

## WEEKLY BRIEFINGS

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## COLLECTIVE WORSHIP

### Collective Worship Resources

Please find attached the latest Picture News worship resources:

[Picture News Worship – Role Models](#)

[Primary Picture News Resource England – Role Models](#)

[Picture News Worship – new Universal Studios theme park](#)

[Picture News Worship – election of Cardinal Robert Prevost as the 267<sup>th</sup> Pope, Pope Leo XIV](#)

Picture News explores the impact of tourism, with a focus on people climbing Everest in Nepal, and the ethical implications, highlighting some key biblical texts. Resources are [attached](#).

Picture News worship focuses on Birdwatch, a UK-wide citizen science project held every January which illustrates the importance of caring for God's creation. Resources are attached:

[Picture News Worship](#) and [Primary Picture News Resource](#).

Picture News have shared a new resource about [hopes and dreams](#), beginning with the story of 23-year-old British climber, Adriana Brownlee, who has been the youngest woman to summit the world's 14 highest mountains, and linking her remarkable story to God's presence with us, and the strength that he gives to help us achieve ambitious goals that inspire others.

Picture News have also shared a new resource about [the floods in Spain](#), which could be useful for springboard for exploring how people can best help one another, in the context of collective worship reflecting on this tragic situation.

The Picture News Impact Awards celebrate the incredible ways children, schools, and communities are making a real difference. Further details of their Bronze, Silver and Gold Awards are [attached](#).

### **Inspirational Acoustic Guitar Playing**

If you're searching a new piece of instrumental music that will inspire your pupils, perhaps as they are entering the school hall for collective worship, you might like to invite them to listen to this: [Somewhere Over The Rainbow | Tommy Emmanuel \(youtube.com\)](#).

### **New Worship For Everyone Song for the Summer Term**

Worship for Everyone have just recorded a new worship song for schools - [The Lord's Prayer | Official Lyric Video | Worship for Everyone x Songs for School](#)

### **Picture News Worship – Funding News for Peterborough Diocese Schools**

Picture News are very excited to announce that they have recently received funding which they are using to help embed Picture News in a limited number of schools. They are offering this initially to all Peterborough Diocese schools. The funded rate pays 50% which is £150 (£300 is the standard price). Currently this funding offer is for 1 year. For further details and to express your interest, please register [here](#).

### **Picture News Worship – Wisdom & Human Interactions**

Picture News have put together a couple of PowerPoint presentations, for use in collective worship and PSHCE, exploring the importance of wisdom and how this applies to our interactions with one another, as attached.

[Picture News Worship](#)

[Primary Picture News Resource England CW](#)

### **Picture News Worship – Zoos**

Picture News have shared a couple of PowerPoint presentations about the theme of Zoos, for exploration in collective worship and in the wider curriculum, as attached.

[Zoos – Picture News Worship](#)

[Zoos – Primary Picture News Resource England](#)

### **World Changer**

As many of you are exploring courageous advocacy in your primary schools, you might like to try this new worship song from Alive Family Worship called 'World Changer', which has some actions to it. Coventry Diocese featured the song prominently in a huge worship celebration for all their schools at NAEC Stoneleigh in the summer term, and I thought our children would enjoy singing it too. Here's the live recording - [\(6\) World Changers @ ALIVE 2023-WITH LYRICS - YouTube](#) and here is a lower key recording, which you might find more useful for teaching children the words and actions in the first instance - [\(35\) World Changer - Family Worship Song - YouTube](#).

## CONSULTATIONS

### **Consultation on Draft Government Guidance for Schools and Colleges: Gender Questioning Children**

The Church of England Education Office has welcomed the publication of this draft guidance and responded to the Government consultation. The CEEO response identifies a number of areas where the Government can add clarity, including around a robust requirement for pastoral support for individuals and families, and to ensure that the guidance is aligned to the findings of the Independent Review of Gender Identity Services for Children and Young People led by Dr Hilary Cass. Additionally, CEEO has advised the Government that the legal assertions included need unpacking to give school leaders more confidence that their actions won't be contested if they follow the guidance.

### **Consultation On the Way Ofsted Inspects**

Ofsted has opened a consultation on the way it inspects. Professionals, parents, carers and learners are invited to respond – [Improving the way Ofsted inspects education – GOV.UK](#)

### **WNC 2026-2027 Term Date Consultation**

West Northamptonshire Council is consulting on term dates for 2026-2027. Further details are [attached](#).

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## DBE

### **A Letter of Welcome for Parents / Carers New to Church Of England Schools**

Archdeacon Richard Ormston, Chair of the Diocesan Board of Education, has provided a letter of welcome to parents / carers new to Church of England schools in Peterborough Diocese, as [attached](#). Please email this out to all parents / carers who are new to your school.

### **Here for You**

You are very welcome to get in touch with any member of the Diocesan Education Team at any time; our email addresses are below:

Director, Peter Cantley - [peter.cantley@peterborough-diocese.org.uk](mailto:peter.cantley@peterborough-diocese.org.uk)

Associate Director, Andrew Read – [andrew.read@peterborough-diocese.org.uk](mailto:andrew.read@peterborough-diocese.org.uk)

Assistant Director, Jane Lewis - [jane.lewis@peterborough-diocese.org.uk](mailto:jane.lewis@peterborough-diocese.org.uk)

Executive Assistant to the Director, Corinne Broughton - [education@peterborough-diocese.org.uk](mailto:education@peterborough-diocese.org.uk)

Administrator, Louise Ross - [louise.ross@peterborough-diocese.org.uk](mailto:louise.ross@peterborough-diocese.org.uk)

Schools' Effectiveness Adviser, Andy Lakatos - [andrew.lakatos@peterborough-diocese.org.uk](mailto:andrew.lakatos@peterborough-diocese.org.uk)

Religious Education Adviser, Ziggy Brown – [ziggy.brown@peterborough-diocese.org.uk](mailto:ziggy.brown@peterborough-diocese.org.uk)

Schools' Safeguarding Adviser, Lesley Pollard - [lesley.pollard@peterborough-diocese.org.uk](mailto:lesley.pollard@peterborough-diocese.org.uk)

Finance Officer, Mark Bedford - [mark.bedford@peterborough-diocese.org.uk](mailto:mark.bedford@peterborough-diocese.org.uk).

### **Joining a Strong Multi-Academy Trust**

64 of our 103 schools belong to one of our 8 multi-academy trusts. As a Diocesan Board of Education, we are closely involved in the governance of all these MATs, as Members and Directors, as well as in supporting the governance of 5 standalone academies, and currently 34 voluntary aided and voluntary controlled schools, and serve on the education committees and forums of our LAs. We are always happy to provide advice in relation to the kind of thorough due diligence process that governors would need to engage in, in order to satisfy the requirements of the Diocesan Board of Education, before expressing a preference to join a MAT. We usually give a presentation for about half an hour and then open up the matter for

discussion with governors and senior leaders for around half an hour. If you would like to book such a presentation, simply email [education@peterborough-diocese.org.uk](mailto:education@peterborough-diocese.org.uk).

### **Letter of Safeguarding Assurance**

Please find [attached](#) an important confirmation letter of safe recruitment checks and Enhanced Disclosure and Barring Service status, for visits to school sites from Diocesan Education Staff and Diocesan Schools Consultants. It is very important that you keep a copy of this with your Single Central Register for Ofsted purposes. DBE staff and consultants do not need to be accompanied by school staff on school premises, but are expected to always behave in a professional manner, following the Diocesan Staff Code of Conduct, and in keeping with each school's own safeguarding requirements.

### **New Year Letter For All Staff, Governors, Parents/Carers, Pupils and Associated Clergy**

Please find [attached](#) a New Year letter from Archdeacon Richard, Chair of the Diocesan Board of Education, for emailing to all your staff, governors, parents / carers, pupils and clergy contacts.

### **Praying For You**

We always begin our DBE and DBE Committee meetings with prayers for particular schools and colleagues. If you have a matter which you would like to draw to our attention for prayer, please don't hesitate to get in touch. Also, this year has been designated by Bishop Debbie as a year of prayer and we look forward to sharing a special school prayer with you each week; further details are [attached](#).

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## **ENVIRONMENT**

### **Cop 28 & Eco Schools**

The Pope's recent address to Cop 28, as read out by Vatican Secretary of State Cardinal Parolin, can be found here: [Address of His Holiness Pope Francis to the Conference of Parties to the United Nations Framework Convention on Climate Change \(COP28\) \(2 December 2023\) | Francis \(vatican.va\)](#). It was reported on by the BBC here: [Pope Francis calls for end to fossil fuels at COP28 in Dubai - BBC News](#) and a full recording can be found here: [2023.02.12 Cardinal Secretary of State Pietro Parolin delivers Pope Francis' speech at the COP28 - YouTube](#). It would make for an excellent discussion with pupils and students in religious education, science and collective worship.

### **Eco Schools**

Eco Schools have now launched their 'cut your carbon' campaign for schools. For further information see: <https://www.youtube.com/watch?v=DgQhaO2wYvw>.

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## **EVENTS**

### **Cathedral Education Team**

The Cathedral's latest School Visit Brochure can be found here - [SchoolVisitBrochure24\\_A4\\_12pp\[53\].pdf \(peterborough-cathedral.org.uk\)](#) - a range of exciting and engaging activities using the Cathedral as an inspirational resource! To contact the Education Team at Peterborough Cathedral, to find out more and book a school visit email [schoolvisits@peterborough-cathedral.org.uk](mailto:schoolvisits@peterborough-cathedral.org.uk). We hope that every child in a Church of England



school in Peterborough Diocese will have at least one opportunity in their school years to visit Peterborough Cathedral.

### **Christian Aid**

Alison Brown from Christian Aid has written to say: *'Christian Aid celebrates its 80<sup>th</sup> anniversary this year and of course the usual Christian Aid Week will have an extra celebratory feel to it. We would be delighted if you could encourage your schools to support the work of Christian Aid through fundraising. The [Big Spring Sing](#) Easter focus provides a useful lead into Christian Aid week so that any fundraising is informed by the wider work of Christian Aid and underpinned by the Christian faith that informs it. Likewise [Beyond the Bake Sale](#) helps to frame fundraising in a wider perspective so that it is clear that it is just one aspect of working towards eradicating poverty. We also have [collective worship](#) resources for Christian Aid Week which your schools might find helpful.*

*In the first week of March we are holding our second exhibition of pupils' art work in the Houses of Parliament, called Creative for Climate Justice. Like last year we anticipate a really good number of MPs visiting the exhibition and being guided round by pupils from a number of schools from all around the country. It is a prestigious event which enables the young people from both primary and secondary schools to engage directly with MPs to share their concerns. We are intending to run this project again next year although we don't yet know if the exhibition will be before or after Christmas. So, as and when we are able to inform of the exact date we would be very grateful if you could encourage your schools to take part.'*

### **ExpertEd**

Further details of ExpertEd's latest offer for schools are [attached](#), which includes opportunities for pupils to meet with Mark Boyd, Interim Curator of Meteorites at the Natural History Museum, and with Adrian Wells, who has led marketing teams for The FA, UEFA, Harlequins and is now Commercial & Marketing Director for Surrey Cricket Club.

### **ExpertEd Impact Report**

Many of our schools have benefitted from participating in Oundle School's ExpertEd programme over the last year. An impact report on the 2023-2024 programme is [attached](#).

### **Get involved in the EdTech Evidence Board Pilot**

In partnership with the Chartered College for Teaching (CCT), the DfE has launched the EdTech Evidence Board pilot. There are a range of opportunities to be involved in the project. To be kept up to date on opportunities to be involved with the project, including being involved in research activity and being part of the pilot itself, please complete the form on the CCT [website](#).

### **Launch of Expression of Interest for 'EdTech Impact Testbed' Pilot**

The DfE is also inviting schools, colleges, and Edtech companies to participate in testing edtech products to generate evidence of their impact. The DfE will be engaging the sector to understand what works. The DfE will look at how tools, including AI, can improve staff workload, pupil outcomes and inclusivity. The DfE is now looking for schools, colleges and EdTech firms to sign up to participate in the Pilot. You can sign up by completing the form via [Expression of Interest: EdTech schools and colleges - Department for Education - Citizen Space](#).

### **National Younger Leadership Groups 2024-2025, Archbishops' Young Leaders Award Webinars & Follow The Star Collective Worship Resource**

Elizabeth Howat, Head of Archbishops' Young Leaders Award, has been in touch to extend an [invitation](#) to schools for pupils to join the National Younger Leadership Groups 2024-2025, and for staff to attend the free twilight Archbishops' Award Information Webinars, and to share a



brand new collective worship resource with schools – Follow The Star, Calm and Bright. Further details are [attached](#).

### **New Diocesan Network Group for Teachers and Headteachers Responsible for Collective Worship in Primary Schools**

A new network group will begin this academic year for staff with responsibility for leading on collective worship in schools. Please note that this will not include RE, although we recognise that the member of staff leading on collective worship may well be the same person who leads on RE. The purpose of the network meeting will be to support us as we seek to deliver collective worship in our schools that enables the spiritual flourishing of all in our school community. There will be times for sharing good practice and learning from one another, as well as opportunities to explore new resources and focus on what spiritual flourishing means in our individual school contexts. The termly meetings are scheduled to take place on Zoom and will last for an hour. The dates are **October 8<sup>th</sup>, January 16<sup>th</sup> and May 8<sup>th</sup>, from 4.00pm – 5.00pm**. It would be helpful if you receive this email, but are not the collective worship lead in your school, that you pass on to them the details about this group. Reminders about the network meeting and the Zoom link will be sent no more than a week before the scheduled meeting. At the start of the summer term on April 24<sup>th</sup> there will be a training event to support the leadership of collective worship. Further details in the training programme sent out to all schools.

### **News from The National Society for Education**

***Flourishing Leaders/Teachers*** – overviews of both of the programmes are attached. The vast majority of the pilots will be taking place in regional clusters.

[Flourishing Leaders Programme Information](#)

[Flourishing Teachers Curriculum Overview Summary](#)

***National Conference – Save the Date – 22 January, Saint Church, Hackney*** – theme: ‘Class of 2040: Putting young people at the centre’.

***Flourishing Trusts Network Residential – 19-20 March 2026, Park Regis Birmingham*** – ‘Fully Human’ – a team development residential for School Trusts and Dioceses focused on the dynamic relationship between AI and Flourishing exploring key questions for your MAT and Diocese teams including:

- Given the unstoppable rise of AI technology, what actually makes us fully human (i.e. what can AI never do) and what should we therefore be focusing on in the next 3-5 years?
- How might AI help us solve some of the biggest challenges we’re facing (e.g. flourishing of small schools) if we’re prepared for a paradigm shift in our thinking together?
- What are the ethical and governance issues we need to think through together in this rapidly-changing landscape
- What is the specific role of faith-based education in relation to AI – including exploring spirituality, character, belonging and faith development?
- How could our Flourishing movement make a leading-edge contribution to the next 5-10 years of development through playing as a large team of many thousands of schools?
- What role could big tech companies and other commercial partners play in creating and implementing this vision together?
- What might we learn from international perspectives and experiences? (this residential will also involve international delegates from our newly formed Global Consortium for Flourishing in Education)

## **Peterborough Cathedral Service For All Diocesan Schools – 7 October, 2.15 – 3.30 pm**

It is the aspiration and expectation of the Diocesan Board of Education that every child and young person will have at least one opportunity to attend a worship service at Peterborough Cathedral and engage in the educational activities on offer there, at least once in their Church school years. So, may I encourage you to book seats for the children and young people in your school(s) for this year's service, via [education@peterborough-diocese.org.uk](mailto:education@peterborough-diocese.org.uk), if you have not already done so.

Also, Alex Carton, Head of Cathedral Education Centre, is also able to offer a range of educational activities for schools on that day. She has written to say, 'Are you planning to attend the DBE Celebration Service at Peterborough Cathedral on 7<sup>th</sup> October 2025? If so, make a day of it with our immersive and reflective *Getting to know your Mother Church Day*; a selection of engaging and practical activities for children attending church schools.

Cost: a contribution of £2.00 per child.

Times: 10.00am-1.00pm, ending in time for the service, with options for a later start time if you are travelling a distance.

Programme: RE, History and Art can all be encompassed in the programme for your school(s), and tower climbs are available too.

Contact Alex: [schoolvisits@peterborough-cathedral.org.uk](mailto:schoolvisits@peterborough-cathedral.org.uk) for more information.'

## **St Philip's Centre**

Helping our students' understand the complexities of a multi-faith world and preparing them to be effective citizens in a very diverse UK society is undoubtedly one of our greatest challenges. The St Philip's Centre in Leicester has a great deal to offer in this respect, helping to enhance the quality of education in schools. Ramila Chauhan from the St Philip's Centre has been in touch with details of programmes and support packages they are offering, which are worthy of consideration.

*'The Religion and Belief Roadshow presents a comprehensive school day event that enables pupils to explore a variety of faiths under one roof. We are fortunate to offer exposure to Baha'i, Buddhist, Christian, Hindu, Humanist, Jain, Jewish, Muslim, Pagan, and Sikh faiths. Our aim is to have a presence of at least 6 faiths, with the goal of accommodating all nine whenever possible.'*

*The event is designed with a marketplace ambience, giving students the opportunity to immerse themselves in the sights, sounds and fragrant aspects of diverse cultures. Each faith is represented by a stall/table showcasing artefacts, manned by a practitioner available for student inquiries. Additionally, a clothing tent showcases clothes worn by various faiths, accompanied by musical elements, making it a truly multi-sensory experience.*

*The standard cost for this event is £2500, for a maximum of 300 children. This cost covers all expenses associated with the event day. This includes the presence of a DBS-checked and safeguarding-trained faith practitioner, faith-related artefacts for student exploration, any materials used in activities, our supervision throughout the visit, and all pre-event organizational tasks. However, we kindly request the school to provide refreshments and lunch for the delivery team.*

*For a preview of the Roadshow program in action, please follow this link:*

<https://www.youtube.com/watch?v=2FDB2eqd3xE>

*You can appreciate that the cost has gone up considerably since the last time we did the Roadshow for the Diocese, I have spoken to my manager and he has agreed to a price of £1500.*

*I have attached our brochure which contains other programmes which may be of interest to your schools, particularly the Multi-Faith Carousel.*

**Multi-Faith Carousel** is a programme of up to 4 different faith practitioners delivering workshops simultaneously and rotating around different classrooms. This gives the children an opportunity to meet a faith practitioner, ask questions and more importantly see the similarities and differences between the different faiths. This works well with a year group. £80 per faith, per class + Travel (35 Max class size, duration 55 mins per class).

*Our charges cover all of our side of costs for the day – DBS checked, safeguarding trained faith practitioner, faith-related artefacts for the students to investigate, any materials we use in activities, our supervision of the visit on the day and all organisation beforehand. We offer these on Tuesdays, Wednesdays and Thursdays.'*

Further details of these programmes and more are [attached](#).

### **The Parents Promise**

The Parents Promise [The #ParentsPromise - Home \(theparentspromise.org.uk\)](https://theparentspromise.org.uk) have been in touch to say we are 'writing to you to ask if you might help by filling in a very short survey that has been developed by the Positive Parenting Alliance to help with a very important schools initiative which we support.

The Positive Parenting Alliance is a group of organisations, and individuals, who are looking to change the culture of separation for the better in the UK. They launched the Parents Promise in 2021 and last year worked with some of the UK's largest organisations to change HR policies to better support separating families. [This](#) short video gives some background to the HR initiative and the Parents Promise website is [here](#).

Their next initiative is to look at separation in the context of schools: how does separation affect children? What support and protocols do schools have in place? and what further resources might be helpful? ***We'd love it if you could fill in [this](#) short survey and send it around to your school colleagues to help provide insight for the initiative.***

The survey is short and multiple choice in the main so should take a handful of minutes to complete and all information is confidential/anonymised. The insight gained will be invaluable and it will help the Alliance develop assets to aid schools, and parents, better support children during separation. The aim is to launch the campaign in 2025.'

### **The Role of the Monarchy**

James Saunders Watson, Lord-Lieutenant of Northamptonshire, would be delighted to visit any of our schools in Northamptonshire, and to engage in a Q&A discussion with pupils regarding the role of the Monarchy. Also, if your school has a significant anniversary or event, the Lord-Lieutenant would be happy to visit and possibly to arrange for a representative of the Royal Family to also attend. If this would be of interest, please contact me directly.

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## **EXTERNAL TRAINING OPPORTUNITIES**

### **Artificial Intelligence**

The Department for Education has announced [further support](#) for teachers, leaders, and support staff with harnessing the opportunities AI has to offer, and helping them to use AI safely and effectively.

Included is a free-to-use package of online training materials to support staff in schools and colleges up and down the country to use AI safely and effectively, freeing up more time for teachers to focus on what they do best – the face-to-face teaching changing children's lives.

The Department is investing in EdTech and AI to enhance and test its use in schools and colleges, including over a million pounds of funding for a test-and-learn project with schools, colleges, and firms to better understand how EdTech can improve staff workload, pupil outcomes and inclusivity. DfE is also pleased to announce a further £1m in Contracts for Innovation funding for AI Tools for Education. This additional funding is being allocated to further develop existing prototype tools, so they are ready for use in the classroom, helping to free up more time for teachers for face-to-face engagement with pupils.

### **Becoming The CEO**

The Be Ready Group ([bereadygroup.org](http://bereadygroup.org)) is offering a transformational programme for aspiring, newly appointed and experienced CEOs from across the country, representing multi-academy trusts of all sizes and phases of education. Further details are [attached](#).

### **Equity, Diversity, Inclusion and Justice**

Last Wednesday evening, Elizabeth Olulari, National Education Lead for Racial Justice at the Church of England Education Office, explained the importance of these key EDIJ themes, which are foundational to Church school education. She also highlighted some courses being run by the national team that may be of interest to school leaders particularly: the Inclusive Curriculum Leadership course - [Courses - Foundation For Educational Leadership \(cefel.org.uk\)](http://cefel.org.uk) and the Leaders Like Us programme - [Leaders Like Us - Foundation For Educational Leadership \(cefel.org.uk\)](http://cefel.org.uk).

### **Happiness Clubs**

Charlotte Nobbs, our Children's Mission Enabler, has been in touch to say: *'With a New Year, we often need some fresh ideas for how we might engage with the children in our community. Happiness Clubs are our new wellbeing resources aimed at primary school aged children. These have been produced collaboratively by Hope Together and Peterborough Diocese.'*

*This is an amazing support for schools for all they are already doing with their children to promote their wellbeing.*

*Here are a few questions you may like answered:*

- **Who might run Happiness Clubs?**

*Happiness Clubs are designed so that volunteers from churches can support their local school or community group. The resources and training are available for **free** from [Happiness Clubs For Children | The Wellbeing Journey](#).*

*No special expertise is needed as the training videos and downloadable resources take you through all you need to know.*

- **What do we mean by a 'club' in school?**

*A Happiness Club can be run at lunchtime, after school...or at any other time! It involves a simple craft and a game around a theme, to help children to talk and explore skills that will help them to be happy through the ups and downs of life. Both the adult volunteers and the children learn together.*

*Please contact me if you have any further queries.'*

Charlotte can be contacted via: [charlotte.nobbs@peterborough-diocese.org.uk](mailto:charlotte.nobbs@peterborough-diocese.org.uk) and mob. 07772 816990.

## **Hope for Families**

Hope for Families is a charity which improves childhood outcomes through effective parenting programmes. Colleagues from many schools have commented very favourably on the quality of the charity's work. Further details are [attached](#), and for an informal exploratory conversation about how the charity could meet the needs of your parents, please contact Louise Willis via [louise@hopeforfamilies.org.uk](mailto:louise@hopeforfamilies.org.uk).

## **Liverpool Hope University - Church School Governance Training Programme**

Liverpool Hope University will be running a 6-month online training programme, beginning in January. It is aimed at governors and trustees (directors) in both church schools and schools with a distinctively Christian ethos, providing support for governors and trustees (directors) committed to improving provision and outcomes for children and young people. The programme has been developed by experts in church school leadership, governance and inspection. Further details can be found here: [Church School Governance Training Programme – Online](#).

## **Northamptonshire Safeguarding Children Partnership**

Details of NSCP's training courses for this school year are [attached](#).

## **NPQ SENCO**

There are some fully funded places available for the new NPQ SENCO, which is the new statutory qualification for SENCOs, but also available for school leaders.

What is the NPQ SENCO?

- A leadership level qualification, primarily for SENCOs, school leaders or aspiring SENCOs
- A new qualification, replacing the previous NASENCO award and becoming the statutory qualification for all SENCOs. All SENCOs must now complete this qualification within 3 years of beginning their role
- Equips SENCOs with the cutting-edge expertise and leadership skills needed to navigate the evolving SEND landscape and champion inclusive practices within their schools

You can read more about [NPQ SENCO here](#).

How can staff apply?

Staff can apply for the NPQ SENCO qualification now by first completing the DfE registration here and choosing the Church of England as their provider.

[Register for an NPQ](#)

You'll then received a personalised link to the application form.

There is a video here with more information about the NPQ SENCO course - including delivery locations and options for those in small schools.

[NPQ SENCO - Find Out More](#)

If you'd like more information about the course please do email [NPQ@churchofengland.org](mailto:NPQ@churchofengland.org).

## **NPQSmall**

For colleagues in small schools, those with under 150 pupils in primary and 800 in secondary there is a unique NPQSmall offer. This is designed specifically for small schools in both content and delivery. There are NPQSmall versions of NPQH, NPQSL, NPQLT, NPQLBC and NPQSENCO.



Benefits for staff:

- Fully online – so no need for time consuming and expensive travel.
- Flexibility of when to attend over half the sessions.
- Case studies and materials relevant to a small school context.
- Your qualification will have the same standing as our face to face NPQs.

For more information about NPQSmall contact Richard Jackson or the NPQSmall team at [NPQSmall@churchofengland.org](mailto:NPQSmall@churchofengland.org) to get involved and reserve some places on this exciting scheme.

### **Project Touchline**

A few years ago, Chris Andrew, Director of Project Touchline [www.touchline.org.uk](http://www.touchline.org.uk), presented at one of our Headteachers' Conferences. Since then, a number of our schools have worked with Project Touchline, which has brought demonstrable benefits for the pupils.

*I shared a phone call with Chris last week, and he provided a further update: 'Our current programme of five whole days coaching is bespoke to individual school's Christian vision, ethos, and values. We teach **Christian values** through sport and theologically underpin these values through **Collective Worship**. Children learn to show and experience their Christian values in ACTION through five progressive sports games with various levels. These are provided as inspiring 4K Films for teacher CPD/resources.*

*These are the six key legacy benefits of our pioneering programme.*

- 1. Children learn how to win and lose, not be selfish in a team, work with children rather than their best friends, learn how to follow instructions and listen.*
- 2. Lunchtime Prayer Club - children choose to reflect, be still, learn to pray and draw close to God during for 15 minutes during lunchtime.*
- 3. Sports Values Ambassadors - years 5/6 volunteers teach your Christian values through the games to volunteers from Reception/KS1 during lunchtime.*
- 4. Inset CPD – two-hour delivery and legacy (twilight or inset).*
- 5. Teacher resources - games which link Collective Worship/RE and PE together. Watch here [CPD to teach Christian Values through sport and across the curriculum](#)*
- 6. Bespoke film - showcase your local church, school community, values, children and creative artwork. Watch here [Freeman's Endowed C of E Primary School, Wellingborough](#).*

*We only work with a maximum of twenty-four (24) schools each academic year.*

*If interested, please reach out to discuss pricing and options to secure a booking. It is an excellent way to prepare and support you for your next SIAMS inspection. We have worked with 130 amazing schools to date – see [England and Wales Map-Of-Schools](#).*

*It is through linking Christian Faith, Values and Sport together the whole school community experiences "Living life in all its fullness" – John 10:10. I also [attach](#) an inspiring head teacher IMPACT statement from a legacy partnership last term.'*

### **Springs Dance Company – Dancing Your Way Through RE**

Springs Dance Company have several workshops on offer for primary schools that are designed to bring aspects of the Christian faith to life through dance. Further details are attached.

[Spring Dance Company](#)

[Spring Dance Company – CREATION](#)

[Spring Dance Company – EASTER](#)

[Spring Dance Company – PARABLES](#)

## **The Difference Course for Primary Schools & July Training Sessions – 9,10, 14, 16 & 17 July**

The Reconciling Leaders Network (RLN) aims to support and mobilise a generation of peacemakers and reconcilers in their everyday contexts, pursuing a just and flourishing world. Over the last few years, RLN has invested in equipping young people in Secondary Schools and Youth groups, and are delighted to announce that, following 18 months of development, *Difference* for Primary Schools is being launched!

You are warmly invited to attend a special early-access training session ahead of the official launch in September. This two-hour training is for primary governors, headteachers, teachers, chaplains, or other primary school stakeholders e.g. SENCOs who are interested in running the *Difference* course with their pupils.

The training will provide a clear overview of the programme; its vision, structure and resources. It will also include guided conversations on how to create safe, trauma-informed spaces where children can learn to cross divides, navigate disagreement, and help build communities where everyone feels they belong.

Once the training is complete, you'll receive access to our online hub, where all course materials and resources can be downloaded for free.

For more information about Difference for Primary Schools, please visit [Difference for Primary Schools - Difference: Make your faith count in a complex and divided world](#).

You can sign up for one of the training sessions here:

- [Wednesday 9 July 16:00-18:00 \(GMT+1\)](#)
- [Thursday 10 July 16:00-18:00 \(GMT+1\)](#)
- [Monday 14 July 10:00-12:00 \(GMT+1\)](#)
- [Wednesday 16 July 16:00-18:00 \(GMT+1\)](#)
- [Thursday 17 July 10:00-12:00 \(GMT+1\)](#)

### **Training for Mission & Ministry with Children, Young People & Families**

Ripon College Cuddesdon is running some great new courses for mission and ministry with children, young people and families, led by Dr Pete White. Further details are [attached](#).

### ***Using AI In Education Settings: Support Materials***

Developed by the sector for the sector and in partnership with the Chiltern Learning Trust (CLT) and Chartered College of Teaching (CCT), the materials are designed to support staff working in schools and colleges to use AI safely and effectively. They include a '**Teacher Toolkit**' outlining the basic information that everyone working with young people should know about using AI safely, including support staff, and some potential use cases, as well as a '**Leaders Toolkit**' to help address the risks and opportunities of AI across their whole setting and how to consider AI as part of a wider digital strategy.

They supplement the [Generative artificial intelligence \(AI\) in education - GOV.UK](#) policy paper and reinforce the Department's ambition to unlock more meaningful time with pupils by giving teachers high-quality and safe tools to deliver world-class education and support teachers, leaders and support staff to use AI safely and effectively.

The materials include:

- Action focused slide decks
- Video presentations containing key information with accompanying transcripts
- Summaries of the information presented in the videos



- Activities to consolidate knowledge, such as multiple-choice questions
- Templates to enable reflection and planning.

The materials can be adapted for delivery for individual or group use. Users can focus on individual modules depending on levels of experience. The content does not endorse any AI tool or approach to use of AI. Instead, it gives a range of examples that educators have used.

To supplement these materials, the Chartered College of Teaching have also published a special edition of their 'Impact' Journal and a dedicated web page including a collection of case studies from primary, secondary and special schools, academy trusts and colleges.

The DfE would be very grateful for any views you may have on the content in this [feedback form](#).

## Wellbeing

Maria Brosnan, Founder of Pursuit Wellbeing ([Home - Pursuit \(pursuitwellbeing.com\)](https://pursuitwellbeing.com)), has been in touch to say...

- *We know that 89% of Headteachers are chronically stressed. (Education Support, Teacher Wellbeing Index, 2023).*
- *We know that stress is an independent risk factor for coronary heart disease. (Wirtz, P.H., von Känel, R. Psychological Stress, Inflammation, and Coronary Heart Disease, 2017).*
- *We know that coronary heart disease is the number one cause of death in the UK and globally. (British Heart Foundation, 2021).*

*We have developed a programme specifically for Headteachers, School Leaders and CEOs. It consists of 4 x two-hour sessions aimed at helping participants understand and reduce the impact of stress. By using wearable technology, participants can see these concepts in real-time. The sessions are for individuals or small groups of 4 to 8 participants, and can be held in person or online.*

Further details are [attached](#). If you would like to join a Zoom call to meet with Maria and to hear more about what Pursuit Wellbeing has to offer, after school one afternoon for 30-40 minutes between 4.00-5.00pm, do let me know and I'll include you in the Zoom invitation.

## GOVERNORS

### Charting The Course To Good Governance

The NGA's latest publication on good governance, entitled 'Charting the course to good governance; common challenges', is now available - [erg-report-publication-final.pdf \(nga.org.uk\)](#). It is full of insightful advice and observations; a must read for any school governor.

### Clergy As Ex Officio Foundation Governors and Clergy Appointments

Further to the Bishop's letter to clergy on Friday, and on behalf of the Diocesan Board of Education, may I ask if, before the end of this calendar year, CEOs and Headteachers, with MAT Chairs and Chairs of Governors, would please:

- modify instruments of government and / or MAT schemes of delegation re. local governance, to ensure the local incumbent is automatically offered an ex officio position as a Foundation Governor / Church Governor,

- whilst also making provision for the local incumbent to nominate a church member to take up this position on their behalf when this would be more appropriate.

We hope this local governance arrangement will help to foster closer partnerships between clergy, church members and church schools, in addition to involving church schools appropriately in clergy appointments whenever possible in the future. Further details relating to this important change to local school governance are [attached](#).

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## **OFSTED AND SIAMS**

### **SIAMS 2024-2025 and Beyond**

A copy of the [national annual SIAMS report](#) and a copy of the [SIAMS inspection list for 2024-25](#) are attached. Of course, we are not driven by an inspection compliance mentality; and we would like all our schools to be 'excellent' schools every day of the year, recognising that that 'excellence' is a journey and not simply an outcome. We continue to be one of the highest performing dioceses nationally, with a 100% J1 / good or better SIAMS inspection outcome across all our schools since 2018. We look forward to working with you in the coming year to help you achieve and continue to achieve such remarkable standards, for the sake of all the children and young people in your care.

### **SIAMS Information for Schools**

All the questions that a SIAMS Inspector will raise in the initial one-hour telephone interview with headteachers, on the day of the inspection notification, are detailed in section 4.1.3 of the [attached document](#), 'SIAMS Information for Schools'. May I commend this document to all headteachers expecting inspection this term and in the next academic year.

### **SIAMS Inspection List 2025 – 2026**

The list of schools expected to be inspected under SIAMS next year has now been finalised, following consultation with dioceses, and a copy is [attached](#).

### **Inspection Data Summary Report (IDSR)**

Ofsted's inspection data summary report (IDSR) for all secondary schools including schools with a sixth form was updated on Thursday 6 March. This release contains revised Key Stage 4 and Level 3 value added data. The next planned update will be released late April with final data.

### **Thematic Structure for an Integrated SIAMS & OFSTED School Improvement Plan**

We would like to commend to all involved in the leadership of our Church schools the importance of giving equal attention to SIAMS and Ofsted themes in school improvement planning for 2025-2026, and of having one school improvement plan which addresses the key themes in each inspection framework. Please see the [attached](#) thematic structure for an integrated SIAMS & Ofsted school improvement plan, illustrating the significant overlaps between SIAMS and Ofsted themes. Moreover, the SIAMS framework begins from the premise that the theologically rooted Christian vision should be the driver of everything in a Church school, and so it makes sense for all improvements to be planned in relation to, and as an expression of, the Christian vision.

Whilst our primary objective is to ensure that all the SIAMS IQs are covered each year, to a greater or less extent according to need, in any school improvement plan, and we will continue to work positively and constructively with any schools or academies which prefer to have two separate school improvement plans for SIAMS and Ofsted, we think there are efficiencies and

further benefits to be gained from encompassing SIAMS and Ofsted priorities with one school improvement plan each year. We offer this to you for your consideration.

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## **POLICIES AND REPORTS**

### **Anti-Bullying Policy**

Please find [attached](#) a model anti-bullying policy from Tony Stephens, which could be adapted to create a policy which would suit the vision and values of your school. After 20 years as a Head, Tony has spent 15 years advising schools, while at the same time carrying out research into the features of schools that make them successful; this is one model policy, arising from Tony's extensive experience and research.

### **Disability Equality Scheme**

Please find [attached](#) a model document from Tony Stephens, regarding key principles for devising a disability equality scheme. After 20 years as a Head, Tony has spent 15 years advising schools, while at the same time carrying out research into the features of schools that make them successful; this is one such paper, arising from Tony's extensive experience and research.

### **Flourishing for All – Church of England Anti-Bullying Guidance**

The new version of Flourishing for All is now live on the Church of England website: [Anti-bullying guidance for Church of England schools | The Church of England](#). The document has been updated as follows:

- making it even clearer that this is just the beginning of a whole suite, with further sections to come, including the rationale for choosing the different sections
- clarifying the importance of freedom of speech, especially on the basis of faith, making it clear that there is an expectation when exercising that right that the Church of England's pastoral principles are adhered to
- reiterating that the document is a specific guidance document for church schools on bullying, as befits their status as providers of state education with a distinctively Christian character. It is not to be read as a position paper by the Church of England on human sexuality and gender identity
- clarifying that we do not expect primary schools to teach about sexual orientation and/ or sexual LGB relationships; we do encourage primary schools to share positive messaging around different family structures, including LGB families
- updating the acronym LGBT+ to LGB/ GQ (when referring to children and young people) to make it even clearer that, in relation to children, we are only using the term 'gender questioning'. This aligns with Keeping Children Safe in Education (KCSiE) 2024
- updating the whole document in accordance with the newly published KCSiE 2024 document
- removing the definition of 'transgender' in the glossary so it is clearer that when the document refers to 'transgender', it is always referring to transgender adults.

### **Leadership of Teaching and Learning**

Please find [attached](#) a model document from Tony Stephens, regarding the leadership of teaching and learning. After 20 years as a Head, Tony has spent 15 years advising schools, while at the same time carrying out research into the features of schools that make them successful; these is one such paper, arising from Tony's extensive experience and research.

## **Race Equality Policy**

Ensuring that everyone in our schools is treated with respect and dignity, and committed to the same throughout their lifetime, is vital and represents an ongoing challenge to the depth, quality and influence of the education we provide. To support you in you in this, please find [attached](#) sample race equality policy from educational consultant Tony Stephens. I trust you find this helpful for reviewing and improving your own policy.

## **School Leadership for Change**

Please find [attached](#) a paper from Tony Stephens about school leadership approaches to bringing about change. After 20 years as a Head, Tony has spent 15 years advising schools, while at the same time carrying out research into the features of schools that make them successful; this is one such paper, arising from Tony's extensive experience and research.

## **Sir Martyn Oliver's speech – Confederation of School Trusts**

Sir Martyn Oliver, a former colleague to several of us in DRET and the DBE, as a former DRET Trustee himself, gave a speech to the Confederation of School Trusts on Friday. It includes some very encouraging messages and confirmation that Ofsted is moving in the right direction under Sir Martyn's leadership. A complete copy of the speech can be found here: [Sir Martyn Oliver's speech to the Confederation of School Trusts - GOV.UK](#).

## **Spiritual, Moral, Social and Cultural Development**

Please find [attached](#) a model policy, from Tony Stephens, regarding spiritual, moral, social and cultural development. After 20 years as a Head, Tony has spent 15 years advising schools, while at the same time carrying out research into the features of schools that make them successful; these is one such paper, arising from Tony's extensive experience and research.

## **Student Welfare and Inclusion**

Please find [attached](#) a model policy from Tony Stephens about student welfare and inclusion. After 20 years as a Head, Tony has spent 15 years advising schools, while at the same time carrying out research into the features of schools that make them successful; this is one such paper, arising from Tony's extensive experience and research.

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## **RESOURCES**

### **16 to 19 Funding: Information for 2025/26**

The DfE has published information about 16-19 funding for the remainder of this academic year and national funding rates for academic year 2025/26. The details are as follows:

#### ***Post 16 budget grant***

The post-16 budget grant will be paid from April to August 2025 and will include allocations for school sixth forms, sixth form colleges and FE colleges. For academic year 2025/26, the grant funding will be rolled into the 16-19 programme funding via the national learner rate. All institutions eligible for 16-19 programme funding will attract the same national funding rate.

#### ***National funding rate 2025/26***

The national funding rate for students aged 16 and 17, and students aged 18 and over with high needs, in band 5, will be £5,026. Other funding bands will be increased proportionately.

#### ***Teachers' pension employer grants for 16-19 institutions confirmed for 2025/26***

The teachers' pension scheme employer contribution grant (TPSECG) for sixth forms and 16 to 19 schools will be paid as a separate grant. The TPSECG for further education providers for

academic year 2025/26 is confirmed and the DfE has indicated that the grant will be included in 16 to 19 allocations.

Full details of 16-19 funding for 2025/26 are available [here](#).

### **16-19 in-year growth funding announcement**

Due to significant growth in student numbers, the DfE has announced that 16-19 institutions are likely to receive only two-thirds of the funding expected, based on arrangements published in August 2024.

It's very disappointing that schools and colleges are not going to receive in-year growth funding at the level they would have reasonably expected. In some cases extra groups will have been created and additional teachers hired to manage the increase in the number of students, and schools and colleges may have been relying on this funding to cover the additional expense. Full details of the changes in-year growth funding are available [here](#).

While the rise in the national funding rate is welcome, it follows years of underinvestment in post-16 education and must not be offset by cuts elsewhere. The number of students in post-16 settings is expected to continue growing over the next few years and the government needs to ensure that sixth forms and colleges have the resources they need to support them.

### **A Million Children Living in Destitution in the Twelfth Most Prosperous Nation**

Last month the Joseph Rowntree Foundation reported ([UK Poverty 2024: The essential guide to understanding poverty in the UK | Joseph Rowntree Foundation \(jrf.org.uk\)](#)) that around 3.8 million people in the UK, including 1 million children, experienced destitution in 2022, more than twice the proportion recorded in 2017. Destitution is defined in the report as the deepest and most damaging form of poverty, where people cannot afford to meet their most basic physical needs to stay warm, dry, clean and fed. Such widespread levels of destitution, I'm sure we would all agree, are a national scandal.

As we approach a General Election, we all need to be courageous and vocal advocates for the children in our care, and to play our part in helping to ensure that the political manifestos of all political parties address this national scandal. In continually endeavouring to do everything possible to make a broken system work, as we have to, and then also often providing extra free school meals and running food banks etc., we run the risk of legitimising and giving credence to a deeply flawed system, if we don't call out this injustice. To govern is to choose and, quite simply, we need governments to make better choices.

More than ever, we need to ensure we provide a transformational education and step up to the plate as principled leaders in our profession, without necessarily being party political. We often associate Lent with a time of personal soul searching and this year especially it ought to be a time of national soul searching for us all. If you would like to make your voice heard on this national injustice, may I encourage you to consider the advice offered by the Joint Public Issues Team [What do you want to see in a General Election manifesto? – Joint Public Issues Team \(jpit.uk\)](#).

### **AI in Education**

May I draw your attention to the AI in Education website: [Home | AI In Education](#). AI in Education is a cross-sector initiative instigated by Bourne Education Trust (BET) and Epsom College. It brings together senior and experienced figures who have worked in both the state and independent sectors. They are motivated by a belief that if schools and colleges are to optimise the benefits of AI, they will need to supplement guidance from the government and tech industry to provide real-time, specific, and informed advice to the sector. They believe it is



imperative that we maximise the vast benefits of AI across education, whilst minimising the very real and present hazards and dangers.

### **Academy & Schools News Update and Safeguarding Briefing**

Please also find attached the most recent [Academy and School News Update](#) from educational consultant Tony Stephens, and a [Safeguarding Briefing](#) and details of a [safeguarding AI course](#) from specialist safeguarding consultant Andrew Hall.

### **Academy Trust Handbook 2024 & Schedule of Musts**

The DfE has published its 2024 Academy Trust Handbook, which came into effect on 1 September and is available now as a PDF to download - [Academy trust handbook 2024 \(publishing.service.gov.uk\)](#), along with a Schedule of Musts for all Chairs and Trustees - [ATH Schedule of Musts 2024.xlsx \(live.com\)](#). May I encourage all Chairs and Trustees to ensure that their Trusts are fully compliant with all the DfE's essential requirements at the start of this new academic year, and to provide assurance of this for the Diocesan Board of Education.

### **Assessment, Recording and Reporting**

Tony Stephens, the educational consultant who puts together our weekly academy and schools news summaries, has also put together a template policy on Assessment, Recording and Reporting, particularly with secondary schools in mind, as [attached](#), but which primary colleagues may also find helpful.

### **Attachment Theory, How Schools Can Become Attachment and Trauma Friendly, and a Help Guide**

Please find some attached advice on attachment theory from Tony Stephens, a paper from headteacher Stuart Guest on how schools can become attachment and trauma friendly, and a help guide written by Melinda Smith, Lawrence Robinson, Joanna Saisan and Jeane Segal.

[Attachment Theory](#)

[How Schools Can Become Attachment and Trauma Friendly](#)

[Reactive Attachment Disorder and Other Attachment Issues](#)

### **Autistic Children**

Dr Craig Goodall is the author of 'Understanding the Voices and Educational Experiences of Autistic Young People: from research to practice'. He has also written a brief article summarising some of the key points from his research, which is very informative and helpful; a copy is [attached](#).

### **Away from It All Holiday Scheme Sponsored by the Mothers' Union**

'Away From it All' is a holiday scheme sponsored by members of the Mothers' Union to help families going through stressful times to have a holiday, and who otherwise might not be able to afford to take a holiday. This could be of real benefit to some families in our school communities. Further details are [attached](#).

### **Bible Stories Portrayed In Cartoon Style Artwork**

Revd Henry Martin works in the Diocese of Manchester and in free moments he enjoys sketching and painting. He has kindly donated his artwork to help you tell Bible stories and share the good news of Jesus. You can download them from here: [FreeBibleimages :: Contributors :: Rev. Henry Martin](#). You might like to try inviting your pupils to add speech bubbles and animation to the PowerPoint images, and then to present them during collective worship. One such example, for last week's Headteachers' Conference, telling the story of The Prodigal Son, is [attached](#).

### **Bishop Stopford School Growing Faith Podcast**

Hannah Persaud, the national Growing Faith Networks Lead, has put together a podcast with pupils from Bishop Stopford School, commenting: 'The whole team wanted to say thank you and were blown away at the pupils' thoughtful and thought-provoking responses to some really big questions.' Here is the link for the podcast which is now live on the [Growing Faith website](#) and the Growing Faith Spotify playlist: [Growing Faith Foundation | Podcast on Spotify](#)

### **Braunston CE Primary School MP Visit**

What better time than to invite an MP into your school than when a General Election is looming. Well, Lianna Willis, Headteacher of Braunston Church of England Primary School, did just that. You can read more about it in Lianna's letter to her parents and carers, as [attached](#).

### **Checklist Before Delivering a Lesson**

Tony Stephens has shared a [checklist](#) that new teachers might well find helpful re. lesson planning.

### **Christianity as a Global World Faith**

The Church of England has just launched a new resource for supporting the teaching of Christianity as a global world faith. Ziggy, our RE Adviser, attended the launch event and has written a brief article about this, which is [attached](#).

### **Climate Coalition**

The Climate Coalition have been in touch share their latest film and set of resources for engaging children and young people in climate activism. Further details are [attached](#).

### **CPD School Visits**

We hope the [attached](#) map, which highlights schools with well above average pupil progress data and / or with excellent / outstanding inspection outcomes in the various components of Ofsted and SIAMS inspections serves a purpose in helping you identify possible schools to visit for CPD purposes.

### **Creative School Projects**

Sandy Ettridge has been involved in leading some very creative, rewarding and successful projects recently – a bespoke project at [Stanion CE Primary School](#) with a focus on courageous advocacy, and a project creating visual displays with the children at [Flore CE Primary School](#) to reflect their school's vision statement. The work went exceptionally well and the visual outcomes look really wonderful. Every display has involved every child and staff member. Photos are included within the attached PPTs.

### **Cross-Curricular Literacy and Oracy Guides and Policies**

Please find [attached](#) two [guides and policies](#), from Tony Stephens, regarding the development of literacy and oracy across the curriculum. After 20 years as a Head, Tony has spent 15 years advising schools, while at the same time carrying out research into the features of schools that make them successful; these are two such papers, arising from Tony's extensive experience and research.

### **DfE Renews Grants of £1200 for Senior Mental Health Lead Training**

The government has once again announced further grant funding to cover training for Senior Mental Health Leads. The grant offers £1200 to eligible state-funded schools and colleges in England to train a senior mental health lead. Further details are [attached](#).



## Early Years Update

The Education Endowment Foundation has published a useful Early Years Update and a copy is [attached](#).

## Educating our Students about the Israeli-Palestinian Conflict

May I recommend the following educational resources which colleagues in many Church of England schools have found helpful:

<http://www.solutionsnotsides.co.uk>

<https://blog.eis.org.uk/piuc/level-3-4-teachers-guide/>

[https://neu.org.uk/sites/default/files/2023-](https://neu.org.uk/sites/default/files/2023-10/NEU3179%20Israel%20%20Palestine%20%20Issues%20for%20Schools_0_1.pdf)

[10/NEU3179%20Israel%20 %20Palestine%20 %20Issues%20for%20Schools 0 1.pdf](https://neu.org.uk/sites/default/files/2023-10/NEU3179%20Israel%20%20Palestine%20%20Issues%20for%20Schools_0_1.pdf)

<https://www.quaker.org.uk/resources/free-resources/teaching-resources-2#heading-1>

[Israel and Hamas: What's happening? | Newsround - YouTube](#)

[What is life like for children in Israel and Gaza? | Newsround - YouTube](#).

In addition, Jane Lewis has recommended some AREIAC resources for secondary colleagues, RE teachers and those leading PHSE type sessions or perhaps work with 6<sup>th</sup> forms, following an email from Alastair Ross, Chair of AREIAC. Alistair has written to say: 'The South London Inter Faith Group recently held an online meeting about the Israel/Palestine crisis with two speakers: Dr Chris Hower, who spoke on the historical background and differing narratives and Julie Siddiqi, who shared how the crisis in Israel/Palestine is affecting us here in our own communities in the UK. The Group has kindly agreed to share the link to the You Tube recording which you may find useful for your own understanding as well as helping to inform any teaching or educational work you are doing. The edited version of the recording can be found here: <https://www.facebook.com/100079737889190/videos/1738257716668704> and lasts around 45 minutes.

You may also like to look at [www.togetherforhumanity.co.uk](http://www.togetherforhumanity.co.uk) which aims to build a movement united against hate, with a focus on fostering a sense of collective unity amongst groups with a shared commitment for peace and coexistence between Israel and Palestine. Of course, other groups and individuals are committed to this work but this is a new initiative you may not have come across.'

Jane has suggested that the video itself might be suitable for 6<sup>th</sup> form students, but otherwise it would be for staff to watch, to support their teaching and engagement with students on the on-going issues in Israel and Palestine. Jane has come across both the speakers involved in this conversation and they speak with sound sense and realism.

This is a time for galvanising everyone in our school communities, in partnership with parish church communities, to provide help for all those people suffering terribly in Israel and Gaza, through absolutely no fault of their own in the overwhelming majority of cases. In pursuing courageous advocacy projects, you may wish to provide support for:

Christian Aid - [Middle East Crisis Appeal | Christian Aid](#)

Tearfund - [Middle East Emergency Appeal - Tearfund](#)

World Vision - [Middle East Emergency Appeal | World Vision UK](#)

Save The Children - [Donate to the Gaza Emergency Appeal | Save the Children UK](#).

## **Educational Papers Worth Discussing in Staff Meetings - Outstanding Schools, Post 16 Leadership, Poverty, Disadvantaged Students & Improving Literacy**

Tony Stephens has published a couple of analytical papers on outstanding schools, a similar paper on post 16 leadership and management, and two further helpful papers on student poverty and supporting Pupil Premium and disadvantaged students. Tony has also shared two guidance reports from the Education Endowment Foundation for improving literacy in KS1 and KS2. Copies are attached.

[Outstanding Primary Schools](#)

[Outstanding Secondary Schools](#)

[Post 16 Leadership and Management](#)

[Student Poverty](#)

[Supporting Pupil Premium and disadvantaged students](#)

[Improving Literacy in KS1](#)

[Improving Literacy in KS2](#)

## **Enterprise Education & Work Related Learning**

Tony Stephens, the educational consultant who puts together our weekly academy and schools news summaries, has also put together a helpful paper on Enterprise Education & Work Related Learning, as [attached](#), which secondary colleagues may find particularly helpful.

## **Features of Outstanding Schools**

Please find [attached](#) an analysis of outstanding schools written by Tony Stephens.

## **FGM**

Please find attached two documents about FGM, one about [spotting the signs](#) and the other document is [a risk assessment tool](#).

## **Free Bibles for Schools**

If you would like to present a free copy of the New Testament, Psalms and Proverbs to each of your school leavers this year, GOOD NEWS For Everyone would be delighted to provide free copies for you. You can order them here: [Bibles for Education | GOOD NEWS for Everyone! \(goodnewsuk.com\)](#).

## **Garfield Weston Foundation**

Garfield Weston Foundation is a family founded grant-maker that gives money to support a wide range of charities across the UK. In total they donate around £100 million each year. They support a wide range of charities that make a positive difference, working in different sectors in the UK. These include welfare, youth, community, environment, education, health, arts, heritage and faith. Applying to the Foundation is simple and straightforward. Further details can be found here: [How to apply - Garfield Weston Foundation](#).

## **Good Mental Health**

Towcester CE Primary School worked very effectively with their local NHS Mental Health Support Team over the course of the last academic year. The programme the school followed included workshops, therapeutic group work, individual support and various events. Further details of this programme are [attached](#), courtesy of Sally Beaton, Headteacher, along with the Mental Health Support Team contact details for West Northants, as follows: [Mental Health Support Team \(Children and Young People\) - NHFT | West Northamptonshire Council \(westnorthants.gov.uk\)](#); the contact details for the service are listed on the page [cyp.mhst@nhft.nhs.uk](mailto:cyp.mhst@nhft.nhs.uk) 0300 027 0888 or 0800 170 7055, adding that here is no link to the application though, and that further details of how to apply for this support were sent to the school from the school nursing team. Sally has also kindly said that she would be happy to

speak to any schools that would like to know more or hear about the services offered and their impact.

### **Google for Education**

Google has been making some innovative developments that would benefit schools, and further details are attached in this month's ['Google for Education' newsletter](#).

### **Health Education**

Tony Stephens, the educational consultant who puts together our weekly academy and schools news summaries, has also put together a template policy on Health Education, particularly with secondary schools in mind, as [attached](#), but which primary colleagues may also find helpful.

### **Health & Safety**

Tony Stephens, the educational consultant who puts together our weekly academy and schools news summaries, has also put together a model Health & Safety Policy, as [attached](#).

### **How to Lead a Successful Secondary School**

Tony Stephens, who writes our weekly academy and school news updates, once led a very successful secondary school and has [shared](#) his reflections on how he went about this, whilst recognising there are many different ways in which to do this.

### **Information Advice & Guidance re. Careers Education**

Putting in place a comprehensive information, advice and guidance programme that benefits students across all key stages in secondary schools is a significant piece of work which, of course, requires ongoing updating. To support you in this endeavour, educational consultant Tony Stephens has together a useful template document which is [attached](#).

### **Just Finance Foundation**

Following a bulletin feature earlier this year from the Foundation, Paul Street ([paul.street@jff.org.uk](mailto:paul.street@jff.org.uk)) has again been in touch from the Foundation to say:

*'I contacted you recently regarding the free resources we provide for primary schools to help children learn about money – a really important life skill for their future.*

*You may be interested to know that we offer comprehensive resources for the whole primary age range to engage in learning more about money, tailored to fit with the maths and PSHE curriculum.*

*In short, we have two main resources:*

- *Milo's Money is our resource for EYFS and KS1, it features a picture book about our lovely young dinosaur called Milo who receives some money for the first time and doesn't know what to do with it so proceeds to ask advice from members of his community. This also features a digital game based on shopping and a host of downloadable teaching resources and curriculum guidance for mathematics, PSHE, literacy etc.*
- *5 Big Questions About Money is our PSHE resource for KS1 and KS2 and focuses on speaking and listening lessons teaching children about money, spending, saving, wants and needs, careers etc. It centres around our core questions of:*
  - *Where does our money come from?*
  - *How does money make us feel?*
  - *What can we use our money for?*
  - *How does our money help other people?*
  - *How can we look after our money?*

**All our resources are completely free for schools.** If you'd like to do a little exploring to find out more about us, our website is here: <https://www.justfinancefoundation.org.uk/schools-hub>

*You might also be interested to see more about our work with schools, and hear from some other teachers through our short video ... [LifeSavers - The Just Finance Foundation's primary school financial education programme](#)  
If you are interested in finding out more, I would love to hear from you.'*

### **Key Stage 3**

Tony Stephens, the educational consultant who puts together our weekly academy and school news summaries, has also put together a useful guidance document about monitoring and enhancing performance across Key Stage 3. A copy is [attached](#).

### **Leading Schools in Times of International Conflict**

May I draw your attention to the [attached](#) document about 'Considerations for Schools in Supporting Pupils and Staff at Times of International Conflict' from the Church of England Foundation for Educational Leadership. May I also suggest that this is a time to galvanise everyone in our school communities to provide help for all those people suffering in Israel and Gaza through no fault of their own. In pursuing courageous advocacy projects, you may wish to partner with:

Christian Aid - [Middle East Crisis Appeal | Christian Aid](#)

Tearfund - [Middle East Emergency Appeal - Tearfund](#)

World Vision - [Middle East Emergency Appeal | World Vision UK](#)

Save The Children - [Donate to the Gaza Emergency Appeal | Save the Children UK](#).

Of course, schools need to remain as politically impartial as they can be, whilst educating children and young people about the complexities of international conflicts. Useful guidance, in relation to remaining politically impartial, can be found here:

[https://assets.publishing.service.gov.uk/media/61f137688fa8f5058a4b2f44/6.7731\\_DfE\\_Political\\_Impartiality\\_Guidance\\_Pamphlet\\_WEB\\_004\\_.pdf](https://assets.publishing.service.gov.uk/media/61f137688fa8f5058a4b2f44/6.7731_DfE_Political_Impartiality_Guidance_Pamphlet_WEB_004_.pdf)

<https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools>.

### **LifeSavers Financial Education**

May I commend to you the [LifeSavers](#) programme; it is a free financial education initiative available for state-funded primary schools. Delivered by the Just Finance Foundation, LifeSavers has been created to help children manage money wisely now and in the future. LifeSavers provide a wide range of classroom resources and practical activities to help children engage with learning about money from the beginnings of EYFS through to the end of KS2. All their resources, time and expertise are completely free for schools. Their promotional video can be seen here: [LifeSavers - The Just Finance Foundation's primary school financial education programme - YouTube](#). Further details are [attached](#).

### **Long-term Transformation of The SEND System**

Tom Rees, CEO of Ormiston Academies, writes, 'A lack of policy attention on SEND over the past decade has led to little improvement in delivery, despite significant increases in funding... Almost 40 per cent of young people are now assigned the label of SEND at some point in their school career. This is clearly too high a number to deal with through specialist or personalised intervention. Meanwhile, evidence points to this categorisation being both inconsistent in its application and ineffective in attracting the necessary support....' To read more, please find [attached](#) a copy of Tom's article.

### **Lord-Lieutenant of Northamptonshire & The Role of The Monarchy**

James Saunders Watson, Lord-Lieutenant of Northamptonshire, would be delighted to visit any of our schools in Northamptonshire, and to engage in a Q&A discussion with pupils regarding

the role of the Monarchy. Also, if your school has a significant anniversary or event, the Lord-Lieutenant would be happy to visit. If this would be of interest, please contact me directly.

### **Luxmuralis**

Piaget's approach to discovery-based learning, especially when allied to spiritual development, can be enlightening and inspirational. One of the best examples of this, at the start of this New Year, can be found in the Luxmuralis exhibition at Exeter Cathedral this January. Please find attached a couple of photos, courtesy of Bishop Mike Harrison, who addressed our Headteachers' Conference in June 2021, and may I also share with you this mesmerizing video of Luxmuralis - [Time by Luxmuralis: The sound and light experience coming soon to Exeter Cathedral](#). You might like to consider using the video and images of this immersive art, light and sound installation with your school, reflecting upon the awe and wonder to be found in encountering Jesus and discovering life in all its fullness.

[Photo 1](#)

[Photo 2](#)

### **Making Maths Fun – Brian May – Queen Guitarist**

Brian May, who has a PhD in Astrophysics, had a brief spell as a maths teacher at Stockwell Manor Comprehensive School in Brixton during Queen's early days. In the [attached](#) article he shares his reflections on teaching maths, which make for interesting reading.

### **Making The Best Use of Teaching Assistants**

Please find [attached](#) an excellent guidance report from the Education Endowment Foundation about making the best use of teaching assistants.

### **National Association of Teachers of Religious Education**

We have been in discussion with NATRE about the best rates they could offer to schools which would like to access their very impressive and substantial RE resources. For 11+ schools taking out a membership for the year, they have offered a 30% reduction on their £370 annual charge per school. If you would like to access this rate through the Diocesan Board of Education, simply let Corinne know via [education@peterborough-diocese.org.uk](mailto:education@peterborough-diocese.org.uk).

### **Online Learning**

Please find [attached](#) a guidance document from Lasse Rouhiainen about online learning.

### **Periodic Subject Area Reviews**

Tony Stephens, the educational consultant who puts together our weekly academy and schools news summaries, has shared a document secondary schools about [‘Periodic Subject Area Reviews’](#).

### **Picture News**

Picture News have shared an excellent collective worship resource for this coming week, which focuses on the theme of unexpected events from both a current affairs and biblical perspective, which is [attached](#).

### **Picture News – Wildfires in Los Angeles**

Much of what children and young people see and hear in the news can be overwhelming. Providing opportunities for pupils to process, think about and reflect upon what's happening in the world, in a measured way, is so important. Therefore, I hope you will find the [attached](#) PowerPoint helpful in exploring the issue of the recent wildfires in Los Angeles.

## **Planning For The Year Ahead in Secondary Schools & Supporting Literacy In The Early Years**

Please also find [attached](#) a guide from Tony Stephens about planning for the year ahead in secondary schools and a primary school document from the Education Endowment Foundation about approaches and practices to support literacy in the early years, <https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy>

## **PopUK**

PopUK has updated its free singing resources, with more songs that are inclusive, distinctive and relevant. Further details can be found here: [Free song resources to start the new academic year \(popuk.org\)](#)

## **Preparing Children to Receive Holy Communion**

Revd Pippa Madgwick faithfully prepared the children at St Mary's and St John's CE Primary School in North Luffenham to receive Holy Communion over many years, and has now retired, and Pippa has offered the attached materials for schools and clergy to assist in this. We hope that many more children in our schools will be offered such an opportunity and trust the attached resources prove to be beneficial.

[Baptism and Admission Service 2024](#)

[Preparation Sessions 2024 for Receiving Holy Communion](#)

[Preparing Children to Receive Holy Communion](#)

[Teaching Booklet for Admission to Holy Communion](#)

## **Pupil Premium**

For the updated 'The EEF Guide to the Pupil Premium', see:

[https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide\\_to\\_the\\_pupil\\_premium\\_-\\_2024.pdf?v=1727884053](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053).

## **Pupil Premium Primary School Guide**

Please find [attached](#) a guide from Tony Stephens for primary schools considering how to maximize the Pupil Premium.

## **Pytchley CE Primary School Spiritual Garden and Library Opening**

Ashley Scott, Executive Headteacher, and colleagues at Pytchley have been celebrating the opening of a new spiritual garden and library. You can read more about it here: [Kettering village church school welcomes new Bishop of Peterborough to open garden and library \(northantstelegraph.co.uk\)](#)

## **Raising Attainment in Secondary Schools & Personal, Social and Emotional Development in Primary Schools**

Please also find [attached](#) a guide from Tony Stephens about raising attainment in secondary schools and a primary school document from the Education Endowment Foundation about approaches to supporting personal, social and emotional development, <https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development>.

## **RE Newsletter**

Please find [attached](#) a copy of this month's RE Newsletter, which has been sent to RE Subject Leaders. It is full of great resources, training opportunities, informative reports and examples of best practice, from Ziggy Brown, our RE Adviser.



## **Reducing Staff Workload**

A recent SecEd Newsletter offers some great ideas and examples for reducing staff workload - <https://email.sec-ed.co.uk/q/12Jpfhcq2XxXqAnbOIx72n5l/wv>.

## **Research into School Attendance**

Ensuring pupil attendance returns to pre-pandemic levels is proving to be challenging in many schools. Please find [attached](#) a plethora of research reports on this issue, as you chart your way forward this year, which I trust you find helpful.

## **Schemes of Learning**

Tony Stephens, the educational consultant who puts together our weekly academy and schools news summaries, has also put together a guidance document about schemes of learning, particularly with secondary school KS3 and KS4 curriculum in mind, as [attached](#).

## **School Photography**

Brian Irvine, the former Headteacher of Staverton Church of England Primary School, now provides a school photography service. Brian offers website and prospectus update photography for schools at budget friendly prices. He also offer portrait photography for schools, but only small schools, as he is a one man band and processes it all personally. This portrait photography service is priced to be affordable for all parents / carers. Further details are [attached](#).

## **Secondary School Attainment Culture & Early Years Communication and Language Development**

Please also find [attached](#) a guide from Tony Stephens about establishing and maintaining an attainment culture in secondary schools and a primary school document from the Education Endowment Foundation about supporting communication and language development in the early years - <https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language>.

## **Secondary School Data Tracking and Underachievement Intervention & Mathematics In The Early Years**

Please also find [attached](#) a guide from Tony Stephens about data tracking and underachievement intervention in secondary schools and a primary school document from the Education Endowment Foundation about mathematics in the early years: <https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-mathematics>.

## **Secondary School Outstanding Guide**

Please find [attached](#) a guide from Tony Stephens for secondary schools in pursuit of Ofsted's outstanding grade.

## **SEND Matters**

Please find attached a collection of valuable SENCO guides, courtesy of SEND Matters, re. working with parents and carers, annual reviews, primary – secondary transition and Ofsted.

[SENDCO Guides – Annual Reviews](#)

[SENDCO Guides – Ofsted](#)

[SENDCO Guides – Primary – Secondary Transition](#)

[SENDCO Guides – Working with parents and carers](#)

## **SEND Teaching Assistant Audit**

Please also find [attached](#) a template which could be useful for auditing the work of your SEND Teaching Assistants and supporting their professional development.



## **Solutions Not Sides**

May I also commend to you Solutions Not Sides - [Home | SNS](#). Solutions Not Sides is an education programme that exists to provide humanising encounters, diverse narratives and critical-thinking tools in order to empower young people with the knowledge, empathy and skills to promote dialogue and conflict resolution, and to challenge prejudice in the UK.

## **Staff Induction Guidance**

Please also find [attached](#) a guidance document, suggesting a framework for staff induction, that could be a helpful comparison for checking your current school programme against.

## **Successful School Leadership**

Please find [attached](#) a helpful paper published by the Education Development Trust on Successful School Leadership, written by Christopher Day and Pamela Sammons.

## **Teenage Instructional Videos**

In the best interests of broadening our secondary school extracurricular offer and supporting all who are bringing up teenagers, may I commend the following series of teenage instructional videos:

[Toilet Roll Changing - Teenage Instructional Video #1 \(youtube.com\)](#)

[Dishwasher Loading - Teenage Instructional Video #2 \(youtube.com\)](#)

[Hanging Up Wet Towels - Teenage Instructional Video #3 \(youtube.com\)](#)

[Turning off lights - Teenage Instructional Video #4 \(youtube.com\)](#)

[Vacuuming - Teenage Instructional Video #5 \(youtube.com\)](#)

[How to get your teenager out of bed - Teenage Instructional Video #6 \(youtube.com\)](#)

## **The Difference Course for Secondary Schools**

We live in a conflicted and divided world and the Difference course is a great way to help students work through their differences in a constructive way. Difference is a free, six-session resource that equips students with skills to cross divides, navigate disagreement and build welcoming school communities. Further details can be found here: [Secondary Schools - Difference: Make your faith count in a complex and divided world](#).

## **TikTok's Use of Children's Personal Information**

Last year, University College London (UCL) researchers, in partnership with ASCL, undertook some research into online harms and how we can ensure safer scrolling, considering how algorithms popularise and gamify online hate and misogyny for young people. Moreover, earlier this week, the Information Commissioner's Office (ICO) announced that it will be launching a major investigation into TikTok's use of children's personal information. In this regard, you may find it interesting to read Dr Kaitlyn Regehr's publication [ASCL Safer Scrolling Report](#) and upcoming book [Smartphone Nation](#).

## **Transforming Attendance**

Marc Rowland, who spoke at our Headteachers' Conference in November, recommended a publication he had written, which is available free of charge, called 'Transforming Attendance In Cornwall'. A copy is [attached](#). It's an invaluable resource for all school and trust leaders.

## **Try Praying – A Great Free Resource**

The Try Praying booklet is a 7-day prayer guide for those who are not religious. It's been used by hundreds of thousands of people. It is often read and then passed on to friends, colleagues and neighbours. You can access the whole resource online and also download a copy free of charge here [Home](#).

## **Understanding Christianity Evaluation**

Dr Rachael Shillitoe of Birmingham University has written an insightful evaluation of the popular Understanding Christianity course which is used in so many of our schools. A copy is [attached](#).

## **Vision Project at Stanion CE Primary School**

At Stanion Church of England Primary School they have been working creatively on a project linked to their vision. Their vision is at the heart of all they do, and they wanted to ensure that it is a vision that all stakeholders within the school and wider community know and understand. Further details of the project are [attached](#).

## **Ways To Improve Classroom Management**

Please also find [attached](#) some advice on how to improve classroom management from Tony Stephens. After 20 years as a Head, Tony has spent 15 years advising schools, while at the same time carrying out research into the features of schools that make them successful; this is one such paper, arising from Tony's extensive experience and research.

## **Ways To Improve Your School**

Tony Stephens, the educational consultant who puts together our weekly academy and schools news summaries, has shared a document from St John the Baptist School entitled '[500 Ways to Improve Your School](#)'.

## **Wellbeing Best Practice**

The Ethos Committee and the Church Council at Stanion Church of England Primary School have worked together to plan a well-being project that has culminated in the publication of 'Stanion's Book of Well-being.' It's inspirational! I hope you enjoy reading it and find it helpful for promoting wellbeing in your school community. A copy is [attached](#).

## **Why Gen Z is Flocking to Church**

[Attached](#) is a fascinating article from this Sunday's Independent newspaper, written by Helen Coffey, about 'why Gen Z is flocking to church'.

## **Working in Partnership with Parents and Carers to Meet the Needs of Children and Young People with Special Educational Needs and Disabilities**

The National Association for Special Educational Needs ([Home page | Nasen](#)) has produced a very helpful booklet about 'Working in Partnership with Parents and Carers to Meet the Needs of Children and Young People with Special Educational Needs and Disabilities' and a copy is [attached](#).

## **WWII Educational Resources**

Debra Green OBE has been in touch to say, 'I wanted to share a FREE WWII Educational Resource Pack for KS2 & KS3, designed to help students reflect on the lessons of WWII and explore how we can build a more peaceful future. Schools can access it for free using the discount code: FREEFORSCHOOLS-VEDay80.'

This resource is linked to the VE/VJ Day 80 celebrations, on and around May 8<sup>th</sup>, encouraging students to learn from history and understand the key principles of peace building, leadership, and diplomacy. It includes:

- ✓ A Flexible Menu of Resources – Teachers can choose what works best for their pupils.
- ✓ A One-Week Project – Exploring the causes of war, conflict resolution, and fair leadership.
- ✓ Three Standalone Lessons – Teaching resilience, justice, and collaboration.
- ✓ Assembly Outlines – Engaging content for school-wide discussions.

✓ Student Take-Home Resources – Practical guides to apply peace-building skills beyond the classroom.

This 100% free resource is perfect for schools looking to mark VE/VJ Day 80 in a meaningful way. Schools can access it here:

<https://roc.uk.com/shop/building-a-lasting-legacy-of-peace-educational-resource-pack-key-stages-2-and-3/>

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## SPIRITUAL INPUT

### **BBC Broadcast of Pentecost Service from All Saints' Northampton with Bishop Debbie and Father Oliver Coss**

If you missed the BBC's live broadcast from All Saints' Northampton, and would like to view the Sunday service from All Saints Northampton with Bishop Debbie and Father Oliver Coss, here's the link: [BBC iPlayer - Pentecost - 2024: A Celebration for Pentecost](#).

### **Daily Hope**

If you would like to receive a daily scriptural reflection to inspire you, may I recommend the daily emails and podcasts from [Daily Hope with Rick Warren - Devotional - Pastor Rick's Daily Hope](#), which are often featured on Premier Christians Radio and UCB Radio.

### **Premiership Football Stars Sharing Their Faith – Bukayo Saka & Raheem Stirling**

England and Arsenal star Bukayo Saka spoke over the summer about how his faith sustained him with the resilience that he needed to find through a very difficult time in his career, after he missed a penalty in the Euro 2020 final against Italy three years ago, and which also helped him to score a crucial penalty in England's Euros quarter-final shoot-out win against Switzerland.

Most recently, Raheem Stirling has gone on record as saying, 'My faith is massive to me', after getting baptised this summer. When the new Premier League kicked off in August, he became the centre of one of the biggest transfer stories, deemed surplus to requirements at Chelsea, and made a deadline-day move to London rivals Arsenal, where he now joins fellow Christian Bukayo Saka.

### **Song for the Week**

May I share with you this beautiful song by Adrian Snell, 'Peace Be With You', echoing Jesus' words to his disciples - [Peace Be With You](#), which you might also like to share with your pupils and staff at the close of collective worship during this season of Lent.

### **The Good Shepherd Prayer Space – Finedon Mulso CE Junior School**

Creating inspirational prayer spaces for our children is so important for their spiritual development. Finedon Mulso CE Junior School recently created a bespoke prayer space entitled 'The Good Shepherd', to help the children think deeply about their school vision, which focuses on children learning together, enabling them to 'live life in all its fullness', based on John 10 v10. Further details are [attached](#).