

The Maximilian

A monthly newsletter for governors within the Archdiocese of Southwark

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November 2024

November Reflection - Canon Victor Darlington

Beloved Friends, Brothers and Sisters in Christ,

In the Month of November, we remember our Dead. We began the Month celebrating all the Saints in heaven; the next day, we prayed for all Holy Souls. Like I mentioned to you last year: Everyone has lost someone dear to them. It may be a distant relative, a parent, a schoolmate, a work colleague, a child, a friend, a grandparent, or even a neighbour. We pray: Eternal Rest Grant to them, O Lord, may they rest in Peace. Amen.

What is also true about this month is that the year is coming to an end. Autumn continues to remind us of the old, and the dawn of new beginnings to come with thanksgiving. November is a month of looking back, of reflecting, of giving thanks. For me, I have so much to be grateful for.

In the month of November, we celebrate Christ the King of the Universe and with that feast we end ordinary time. I invite you to pray for peace in the world as we celebrate this feast. To end the month of November we celebrate the feast of Saint Andrew, the dear Apostle of Jesus Christ who was born in Galilee and spent most of his time preaching the good news of Peace. Andrew introduced his brother Peter, our first Pope, to Jesus. Saint Andrew is a role model for these times as the disciple who is keen to lead us to Jesus.

These two feasts that draw our Liturgical Calendar to an end prepare us for the Season of Advent and, of course the beautiful season of Christmas.

May Saint Andrew, the Patron of Scotland, Pray for us at this time.

Canon Victor Darlington

Episcopal Vicar for the Southeast Area,
Commissions for Promoting Racial and Cultural Inclusion,
Education and Director of Caritas, Archdiocese of Southwark



Annual General Meetings for Diocesan SATS and a mini- MAT

The Annual General Meetings for Diocesan SATS and a mini- MAT will be held on the 7th, 8th and 9th of January 2025. Further details can be found here: <https://www.rcaoseducation.org.uk/agm/>

Governor Training

It is essential for governors to attend the training sessions provided by the Education Service to ensure they are well-equipped to fulfil their roles effectively. These training sessions offer valuable insights and updates on educational policies, governance best practices, and strategies to support school improvement. It is disappointing to note the low attendance numbers in the autumn term, as this indicates missed opportunities for professional development and collaboration. By participating in these trainings, governors can better contribute to the success and progress of their schools, ultimately benefiting the students and the wider community.

Length of service as a foundation governor/director in one school.

Please be aware Foundation Governors/Directors can only serve a maximum of three terms of office i.e. 12 years in one school. After 12 years you are welcome to become a Foundation Governor/Director at any other school in the Diocese.

School-based nursery grant applications now open

The School-Based Nursery Capital Grant is a one-time grant available for eligible state-funded primary phase schools. Schools can bid for up to £150,000 of funding to use solely for capital expenditure, to convert surplus space within a school building so that it is suitable for nursery provision. Funding is expected to be allocated to successful schools in spring 2025 to support delivery for the first cohort of places for the September rollout. According to the Department for Education's projections, around 70,000 additional places and 35,000 early years educators will still be needed to deliver the expansion to 30 hours next September, with some of the most disadvantaged areas in need of the largest uplifts. [The projections show that around half of local areas need to increase their capacity](#) by between 10% and 20% to meet demand for September. Some need an uplift of more than 20% - with areas that see traditionally lower household incomes including Northumberland, Plymouth and Rotherham all in this group.

Academy Conversion Grant Ending

The Academy conversion support Grant currently gives schools up to £25,000 to spend on the process of converting into an Academy. The grant supports schools choosing to convert voluntarily. It will end on the 1 January 2025

[Academy conversion Grant](#)



What schools must or should publish online

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK](#)

This DfE information has been updated. For maintained schools the changes relate to information to be published under the section on 'test, exam and assessment results'. The information to be provided about governors within the section on 'governance information'. The 'pupil premium' and 'PE and Sport Premium' sections have also been updated, as has the section relating to the school 'complaints policy'.

[What maintained schools must or should publish online - GOV.UK](#)

For academy schools and FE colleges changes include updates to the 'test, exam and assessment results' section, meaning that some of the information which academies and FE colleges should publish has changed in that section. A new section on the information that FE colleges in intervention must publish. Updated information for academies in the 'behaviour policy' section. Changes to the 'pupil premium', 'PE and sport premium', 'complaints policy' and 'governance information' sections.

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

Ofsted publishes their inspector training

Six recordings have been published including sessions from the spring 2024 school inspector conference:

- An introduction to the conference from Office National Director for education Lee Owston.
- Setting off on the right foot (well-being)
- Context and impact: getting beneath the surface.
- Inspecting attendance well.

Two more general training recordings from the early autumn term have also been published:

- Inspecting in the best interest of children
- Inspection data summary report (IDSR)

[Access to 6 training videos](#)

Previous mental health awareness training for inspectors from January 2024 can be viewed on the [Ofsted academy website](#)

Trust capacity funding (TCaF) withdrawn.

The DfE has removed trust capacity funding, which trust could bid for to help their capacity to take under performance schools into the trust. There are fears in the sector that the removal of this funding may impact on trust abilities to accept additional schools. Trust which currently have bids for funding in process with the DfE will not be ordered any funding and there are no plans to open any further funding round.



Intervention model for regional school improvement

It is planned there will be nine Regional Improvement for Standards and Excellence (RISE) teams across the country, aligned with the Regions Groups.

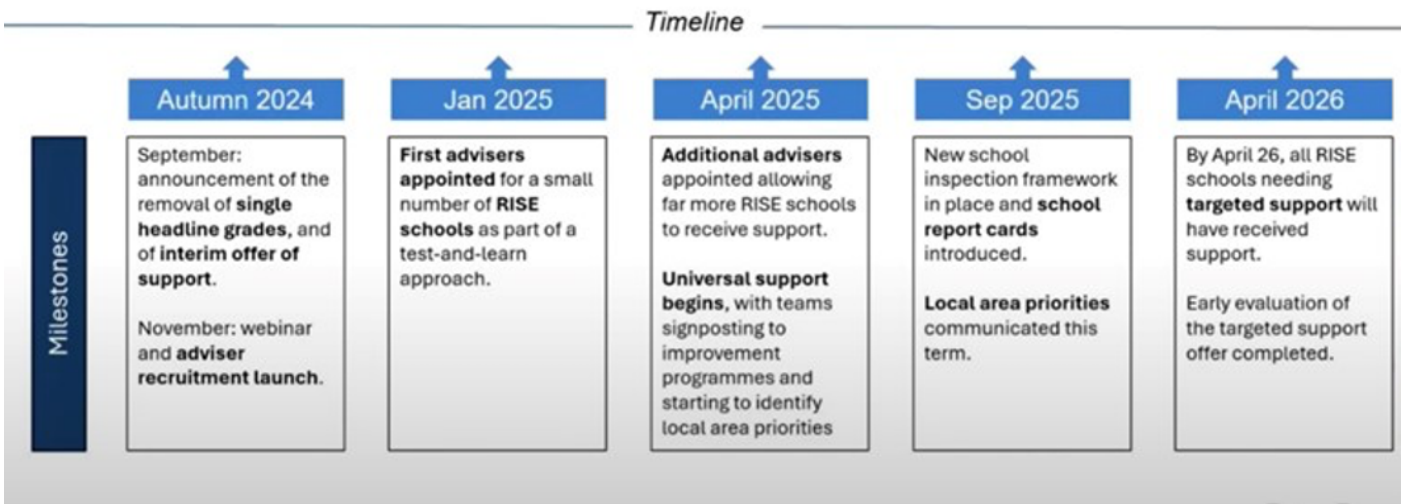
RISE teams: policy framework

RISE teams will sit within a new framework of support and intervention. Their focus will be strongly informed by the Report Card, after Sept 2025.

Report Card identifies:		Role of the RISE team:
Minimal issues and strong leadership/school improvement capacity Well-performing schools that can support the wider system	Universal Support →	<ul style="list-style-type: none"> Developing a coherent set of local area priorities, especially in key areas such as SEND, attendance and reception Supporting a self-improving system by improving signposting to a wide range of support, including hubs and leading schools Promote sharing of good practice and networking
Schools with singular or several issues needing specific, more intensive support, which have leadership capacity to improve Schools requiring immediate support outside of inspections	Targeted Support →	<ul style="list-style-type: none"> A bespoke package of support from a supporting organisation such as a MAT, federation or LA partnership, drawing in further capacity from elsewhere as needed
Schools requiring intervention	Intervention →	<ul style="list-style-type: none"> No role for the RISE team (other than potentially in the short term to provide emergency support to a school pending intervention)

RISE teams: timeline

We will introduce RISE teams from January 2025. RISE teams will be phased, beginning in January, with more schools supported from April 2025, and then more again the following year to allow for a test-and-learn approach and to support evaluation.



The slides above are from a video recording, where John Edwards, Director General, DfE Regions Group, talks about the new regional improvement for standards and excellence (RISE) teams, including their remit, how they will be formed and deployed and how to apply for a role on one of the teams.



Managing academy trust reserves - new guidance from the DfE

The new guidance document seeks to support trust and trust governing board to effectively manage their reserves. Within the section on governance the guide sets out:

Considerations for the board.

To ensure the trust is using its funding adequately for current and future pupils, the board might want to consider:

What reserves are readily available for use – how much is tied up in other assets and whether there are any future commitments that need to be considered, such as:

- DfE loan repayments
- Operating leases
- Ongoing works.

If funds are not needed now how the trust might be able to invest them to generate some extra income.

People numbers for the next few years and whether they might be:

- Increases that may require additional staff and facilities.
- Decreases that might be reduced future income.
- Opportunities to apply for local growth funding.

Premises priorities that may need either maintenance or site improvements

Bidding processes of other funds the trust can apply to and how much of a contribution from reserves they might need, if any.

Changes to the curriculum or staff structure, including:

- Resources and training needed for staff that go beyond day-to-day spending
- Any other investments needed to support educational improvement

Strategic planning

The board should also consider the strategic planning including:

- Whether any other schools are expanding or changing their age range
- Opportunities for expanding the trust to support other schools to improve, or bring in wider expertise and experience.
- Actions that may be needed to protect educational performance as well as the financial health for the trust if they're not planning to grow.
- Whether the trust assessment of reserve levels mean that accounts can be prepared on a 'going concern' basis – the guidance on [operating an academy trust as a going concern](#) has more information about this

You can read the guidance info on the DfE website: [managing academy trust reserves – GOV.UK](#)



Courses & Events

Details for our upcoming courses and events for this academic year are available on our website.
<https://www.rcaoseducation.org.uk/governor-cpd/>

Succession Planning and Recruiting a Headteacher or Deputy Headteacher

Thursday 5th December 2024 5.30-7pm
Zoom

Effective School Visits for Governors

Tuesday 14th January 2025. 5.30pm-7pm
Zoom

