges to schools inspected in 2017-2018

Classroom Religious Education

In Primary Schools:

- Again, the main issue is teacher subject knowledge. Some schools are supporting non-specialist teachers and occasionally non—specialist RE coordinators, leading to a lack of confidence in teachers, and so lack of challenge, especially for the most able;
- More schools this year where next steps marking wasn't effective;
- More schools where the pupils lacked a full understanding of the theology behind what they were learning – again possibly a reflection of the lack of specialist teachers in primary schools;

In Secondary Schools:

- Challenge for the most able. The new GCSE specifications are designed partly to address this but it is too early to see if this will have an impact.

Catholic Life of the school

There were very few issues raised as all schools were judged good or better. However, in a few schools:

- The monitoring and evaluation of prayer and worship was not fully developed. Monitoring and evaluation are encouraged as this enables those in leadership to ensure that opportunities offered are relevant and meaningful. Children participate in worship as musicians or by reading but are not involved in the planning and so opportunities for greater engagement are missed which would make worship more relevant for the pupils; advisors offer professional development opportunities to support schools in this area. It should be noted that, although monitoring and evaluation of worship is mentioned in reports, the frequency has reduced over the past couple of years;

➤ pupils' understanding of the theology behind Common Good in primary schools was sometimes not well developed.

1.1.3 Monitoring of Inspections

Every school is invited to complete a monitoring form after inspection. This enables the Inspection Committee to review the consistency of current practice and adapt where needed, to ensure a rigorous and high quality process for inspections. 21 responses out of 41 were received.

These indicated Very good – 16; Good – 3; Satisfactory – 1; Unsatisfactory - 1

What all schools appreciated was the professionalism of the inspectors, the quality of relationships between the inspector and the school, and the rigorous and challenging inspection framework.

There was one formal complaint, which was heard by the Inspection Committee.

In 2018, the Chief Inspector shadowed four inspections and interviewed three Headteachers of schools who had been inspected, as part of the new quality assurance procedures. It was pleasing that there were very few inconsistencies noted. Outcomes of the shadowing and the normal inspection evaluations were discussed at lead inspector training which lead to some minor changes to the Inspection Handbook.

1.2 Current Diocesan Inspection Judgements for all Diocesan schools

This data is for 207 schools as one Sixth-form College and one new primary school have not yet been inspected.

Classroom Religious Education

	Classroom RE			
	Outstanding	Good	Requires Improvement	Judged Good or better
All schools	49.3%	49.3%	1.4%	98.6%
Primary	40.3%	58.4%	1.3%	98.7%
Secondary	77.5%	20.0%	2.3%	97.5%

Catholic Life of the school

	Catholic Life of the school			
	Outstanding	Good	Requires Improvement	Judged Good or better
All schools	87.0%	12.0%	1.0%	99%
Primary	87.5%	11.9%	0.6%	99.4%
Secondary	82.5%	15.0%	2.5%	97.5%

2. Ofsted Inspections

2.1 Schools inspected in 2017 – 2018

National figures for 2016 – 2017 in brackets

	Outstanding	Good	Requires Improvement	Judged Good or better
All schools (48)	10.2% (6%)	79.6% (70.8%)	10.3% 5 schools	89.7%
Primary (37)	5.4%	83.7%	10.9% 5 schools	89.1%
Secondary (11)	27.3%	72.7%	0%	100%

2.2 At their most recent inspection

National figures for 2016 – 2017 in brackets

	Outstanding	Good	Requires Improvement	Judged Good or better
All schools (192)	34.9% (6%)	62.0% (70.8%)	3.1% 6 schools	96.9% (89%)
Primary (153)	31.4%	64.7%	3.9% 6 schools	91.7% (91%)
Secondary (39)	48.7%	51.3%	0%	100% (79%)

Senior Leadership appointments:

The Education Service has been actively involved in the appointment of senior leaders throughout the Diocese. In recent years the move towards having more Executive Heads is a direct result of diminishing applications and financial restraints. It is a policy that is working successfully and benefiting those schools involved. There are currently 37 Executive Head Arrangements in place as some have come to a close.

Year	Headship Appointments	Executive Headship Appointments	Deputy Headship Appointments	Vacancies at Headship	Vacancies at Deputy Headship
2015	18	4	19	4	3
2016	29	9	16	2	4
2017	19	17	18	3	4
2018	12	8	14	8	5

Caritas Food Poverty Programme

Fifteen schools have provided evidence of active engagement with the Caritas Food Poverty programme. However, evidence suggests far more are engaged in helping families in times of severe need. Our schools currently provide the following:

- Food Banks;
- Harvest Hampers;
- Breakfast clubs;
- Support for families facing eviction;
- Free snacks; breakfasts and lunches to students in need;
- Vouchers for supermarkets;
- Food collection.

Visits by Clergy

The Cardinal, Bishops and clergy have regularly attended schools to celebrate jubilees, anniversaries and special occasions through the year. This vital engagement with the Church allows staff, governors and pupils to celebrate and cherish our faith and be witnesses to the teachings of Christ.

Courses and Professional Development:

In 2017-2018 the total number of bookings from September to March was:	1086
In 2018-2019 the total number of bookings from September to January has been:	1201
In 2018-2019 we have moved 100% of bookings online and the course booking site can now accept various payment methods.	
The number of Governors booking courses on from September 2017 to March 2018 was:	216
In 2018-2019 the total number of bookings from September to January has been:	226
The ten most well-attended courses of 2018-2019 so far have been as follows:	

Top 10 CPD Courses 2018/2019



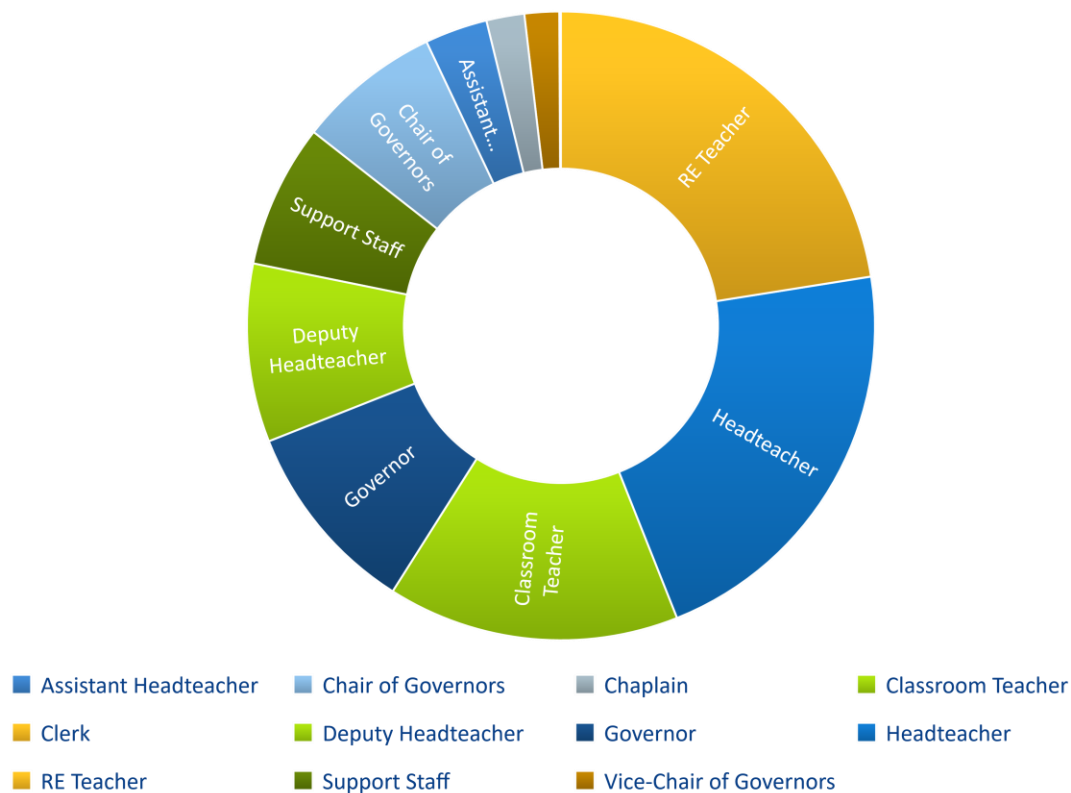
Our top 10 highest-scored courses (using data taken from course evaluations) have been:

Course Name	Average Score out of 4
New Headteacher Induction Day	3.9
Headteachers' Retreat	3.9
Aspiring to Secondary School Leadership	3.8
Primary Pre-Inspection Day	3.7
Secondary NQT Day	3.7
Introduction to Governorship	3.7
REC Day Conference	3.7
New Primary REC Day	3.6
Aspiring to Primary School Senior Leadership	3.6
Governors' Day Conference	3.6

Note: The average score across all courses has been 3.6 out of 4.

In **2018-2019** we have diversified the target audiences for courses and events. For example, **87** bookings have been for training aimed at **Support Staff**.

Proportion of delegates attending courses by role within school





Capital Projects:

In the 2018/2019 financial year, colleagues from Diocesan Property, Education and Finance have managed the delivery of a significant number of School Capital Project. At the beginning of the period, the number of open projects was **173**. During the year, **91** new projects were opened and a total of **127** projects completed. The value of the work completed was **£34,358,145.68**.

Minor Works

173 of the projects managed by the team in 2018/19 had a value of less than £500,000.00. The vast majority of these focused on the condition works on VA schools throughout the Diocese. However, in 2018/2019, the Government assigned an additional grant, resourced from the “Sugar Tax” imposed on certain types of drinks. This grant was called the Health Pupils Capital Fund and was used to support projects that affected the health of pupils. The Education Commission determined that the HPCF should be combined with LCVAP in order to focus on the highest priority needs within the Diocese.

During the process of negotiation with Local Authority colleagues, the apportionment of School Capital Funding for VA Schools the Education Service managed to secure; **£11,983,235.84** (LCVAP) and **£1,033,340.67** (HPCF). The total capital investment in the condition of Catholic VA Schools in 2018/2019 therefore totalled: **£13,016,576.51**

Many of the projects that were active at the beginning of the financial year were projects that were complete on site but were still in “defect liability”. This is the period during which the contractor is obliged to resolve “snags” in their work. Also during this period, the final accounts are negotiated and resolved. Diocesan Finance retain a portion of the budget, often 2.5% of the project budget, to ensure project completion. Projects in this category have enhanced the number of projects closed to the reported level of 127.

Major Works – Priority School Building Programme

Colleagues from the aforementioned services have been supporting and managing a range of Government initiatives relating to capital investment in schools. Two schools in the Diocese were selected to benefit from the first round of PSBP (whole school replacement). Twelve schools were selected in the second round (block replacement).

National Delivery – PSBP1: The majority of the construction work associated with both of these projects is finished. Associated contracts to complete demolition and external groundworks will be completed soon.

National Delivery – PSBP2: This programme affects 9 schools. The majority of schemes are making good progress. Contractors have been appointed and work is scheduled to begin onsite this academic year. However, local issues have affected the progression of other projects and Education Service personnel are actively engaged in negotiating pragmatic resolutions for those affected.

Local Delivery PSBP2: All three schools in this programme stream have been approved for progression to procurement. Subject to a final review from the Education and Skills Funding Agency (ESFA) at the Final Business Case (FBC) gateway, these projects will deliver significant, and long awaited, improvements to the capital resources available at each site.

Major Works Summary

Overall, a total of 14 projects are identified in this classification:

- £500K – £2M: 7 Projects
- £2M – £10M: 5 Projects
- £10M+: 2 Projects

Financial Year	Open Projects – Year Start	Open Projects – In Year	Projects Closed – In Year	Open Projects – Year End	Total Value of Projects Closed	Anticipated Value of Works in Progress
2015/2016	143	95	48	190	£7,322,766	£163,677,275
2016/2017	190	95	69	216	£47,911,155	£131,794,159
2017/2018	216	75	118	173	£59,000,839	£87,649,648
2018/2019	173	91	127	137	£34,358,145	£78,977,888

School Building Fund


All schools have an account with the diocese, but not all make regular contributions. At the end of 2018 the Fund balance was £7.7m. There are over 180 schools participating with this programme and there are around 80 schools receiving Cash Facilitations. This facility has helped develop and improve schools and plays a significant role in enabling schools to cover immediate costs whilst they raise the prerequisite funding.

Academy Programme

The Diocese's CAT Strategy is designed to protect, secure and develop the Church's mission in education.

In 2018, **three Academy Orders** were secured to open new Academy trusts in April 2019. There are detailed accounts of the benefits contained in the two publications by the Diocese on Academies (Jan 17 and Sept 17) where are available on the Education Service website. Existing and prospective children in Schools within CATs will benefit in a number of ways, including;

- Enhanced collaboration and partnership across Catholic schools;
- Increased savings and efficiencies at a time of growing financial pressures;
- Improved standards through increased collaboration, external challenge and support;
- Increased CPD opportunities and career pathways for staff;
- Improved retention and development of the best Catholic teachers and Leaders;

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- Clear, robust and effective Governance at Trust and LAC levels;
 - Secured Catholic education across the Diocese for generations to come

The detailed discussions across the Diocese in 2018 have provided the following recommendations from schools:

- Provide evidence of proven practice where Academies have benefited schools;
- Provide more training for Governors to understand the further the expectations of the Trustees;
- Allow local partnerships to develop and flourish in line with the published programme.

Overall Costs

- The total expenditure of the Education Service in 2018 was **£1,335,772** This includes the expenditure of the Education Service Staffing costs which is 76% {down from 83% in 2017}; the Academy implementation programme {5%}; and the Conferences costs {10%};
- The Budget expenditure of the Education Service for 2018 was **£1,338,300**;
- The actual income from schools and colleges in 2018 was **£691,302** due to over 90% of diocesan owned schools contributing towards the PPFA. In 2017 the contribution from schools and colleges was **£443,895**. This means that schools and colleges currently only pay 52% of the costs of the Service. This has increased significantly from last year where schools and colleges only contributed 32%. The remainder is paid by the parishes, to subsidise the costs. A sincere thank you for your own community's contribution.