

# ARCHDIOCESE OF SOUTHWARK EDUCATION COMMISSION

## STRATEGIC PLAN PERIOD 2019 – 2024

### BACKGROUND

Catholic schools in Southwark are already celebrated typically for their:

- high academic standards;
- compassionate pastoral care;
- effective behaviour management;
- commitment to the ‘common good’;
- efficient support for pupils who have special educational needs and/or disabilities.

The Education Commission is determined to build on these successes in the Archdiocese of Southwark and ensure that the children and young people in our schools flourish, governors, leaders and staff are effectively supported, and that standards continue to rise. We must do so in the context of a range of strategic and operational challenges, including:

- the changing educational landscape, especially in relation to academies and the diocesan relationship with them into the future;
- attracting and retaining Catholic teachers and leaders;
- changes in potential Catholic school population numbers in different areas of the Archdiocese and the consequent impact on demand and places;
- increasingly challenging budgetary constraints.

This Strategic Plan sets out how the Education Commission intends to address these challenges, prioritising our activities to ensure the best possible outcomes for all our children and young people and their families.

### OUR VISION

Our vision is that *all our schools should provide an authentically Catholic education for all who want it, in a setting in which all children flourish and where the quality of education, including educational standards, is exemplary.*

## OUR PROMISE

Our vision is rooted in the *common good*. We believe that all our schools should be striving to be individually remarkable in the outcomes they achieve but also remarkable in the ways in which they fulfil their responsibilities towards the common good – not just of all schools in the Archdiocese but of all families and communities. Our consultation discussions with school leaders – including governors – have brought us to an agreed understanding that this entails working towards six broad themes. Our promise is to enable and support, through our work:

Theme	What does this mean?
<b>1. Remarkable Catholic Schools</b>	<ul style="list-style-type: none"> <li>• Ambitious and aspirant expectations for all</li> <li>• Fully inclusive, diverse communities within one Catholic community</li> <li>• A strong Catholic ethos underpinned by Christ-like relationships</li> <li>• Meaningful learning within our schools but across them too</li> <li>• Strong outcomes</li> <li>• Effective safeguarding arrangements</li> <li>• Confident Relationships and Sex Education</li> <li>• A school-led approach to school improvement with schools working collaboratively together in networks, federations or multi-academy trusts</li> </ul>
<b>2. Authentic Religious Education, Spirituality and Chaplaincy and formation</b>	<ul style="list-style-type: none"> <li>• High quality Religious Education</li> <li>• Opportunities for education professionals' Catholic formation</li> <li>• Opportunities for pupils not only to develop spiritually but also to understand their responsibilities towards the common good</li> <li>• Exceptional chaplaincy arrangements</li> <li>• Schools fully live out their 'Catholic Life' and 'Collective Worship' as outlined in Denominational Inspection criteria</li> </ul>
<b>3. Firm foundation governance</b>	<ul style="list-style-type: none"> <li>• Clear understanding of the Archbishop's canonical and foundational role in schools and his authority to appoint or remove Foundation Governors</li> <li>• Foundation members, directors and governors who support and challenge school leaders in equal measure</li> <li>• Investment in the recruitment and development of high calibre Foundation Governors</li> </ul>
<b>4. A resilient and flexible education estate</b>	<ul style="list-style-type: none"> <li>• A good or better Catholic School place for any parent wishing to exercise their child's baptismal right (Canon 217)</li> <li>• Secure and safe buildings</li> <li>• Schools based in groups such as federations or academies</li> </ul>

	<p>Groups of Catholic schools working together to ensure value for money and sustainability</p> <ul style="list-style-type: none"> <li>• A buildings' maintenance and development programme driven by both the need for places and prioritised condition-needs analysis</li> <li>• Effective management of the whole estate</li> </ul>
5. Agile professional learning for all staff	<ul style="list-style-type: none"> <li>• A programme of training and development opportunities with specialty in leading, managing and working in Catholic Schools</li> <li>• Opportunities for faith formation for school leaders and RE professionals</li> <li>• Welcome opportunities for pupils, parents and staff who wish to explore a journey of faith into Catholicism</li> <li>• Groups of schools working together to deliver schools-led improvement and staff development'</li> </ul>
6. An adaptive Education Commission structure	<ul style="list-style-type: none"> <li>• Strong governance of the Education Commission</li> <li>• The right people in the right job at the right time</li> <li>• Making the most effective use of a range of employment modes across the Education Commission</li> <li>• Rigorous quality assurance</li> </ul>

**OUR PRIORITIES FOR THE PERIOD 2019 – 2024**

To fulfil our vision and promise in this context, the Education Commission needs to be clear about how we will use our limited resources over the next five years, ensuring that we are in a sustainable position to continue our journey for the five years after that. We need to prioritise our objectives and the outcomes to be achieved, and to set out the activities needed to deliver them year on year.

An independent review of the work of the Education Commission, completed in February 2018, together with feedback from headteachers and governors over the last year, highlighted some of the key areas on which the Commission would need to focus over the next five years or so. These, along with the themes through which we will strive for the common good, have led us to the following priorities for the five years 2019 – 2024:

- Priority 1: An authentically Catholic Education**
- Priority 2: Strategic support in the service of remarkable schools**
- Priority 3. Effective leadership and governance**

**WHAT DO THESE PRIORITIES MEAN?**

<b>An authentically Catholic Education</b>	<b>Strategic support in the service of remarkable schools</b>	<b>Effective leadership and governance</b>
<p>This means:</p> <ul style="list-style-type: none"> <li>• A Catholic ethos across all the Diocese’s schools</li> <li>• Achievement of the four pillars of Catholic Education               <ul style="list-style-type: none"> <li>- Admissions to Catholic schools</li> <li>- High quality governance of Catholic schools</li> <li>- Catholic leaders in the schools of the Archdiocese</li> <li>- RE, Collective Worship and Catholic Life.</li> </ul> </li> </ul>	<p>This means:</p> <ul style="list-style-type: none"> <li>• Proactive and accurate place planning and provision</li> <li>• Intelligent information gathering and commissioning</li> <li>• Excellent communications</li> <li>• Sustainable and supportive schools-led collaborative networks</li> <li>• Workforce planning, recruitment and development</li> <li>• A school-led system of school improvement based on schools working together in groups</li> </ul>	<p>This means:</p> <ul style="list-style-type: none"> <li>• Timely recruitment and appointment of senior leaders in schools</li> <li>• High quality support and guidance for school leaders and governors</li> <li>• Strong partnerships (Local Authority services, CES, Diocesan agencies)</li> <li>• An effective and efficient Education Commission with a sustainable role</li> <li>• Clarity about roles, responsibility and accountabilities of the Education Committee and Board of Trustees</li> <li>• Effective monitoring and evaluation of impact</li> </ul>

## **THE OUTCOMES WE WANT TO ACHIEVE AND HOW WE WILL MEASURE SUCCESS**

The outcomes we aim to achieve for each of these priorities, and the ways in which we will measure success are set out in the tables within the action plan below

## **THE ROLE OF THE EDUCATION COMMISSION**

Our role is to ensure that the policies of the Archbishop, and the views of the Catholic community as a whole, are understood and effectively represented in school leadership and governance. We also ensure that a Catholic dimension is retained in teacher recruitment.

With almost 170 schools stretched across 14 Education Authorities in the Archdiocese, the Education Commission, with its limited resources of 13 staff, cannot fulfil our promises and achieve these priorities in isolation. We can only do this by working with our partners and being clear about our particular role and responsibilities.

The Education Commission is charged by the Archbishop specifically with ensuring that each of the four pillars of education is well supported. This is key to our core purpose and ambition. Thus, we work in partnership with the Department of Education, with our national Catholic Education Service, with Local Authority services for children and young people, with local school improvement teams and other local partnerships, with MATs– and of course with our schools – to ensure that the distinctive ethos of our schools is retained and that our children and young people flourish and achieve well.

Clearly, we expect our schools to strive to be the best, even in terms of international excellence. This means expecting the high standards of performance already being reached to be continued, and indeed improved further. The Education Commission has a key role here. However, we do not have the resources or capacity to deliver school improvement work directly. Ours must be a strategic and commissioning and brokerage role, which includes effective monitoring of the performance of all schools across the Archdiocese. This means that we must focus on knowing our schools well and understanding their needs; on gathering good quality information about their needs; and on expert analysis and interpretation of that information. To do this, we need to build and strengthen even further our partnership work with our schools, with local authorities, and with academy trusts. Resources are tight, so there is no scope for duplication.

Furthermore, our schools and their pupils and staff do not exist in a vacuum. They exist within communities and we need to work closely for the good of those communities; and we need to work in close harmony with the agencies working with those communities. In particular, we need to ensure that we are working effectively and efficiently with other Catholic agencies working within the Archdiocese of Southwark: specifically, the Centre for Catholic Formation; the Finance Office; Safeguarding Office; and Southwark Catholic Youth Service.

## ACTION PLAN FOR 2019 – 2020

The plan below sets out our key objectives for the first year of our strategy, along with the broad actions we intend to take to achieve them, and how we will judge out progress along the way.

Priority 1: An authentically Catholic Education	
Key outcomes	Measured by...
a) All Archdiocesan schools at least good or outstanding in Denominational inspections by July 2020,	<ul style="list-style-type: none"> <li>Denominational inspections</li> </ul>
b) Clear evidence of achievement of the four pillars and our contribution to the common good	<ul style="list-style-type: none"> <li>Annual assessment of the status and implementation of the four pillars and contribution to the common good</li> </ul>
c) All schools have fit and proper, quorate and effective governing bodies, with clear understanding of the Archbishop's policies	<ul style="list-style-type: none"> <li>Annual reviews of governor effectiveness and needs</li> </ul>
d) All Chairs of Governors will be Foundation Governors by September 2020	<ul style="list-style-type: none"> <li>% of Chairs who are Foundation Governors</li> </ul>
e) Rising proportion of Catholics in restricted posts in schools and MATs	<ul style="list-style-type: none"> <li>Number of Catholic postholders in restricted positions in schools and MATs</li> </ul>
f) Good quality pastoral support rooted in Catholic culture	<ul style="list-style-type: none"> <li>Annual reviews of the quality of pastoral support, including feedback from postholders</li> </ul>

Objective and Lead	Key Actions	Progress Milestones
1. To ensure that the four pillars of Catholic Education underpin a distinctively Catholic ethos, defined and understood across the Diocese: - Admissions to Catholic schools	<ul style="list-style-type: none"> <li>Devise an action plan to ensure that all relevant bodies understand the Archbishop's jurisdiction and that the Education Commission is the key point of advice and guidance for the Archdiocese's schools on matters of Religious Education, Catholic Worship and Catholic Life</li> </ul> Activity lead: Sharon Docherty	<ul style="list-style-type: none"> <li>Action plan is monitored through half-termly progress reports at the Commission's SLT meeting</li> <li>Termly reviews with all key partners in 2019/20 confirm that guidance on the roles of the Archbishop and EC has been provided and understood, and any areas for further development work identified</li> </ul>

<ul style="list-style-type: none"> <li>- Governance of Catholic schools</li> <li>- Catholic leaders in the schools of the Archdiocese</li> <li>- RE and collective worship in schools</li> </ul> <p>Lead: Sharon Docherty</p>	<ul style="list-style-type: none"> <li>• Monitor the Strategic Plan to ensure that Education Commission activities promote and strengthen understanding and implementation of the four pillars are understood by all partners across the Diocese</li> </ul> <p>Activity lead: Deputy Director</p> <ul style="list-style-type: none"> <li>• Provide, for example through our visiting programme, advice and guidance on all aspects of the Catholic life of the school</li> </ul> <p>Activity lead: Sharon Docherty</p> <ul style="list-style-type: none"> <li>• Develop and implement a specific professional learning offer covering the Catholic Life of schools</li> </ul> <p>Activity lead: Sharon Docherty</p>	<ul style="list-style-type: none"> <li>• Annual reviews of the effectiveness of the Commission's work during the year, with 6-monthly reports to the Education Committee and annually to the Board of Trustees</li> <li>• Priorities and schedule for officers' Visit Programme agreed by September 2019, with termly reviews</li> <li>• Training programme plan / schedule on the Catholic Life in schools agreed by September 2019, with take-up and training evaluations presented in termly reviews to the Senior Leadership Team (SLT) meeting</li> </ul>
<p>2. To continue to improve the quality of Religious Education (RE) in Catholic schools in the Diocese</p> <p>Lead: Sharon Docherty</p>	<ul style="list-style-type: none"> <li>• Undertake regular reviews of RE provision in our schools – in conjunction with our schools and their leaders and other partners – to ensure that changes in the educational landscape are accommodated and emerging issues are addressed</li> </ul> <p>Activity lead: Daniel Coleman</p> <ul style="list-style-type: none"> <li>• Agree and implement a pedagogic strategy for CCRS</li> </ul> <p>Activity lead: Patrick Harrison</p> <ul style="list-style-type: none"> <li>• Work with partners (NBRIA &amp; CES) in preparation for implementation of the new Curriculum Directory</li> </ul> <p>Activity lead: Sharon Docherty</p>	<ul style="list-style-type: none"> <li>• Annual reviews of RE Provision, with reports and recommendations to the SLT and Education Committee on current status and emerging issues</li> <li>• Approach to pedagogic strategy for the CCRS agreed and underway by January 2020, with subsequent termly reviews of progress</li> <li>• Approach to implementation of new Curriculum Directory agreed by May 2020 and action plan in place by September 2020</li> </ul>

	<ul style="list-style-type: none"> <li>Work with the Centre for Catholic Formation to further strengthen the pedagogic aspects of the CCRS</li> </ul> <p>Activity lead: Patrick Harrison</p>	<ul style="list-style-type: none"> <li>Strength confirmed by analysis of Denominational inspection outcomes in 2019/20 and report produced for December 2020.</li> </ul>
<p>3. To encourage and support school-led collaboration on activities that contribute to the common good</p> <p>Lead: Simon Hughes</p>	<ul style="list-style-type: none"> <li>Identify groups of schools to work together on projects that contribute to the common good</li> </ul> <p>Activity lead: Simon Hughes</p>	<ul style="list-style-type: none"> <li>At least one group of schools committed to a common good project by March 2020.</li> </ul>
<p>4. To ensure the effective recruitment, supply and induction of Foundation Governors</p> <p>Lead: Yvonne Epale</p>	<ul style="list-style-type: none"> <li>Implement arrangements for the recruitment and appointment of Foundation Governors</li> </ul> <p>Activity lead: Yvonne Epale</p> <ul style="list-style-type: none"> <li>Establish annual meeting of all Foundation governors with the Archbishop</li> </ul> <p>Activity lead: Yvonne Epale</p> <ul style="list-style-type: none"> <li>Develop and implement a Governor Ambassador Programme</li> </ul> <p>Activity lead: Yvonne Epale</p>	<ul style="list-style-type: none"> <li>Arrangements reviewed by November 2019, with Termly reviews of status and progress to the Commission's SLT and annually to the Education Committee</li> <li>Termly and annual reviews confirm progress towards the goal of all Chairs being Foundation Governors by September 2020</li> <li>Reviews confirm majority of Foundation Governors appointed by the Archbishop</li> <li>First meeting held by April 2020</li> </ul> <ul style="list-style-type: none"> <li>Governor Ambassador Programme agreed and in place from July 2020</li> </ul>
<p>5. To ensure that our schools are confident in the delivery of RSE within a Catholic context</p> <p>Lead: Sharon Docherty</p>	<ul style="list-style-type: none"> <li>Review current RSE policy, guidance and advice to ensure that it is fit for purpose and implemented across our schools</li> </ul> <p>Activity lead: Sharon Docherty</p> <ul style="list-style-type: none"> <li>Produce revised guidance and a training programme</li> </ul> <p>Activity lead: Sharon Docherty</p>	<ul style="list-style-type: none"> <li>Review of RSE policy and advice by March 2020, with guidance and roll-out programme of support underway from April 2020</li> </ul>



	<ul style="list-style-type: none"> <li>Produce a communication strategy for schools to use with parents and their communities, as appropriate</li> </ul> <p>Activity lead: Sharon Docherty</p>	<ul style="list-style-type: none"> <li>Strategy ready by November 2019</li> <li>Progress report on implementation produced for the Education Committee in December 2020</li> </ul>
--	--	--

Priority 2: Strategic support in the service of remarkable schools	
Key Outcomes	Measured by...
a) All of our schools good or outstanding in Ofsted inspections by ??	<ul style="list-style-type: none"> <li>Ofsted inspections</li> </ul>
b) All schools part of schools-led collaborative support and improvement networks	<ul style="list-style-type: none"> <li>Mapping of school networks and accumulation of case studies</li> </ul>
c) Attainment, attendance and exclusion levels at least as good as statistical neighbouring schools for all groups of children and young people in our schools	<ul style="list-style-type: none"> <li>Attainment levels</li> <li>Attendance and exclusion levels</li> </ul>
d) Children and young people in our schools are flourishing emotionally and socially as well as academically, and are kept safe through effective safeguarding	<ul style="list-style-type: none"> <li>Safeguarding and mental health status and outcome reports</li> </ul>
e) An accessible Catholic school place for all in the Archdiocese who want it	<ul style="list-style-type: none"> <li>Annual place analysis</li> </ul>
f) All school buildings are fit for purpose	<ul style="list-style-type: none"> <li>Annual audits of school buildings in the Archdiocese</li> </ul>
g) Effective information gathering and analysis supported by excellent communications	<ul style="list-style-type: none"> <li>Reports on appropriateness, quality and timeliness of data and intelligence</li> <li>Feedback from schools and other partners</li> </ul>
h) Effective and good value commissioning of support where needed	<ul style="list-style-type: none"> <li>Audits of commissioned support (size and quality of pool; cost analysis; user feedback analysis)</li> </ul>

Objective and Lead	Key Actions	Progress Milestones
<p>1. To ensure the protection of Catholic admissions through proactive and accurate place planning and provision</p> <p>Lead: Simon Hughes</p>	<ul style="list-style-type: none"> <li>• Strengthen place planning processes to ensure that they are accurate and consistently up to date Activity lead: Keith Burleton</li> <li>• Produce a 3-year place plan, 2020-2023 Activity lead: Keith Burleton</li> <li>• Undertake 6-monthly audits of current provision, identifying potential gaps and areas for rationalisation, with clear, evidence-based recommendations for action, including new build if necessary Activity lead: Lyle Jeeves</li> <li>• Implement an audit of the education estate to identify opportunities to monetise assets to best effect Activity lead: Lyle Jeeves</li> <li>• Implement a repairs and maintenance programme under the SCA programme Activity lead: Lyle Jeeves</li> </ul>	<ul style="list-style-type: none"> <li>• Review of place planning complete by January 2020, with recommendations incorporated into plan for consultation by March 2020 and implementation underway by July 2020, with termly reviews to Education Committee of progress and accuracy</li> <li>• Provision audit, with recommendations by January 2020, with annual updates to Trustees</li> <li>• Estate audit complete by April 2020, with 6-monthly updates to Trustees</li> <li>• Repairs and maintenance report by July 2020, with timetable for repairs project</li> </ul>
<p>2. To develop sustainable schools-led collaborative networks which support school improvement, efficiencies of scale, are mutually supportive and adaptive to changing national context</p> <p>Lead: Consultant headteacher</p>	<ul style="list-style-type: none"> <li>• Produce a short consultation paper explaining the value of schools working together in collaborative school-led partnerships Activity Lead: Seconded Head</li> <li>• Consult with schools and agree a plan for implementation Activity Lead:</li> <li>• Second a headteacher (X days) to lead this work with schools</li> </ul>	<ul style="list-style-type: none"> <li>• Consultations with Diocesan schools complete by January 2020</li> <li>• Proposed networks, and their type, agreed by July 2020, with roll-out over three years, starting from September 2020, with annual progress reviews</li> <li>• Seconded headteacher in place by January 2020</li> </ul>

	Activity Lead:	
<p>3. To strengthen the Education Commission's role in intelligent information gathering and commissioning as a means of identifying emerging issues and targeting the best possible support for our schools</p> <p>Lead: Deputy Director</p>	<ul style="list-style-type: none"> <li>Audit and review data and information-gathering sources and systems, identifying gaps and making changes as necessary</li> </ul> <p>Activity Lead: Deputy Director</p>	<ul style="list-style-type: none"> <li>Audit and review of data and information-gathering sources and systems complete by December 2019, with recommendations to be implemented from January 2020</li> <li>Termly progress reviews with schools and other partners, with emerging issues identified and addressed</li> </ul>
<p>4. To ensure that attainment, attendance and exclusion levels are amongst the best in the country</p> <p>Lead: Daniel Coleman</p>	<ul style="list-style-type: none"> <li>Work closely with our schools, local authorities and school improvement partners to ensure that performance data and information about best practice is gathered and emerging issues identified</li> </ul> <p>Activity Lead: Daniel Coleman</p>	<ul style="list-style-type: none"> <li>Termly reports on attendance and exclusion levels to Education Committee, starting June 2020</li> <li>Termly reports on attainment, progress and on school improvement activities to Education Committee, starting June 2020</li> </ul>
<p>5. To ensure that an effective system for high quality Denominational inspections is in place</p> <p>Lead: Simon Hughes</p>	<ul style="list-style-type: none"> <li>Implement the new National Framework for Denominational inspection, ensuring that schools understand and are prepared for its operation</li> <li>Develop and implement a programme to support schools' preparations for denominational inspections</li> </ul> <p>Activity Lead: Deputy Director</p>	<ul style="list-style-type: none"> <li>Plan for advising Diocesan schools on the National Framework agreed by SLT May 2020</li> <li>Framework in place from September 2020 <i>NB: These are predicated on CES &amp; Bps Conference meeting their target dates.</i></li> <li>Support programme agreed and underway by April 2020, with termly reviews of progress and issues</li> </ul>
<p>6. To ensure excellent communications between the Education Commission and Archdiocesan schools, across and between schools and key partners</p> <p>Lead: Simon Hughes</p>	<ul style="list-style-type: none"> <li>Undertake a review of our key communications and implement emerging recommendations for improvement: to include website presentation and content and the use of social media</li> </ul> <p>Activity Lead: Claire Williams</p>	<ul style="list-style-type: none"> <li>Communications review complete by November 2019, with quarterly implementation reports from February 2020</li> <li>All website recommendations implemented by April 2020 (?)</li> </ul>

<p>7. To ensure appropriate school staffing, which supports our Catholic ethos, through effective workforce planning and development</p> <p>Lead: Sharon Docherty</p>	<ul style="list-style-type: none"> <li>• Implement our recruitment and retention strategy to secure appropriate staffing in schools Activity Lead: Sharon Docherty</li> <li>• Support and further develop the CES Hub model within the <i>Formatio</i> strategy Activity Lead: Sharon Docherty</li> <li>• Work with ITE providers to ensure that the ethos and needs of Catholic schools are understood and promoted Activity Lead: Sharon Docherty</li> <li>• Provide or commission training for both Catholic and non-Catholic personnel, to ensure that the Catholic dimension is fully reflected in our schools Activity Lead: Sharon Docherty</li> <li>• Explore and develop the potential of e-learning for staff and governors e.g. Firm Foundations Activity Lead: Patrick Harrison</li> <li>• Secure strong links with the initial teacher training and post graduate programmes at St Mary's University Activity Lead: Sharon Docherty</li> </ul>	<ul style="list-style-type: none"> <li>• 6-monthly reports to Education Committee on impact of recruitment and retention strategy</li> <li>• Termly reviews to SLT on effectiveness of CES Hub</li> <li>• Termly reports to SLT on outcomes of work with ITE providers</li> <li>• Training programme and schedule in place from September 2019, with 6-monthly implementation reports to SLT</li> <li>• Report on e-learning possibilities by March 2020</li> <li>• Milestones agreed and proof of concept projects in place – July 2020</li> </ul>
---	---	---

Priority 3: Effective leadership and governance	
Outcome	Measured by...
a) Effective recruitment and support for senior leaders	<ul style="list-style-type: none"> <li>• Number and length of senior vacancies</li> <li>• Timeliness of appointments of Foundation Governors</li> </ul>
b) An effective, sustainable and adaptive Education Commission	<ul style="list-style-type: none"> <li>• Budget management reports and income levels</li> <li>• Stakeholder evaluations of work of the Education Commission</li> <li>• Feedback from Board and Committee members</li> <li>• Annual review of Strategic Plan progress</li> </ul>
c) Functioning and effective Board and Committee	<ul style="list-style-type: none"> <li>• Annual self-evaluation of Board and Committee effectiveness</li> </ul>
d) Excellent engagement with all stakeholders and partners	<ul style="list-style-type: none"> <li>• Audits and reports of stakeholder relationships and their effectiveness</li> </ul>

Objective and Lead	Key Actions	Progress Milestones
<p>1. To ensure the provision of high-quality support for Foundation Governors</p> <p>Lead: Yvonne Epale</p>	<ul style="list-style-type: none"> <li>• Strengthen the quality, availability and accessibility of Foundation Governor training and development so governors can undertake the roles to which the Archbishop has appointed them Activity Lead: Yvonne Epale</li> <li>• In consultation with Foundation Governors implement a planned and evaluated support programme to meet their needs Activity Lead: Yvonne Epale</li> <li>• Introduce new and strengthened training for clerks to governing bodies and appeal panel members Activity Lead: Yvonne Epale</li> </ul>	<ul style="list-style-type: none"> <li>• Annual evaluations confirm that governors understand and exercise fully their responsibilities in relation to Religious Education, Catholic Worship and Catholic Life</li> <li>• Support programme agreed by August 2019 and underway from September 2019, with termly reviews</li> <li>• Termly and annual reviews, monitored by SLT, confirm progress towards the goal of all Chairs being Foundation Governors</li> <li>• Programme Training for clerks and appeal panel members underway from September 2019, with termly evaluations of quality to SLT</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide 'signposting' to schools for advice on HR and legal matters Activity Lead: Yvonne Epale</li> </ul>	<ul style="list-style-type: none"> <li>• Education Commission position on HR and legal matters clarified in statement for schools by January 2020</li> </ul>
<p>2. To ensure high-quality future leadership through effective succession planning Lead: Simon Hughes</p>	<ul style="list-style-type: none"> <li>• In partnership with school networks, support the identification and development of future leadership talent, and to maximise appointments of practising Catholics to senior posts Activity Lead: Simon Hughes</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly reports on success of talent identification processes to SLT from January 2020</li> </ul>
<p>3. To strengthen and further develop our partnership working to ensure appropriate and targeted support for our schools where it is needed Lead: Simon Hughes</p>	<ul style="list-style-type: none"> <li>• Audit current links with key partners and identify strengths, weaknesses and gaps – these will include: <ul style="list-style-type: none"> <li>- Diocesan schools</li> <li>- MATs</li> <li>- DfE</li> <li>- RSCs</li> <li>- Local Authority services</li> <li>- CES</li> <li>- Other Diocesan agencies</li> <li>- Training providers</li> </ul> </li> <li>• Implement recommendations for strengthening partnerships arising from audit and review Activity Lead: Deputy Director</li> <li>• Evaluate the effectiveness and utility of the Firm Foundations app and its potential for re-purchase Activity Lead: Education Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Audit complete by December 2019, with recommendations rolled out from January 2020</li> <li>• Annual evaluation reports on partnership working to Education Committee from January 2021</li> <li>• Evaluation of the effectiveness the Firm Foundations app and decision on repurchase by December 2020</li> </ul>
<p>4. To ensure that the work of the Education Commission is organised to best effect to meet the needs of our</p>	<ul style="list-style-type: none"> <li>• Identify and implement required savings to reflect budget constraints, ensuring that the Education Commission is in a position to</li> </ul>	<ul style="list-style-type: none"> <li>• Savings plan agreed with Board of Trustees by December 2019 (?)</li> <li>• Quarterly budget reports to Education Committee</li> </ul>

<p>schools, and that the impact of our work is effectively monitored and evaluated</p> <p>Lead: Simon Hughes</p>	<p>provide sustainable and effective services to our schools</p> <p>Activity Lead: Simon Hughes</p> <ul style="list-style-type: none"> <li>In consultation with schools, review the subscriptions structure to ensure the sustainability of the Education Commission</li> </ul> <p>Lead: Susan Richards</p> <ul style="list-style-type: none"> <li>Review the Education Commission structure and job roles and practices within it to ensure that we are best placed to pursue our strategic goals effectively and efficiently</li> </ul> <p>Activity Lead: Simon Hughes</p> <ul style="list-style-type: none"> <li>Establish clear performance management and monitoring and evaluation frameworks for the Commission</li> </ul> <p>Activity Lead: Simon Hughes</p>	<ul style="list-style-type: none"> <li>Consultation and review on subscriptions structure complete by July 2020, with recommendations implemented from September 2020</li> <li>Review and plans for revised structure complete by November 2019 and new structure in place by January 2020</li> <li>Performance management and monitoring and evaluation frameworks agreed and in place from January 2020</li> </ul>
<p>5. To strengthen the accountability of the Commission through challenge from the Education Committee and Board of Trustees</p> <p>Lead: Simon Hughes</p>	<ul style="list-style-type: none"> <li>Consolidate and further develop the role and composition of the Education Committee</li> </ul> <p>Activity Lead: Simon Hughes</p> <ul style="list-style-type: none"> <li>Agree and implement a reporting framework system to the Education Committee and Board of Trustees</li> </ul> <p>Activity Lead: Simon Hughes</p>	<ul style="list-style-type: none"> <li>Role, composition and Terms of Reference of Education Committee agreed with Committee members and Trustees by October 2019</li> <li>Reporting framework to Education Committee and Board of Trustees agreed by December 2019</li> </ul>

## RESOURCES

The total current annual budget of the Education Commission is £1,008,989 which is currently allocated as follows:

### Costs

Item	£'000	% of total
Staffing 13 FTE	£762,539	82.98
Commissioned work	£4,500	0.49
Denominational inspections (43 for 2019/20)	£60,460	6.58
Running expenses and contingencies (e.g. travel; incidental; contingencies)	£40,000	4.35
Accommodation (including running and maintenance costs)	£15,150	1.65
Office expenses	£36,300	3.95
<b>TOTAL</b>	<b>£918,949</b>	

### Source

Item	£'000	% of total
Archdiocese	£865,289	85.76
Standards Fund	£106,000	10.51
Earned income; Conferences, CPD, Royalties	£10,000	0.99
Denominational CES grant (43 for 2019/20)	£27,700	2.75
<b>TOTAL</b>	<b>£1,008,989</b>	



### **Current Education Commission staff**

- |   |                   |
|---|-------------------|
| • Director of Education                                 | Dr Simon Hughes   |
| • Deputy Director of Religious Education & Spirituality | Sharon Docherty   |
| • Religious Education & Spirituality Adviser            | Patrick Harrison  |
| • Religious Education & Spirituality Adviser            | Daniel Coleman    |
| • Chaplaincy Adviser                                    | Susan Elderfield  |
| • Assistant Property Manager                            | Clive de Silva    |
| • Buildings Officer                                     | Lyle Jeeves       |
| • Admissions & Place Planning Officer                   | Keith Burleton    |
| • Education Officer                                     | Yvonne Epale      |
| • Office Manager & PA to the Director                   | Donna Gray        |
| • Finance Officer                                       | Susan Richards    |
| • Governance and Leadership Administrator               | Claire Cottington |
| • RE and Spirituality Administrator & Media Officer     | Claire Williams   |
| • Admin apprentice awaiting appointment                 | Tajana Reeves     |
| • <b>Deputy Director awaiting appointment</b>           |                   |

In addition to activities directly undertaken by Education Commission staff, it is likely that we will need to commission external support for some of our work in the following areas:

- Organisational development support
- Communications development, including website
- Information gathering, sharing and data analysis
- Governor training
- Schools support

## MONITORING & EVALUATION

How will monitoring and evaluation be carried out?	Who will be responsible for ensuring that it is carried out?	Who should consider the report?	Dates for reporting
Traffic Light Monitoring reports based on progress milestones	Lead officers	Commission Officers Education Committee Board of Trustees	Two month rolling programme Quarterly rolling programme Termly
Specific reports on key projects <i>(as agreed with Education Committee and Board of Trustees)</i>	Lead officers	Director of Education Education Committee Board of Trustees	As agreed with Education Committee and Board
6-month review report, including strengths, any current KPI outcomes and concerns	Director of Education	Commission Officers Education Committee Board of Trustees	By mid-March
Annual Report, including strengths, any current KPI outcomes or concerns	Director of Education	Commission Officers Education Committee Board of Trustees	By early November

**Traffic Light Monitoring Report template**

**Appendix 1**

**Outcome monitoring Report template**

**Appendix 2**