



## LDBS SCHOOLS BULLETIN

September 2015

Please pass this bulletin on to all members of the leadership team,  
governors and Heads of RE / RE Co-ordinators

<http://schools.london.anglican.org/>

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### Message from Inigo Woolf and Liz Wolverson

Welcome back to the new school year. We hope that you have returned refreshed from your Summer Holiday.

*It is with great sadness that we have to tell you that Karen Finnemore the Headteacher of Bishop Perrin School died at the end of August. Karen was an inspirational Headteacher who was generous with her time in supporting other schools. She fought a long battle with cancer and was still going into school from time to time last term. She will be much missed by all who knew her.*



## LDBS News

### Congratulations

#### Ofsted and SIAMS Inspection Grades

We offer our congratulations to the following schools who were rated either 'Outstanding' or 'Good' in their recent OFSTED or SIAMS inspections.

- Christ Church Primary School, Barnet – Good (SIAMS)
  - Christ Church Primary School, Tower Hamlets – Outstanding (SIAMS)
  - Edward Betham Primary School, Ealing – Outstanding (SIAMS)
  - Holy Trinity Primary School, Hillingdon – Outstanding (SIAMS)
  - John Keble Primary School, Brent – Outstanding (SIAMS)
  - Monken Hadley Primary School, Barnet – Good (SIAMS)
  - St. John's Primary School, Harrow – Good (Ofsted)
  - William Perkin High School, Ealing – Outstanding (Ofsted)
- ❖ Well done to staff at John Keble Primary School, Brent who were awarded the Gold Award for Outstanding RE by RE Quality Mark.
- ❖ Congratulations to Hampton Gurney Primary School, Westminster which was one of just four schools to be commended with outstanding progress at the 2015 Business Awards.

### New Prevent Policy on Radicalisation & Extremism

The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas. This duty came into force on July 1<sup>st</sup> 2015.

The LDBS has prepared a model Prevent Policy on Radicalisation & Extremism for schools to adopt if they do not already have one in place. The policy is available on the [LDBS website](#) and in the Document section of this Bulletin.

### Buildings and Finance - Capital Projects

The DfE provides a capital sum to address the maintenance of voluntary aided schools and a separate sum for academies each year.

If you wish to bid for funding for a project please download and complete the [Capital Bid Form](#) and we will prioritise bids as and when funds become available. Forms should be returned to Steve White, Principal Buildings and Development Officer, by 23<sup>rd</sup> October 2015 by post to: LDBS, 36 Causton Street, London, SW1P 4AU or Email: [steve.white@london.anglican.org](mailto:steve.white@london.anglican.org)

### Christmas Card Artwork Competition (for secondary schools only)

Each year we send out over 300 Christmas cards to schools and to people with links to the Diocese. We would like to invite secondary school pupils to enter a competition to design the LDBS Christmas card this year. The card should reflect our vision as a Christian organization and be A5 in size. Entries should be submitted to Jack Cracknell on [jack.cracknell@london.anglican.org](mailto:jack.cracknell@london.anglican.org) by Wednesday 4<sup>th</sup> November 2015.

## We would like to welcome:

### Principals, Headteachers & Heads of School

Name	Position	School	LA
Troy Sharpe	Headteacher	St Andrew & St Francis Primary School	Brent
James Humphries	Headteacher	Kentish Town Primary School	Camden
Matthew Clifford	Headteacher	St Andrew's Primary School	Enfield
Maria Jay	Headteacher	Meridian Angel Primary School	Enfield
Karen Frazer	Headteacher	St Peter's Primary School	H&F
Elisabeth Stevenson	Headteacher	Lady Margaret Secondary School	H&F
Kirstin Oliver Sutherland	Headteacher	St Andrew's Primary School	Hillingdon
Martha Braithwaite	Headteacher	St Mark's Primary School	Islington
John Hicks	Headteacher	St Jude & St Paul's Primary School	Islington
Judith Standing	Headteacher	St George's Hanover Square Primary School	Westminster
Beatrix Simpson	Interim Headteacher	Princess Frederica Primary School	Brent
Rebecca Mackenzie	Interim Headteacher	St Matthias Primary School	Hackney
Adam Young	Head of School	St George the Martyr Primary School	Camden

*A belated welcome to Matthew Glenn who took up his post as the permanent Principal of St Mary's and St John's School, Barnet in April 2015*

### Deputy & Assistant Headteachers

Catherine Mitri	Deputy Headteacher	St John's Primary School	Barnet
Sarah Maltese	Deputy Headteacher	St Paul's Primary School, New Southgate	Barnet
Alexandra Allan	Deputy Headteacher	Princess Frederica Primary School	Brent
Catherine Brema	Deputy Headteacher	Latymer All Saints Primary School	Enfield
Steve Burns	Deputy Headteacher	The Green Secondary School	Hounslow
Rafael Espinosa	Deputy Headteacher	The Green Secondary School	Hounslow
Jodie Knock	Deputy Headteacher	St Richard's Primary School	Hounslow
Sally Keck	Deputy Headteacher	St Mary Abbot's Primary School	K&C
Bernadette Whittle	Deputy Headteacher	Chelsea Academy Secondary School	K&C
Ruth Gusterson	Deputy Headteacher (KS2)	Archdeacon Cambridge's Primary School	Richmond
Nicola Whitby	Deputy Headteacher	Bishop Wand Primary School	Surrey
Penny Johnson	Deputy Headteacher	Sir John Cass's Foundation and Redcoat Secondary School	Tower Hamlets
Matthew Bradley	Deputy Headteacher	St Luke's Primary School	Westminster
Joanna Rapley	Deputy Headteacher	St Peter's Primary School	Westminster
Kim Opikynski	Assistant Headteacher	St George the Martyr Primary School	Camden
Martha Braggins	Assistant Headteacher	The Urswick Secondary School	Hackney
Naomi Dews	Assistant Headteacher	The Urswick Secondary School	Hackney
Vanessa Blake	Assistant Headteacher	The Urswick Secondary School	Hackney
Sally Newing	Assistant Headteacher	St John's Primary School	Harrow
Stacey Barrett	Assistant Headteacher	Latymer All Saints Primary School	Enfield
Daniel Cunningham	Assistant Headteacher	St Augustine's Primary School	Westminster
Peter Langridge	Assistant Headteacher	St Peter's Primary School	Westminster

## Safeguarding Checklist

The Safeguarding Checklist 2015/16 will be available shortly on the Policy Downloads section of the LDBS website.

## Secondary Headteacher and Deputy /Assistant Headteacher 2015/16 Meetings

Secondary Headteacher meeting dates are listed below. Meetings start at 10am with refreshments available from 9.30am. Deputy / Assistant Headteacher meetings are run jointly with Southwark Diocese. Meetings start at 2pm with refreshments available from 1.30pm.

Subject Network Meetings are also a collaboration with Southwark Diocese, start times are below and refreshments are available 30 minutes before the meeting begins. All meetings will be held at LDBS, 36 Causton Street on the dates below. Suggestions for agenda items should be sent to [kate.roskell@london.anglican.org](mailto:kate.roskell@london.anglican.org).

Date	Time	Course title
Monday 12 <sup>th</sup> October 2015	2.00 – 4.00pm	Deputy / Assistant Headteacher Meeting
Thursday 5 <sup>th</sup> November 2015	10am – 12pm	Secondary Headteacher Meeting
Tuesday 10 <sup>th</sup> November 2015	10am – 12pm	Joint Subject Network Meeting for Music
Tuesday 10 <sup>th</sup> November 2015	2.00 – 4.00pm	Joint Subject Network Meeting for Drama
Tuesday 17 <sup>th</sup> November 2015	10am – 12pm	Joint Subject Network Meeting for Computer Science
Thursday 26 <sup>th</sup> November 2015	10am – 12pm	Joint Subject Network Meeting for Art
Thursday 4 <sup>th</sup> February 2016	2.00 – 4.00pm	Deputy / Assistant Headteacher Meeting
Tuesday 8 <sup>th</sup> March 2016	10am – 12pm	Secondary Headteacher Meeting
Thursday 9 <sup>th</sup> June 2016	10am – 12pm	Secondary Headteacher Meeting
Wednesday 29 <sup>th</sup> June 2016	2.00 – 4.00pm	Deputy / Assistant Headteacher Meeting

## LDBS Staff

A [list of all LDBS staff](#) is on our website which includes telephone numbers and job titles. We would also like to introduce four new part time advisors to the LDBS who started on 1<sup>st</sup> September 2015:

- Mary Thorne – Primary Advisor
- Mark Newton – Primary Advisor
- Brian Welsh – Primary Advisor
- Stephen Fisher – Primary Advisor



## Governors & Governance

### New Governor Webpages on the LDBS Website

The LDBS has updated the governor web pages to include more detailed information about the [appointment process](#), the [re-appointments process](#) and information about [becoming an LDBS Foundation Governor](#).

### Filling an LDBS Foundation Governor Vacancy

Does your school have an LDBS Foundation Governor vacancy? The LDBS has a governor pool of over 40 prospective governors looking to volunteer in a Church of England school. Each of these candidates has already been approved by the Appointments Panel and are waiting to find a suitable school. If you would like to see the governor pool database please email [molly.musgrave@london.anglican.org](mailto:molly.musgrave@london.anglican.org) or telephone: 0207 9321147.

## Update on Governance Issues

To read a governance update covering school constitutions, publication requirements, legal responsibilities, Ofsted changes and guidance on conducting external governance reviews visit the Document section of this Bulletin.

## Governors Training Programme

The 2015-16 training programme has been constructed to reflect the key messages in government guidance. We will add sessions during the year, and would particularly draw your attention to the following sessions, all of which take place at London Diocesan House.

### AUTUMN SCHEDULE

Date	Time	Course Title
Wednesday 16 <sup>th</sup> September 2015	2 – 4pm	Headteacher Appraisal - The Governors' Role
Tuesday 22 <sup>nd</sup> September 2015	9 – 4pm	Safer Recruitment
Thursday 24 <sup>th</sup> September 2015	10 – 12pm	The Governors Role and Responsibilities for Safeguarding
Monday 5 <sup>th</sup> October 2015	10 – 12pm	OFSTED – The New Inspection Process
Wednesday 21 <sup>st</sup> October 2015	10 – 12pm	Safeguarding Children – The Governors' Role
Thursday 3 <sup>rd</sup> November 2015	10 – 4pm	Introduction to Being a Governor
Thursday 19 <sup>th</sup> November 2015	10 – 1.30pm	RAISE Online – changes to performance measures FOR PRIMARY SCHOOLS ONLY
Wednesday 2 <sup>nd</sup> December 2015	10 – 12pm	Making Sense of the Data: An Introduction to RAISE Online FOR SECONDARY SCHOOLS ONLY
Thursday 3 <sup>rd</sup> December 2015	9 – 4pm	Safer Recruitment

### SPRING SCHEDULE

Thursday 21 <sup>st</sup> January 2016	10 – 12pm	SIAMS : The Statutory Inspection of Anglican & Methodist Schools
Monday 1 <sup>st</sup> February 2016	2 – 4pm	New Chairs of Governors
Tuesday 2 <sup>nd</sup> March 2016	10 – 4pm	Introduction to Being a Governor
Monday 7 <sup>th</sup> March 2016	10 – 12pm	Monitoring Visits in Schools

Further details and an application form can be found on the [LDBS website](#).

## Audit Your School Website

Schools are required to publish certain information on the school website. To find out if your school meets the statutory requirements use this [Audit your School Website](#) document.

## Governing Body Membership Update

Please remember to complete the Governing Body Membership form and return to Molly Musgrave by post or by email: [molly.musgrave@london.anglican.org](mailto:molly.musgrave@london.anglican.org). The form can be downloaded from the [LDBS website](#).

## Governing Body Minutes

Please send your governing body minutes directly to Molly Musgrave by post to: LDBS, 36 Causton Street, Pimlico, London, SW1P 4AU or email them to [molly.musgrave@london.anglican.org](mailto:molly.musgrave@london.anglican.org)



## RE & Collective Worship

### School Worship Calendar 2015/16

The new [School Worship Calendar for 2015/16](#) is now available on the LDBS website and in the Document section of this Bulletin. The document lists key religious, historical and national dates for the entire academic year and is a useful resource for teachers.

### New RE Subject Leader Meetings 2015/16

The 2015/16 meeting dates for RE subject leaders are below. Jayne Pavlou will host the first session on Thursday 8<sup>th</sup> October which will look at the roles and responsibilities of the RE subject leader and the distinctiveness of leading RE in a church school. You can also read a flyer about the events in the Document section of this Bulletin. To book a place on any of these events please email [jennifer.grey@london.anglican.org](mailto:jennifer.grey@london.anglican.org)

Date	Time	Title	Description
Thursday 8 <sup>th</sup> October 2015	1.30 - 3.30pm	'Help! I'm the RE Subject Leader!'	A Course for those new to RE Subject Leadership
Friday 8 <sup>th</sup> January 2016	1.30 - 4.00pm	RE Subject Leaders Meeting	Effective Subject Leadership
Wednesday 25 <sup>th</sup> May 2016	9.30 - 12.30pm	Fiona Moss from RE today	British Values and SMSC
Monday 27 <sup>th</sup> June 2016	1.30 - 4.00pm	RE Subject Leaders Meeting	Support with Self Evaluation and Action Planning

### Adult Learning at St Paul's Cathedral

St Paul's Cathedral has launched a schedule of events with inspirational speakers exploring Christian life, ethics and spirituality. Events are running from September 2015 through to March 2016. Many are free but are already booking up fast. Visit the [St Paul's Cathedral website](#) to register your place.

### Harvest Festival – Church Urban Fund

How will your school celebrate the harvest this year? The Church Urban Fund has created useful Harvest Festival resources for school assemblies and RE classes. Schools can download materials on the [Church Urban Fund website](#).

### Harvest a Computer for African Schools

Transform Burkina, a small UK charity, is launching a 'computers for African schools' campaign this harvest.

Under the title 'opening the web wide world' UK schools are being asked to use their Harvest celebration to raise money to install a computer in a school in Burkina Faso. New PCs, with internet access, will transform the learning opportunities for Burkinabe children, at a cost of just £150 per computer.

Free packs including information, stories and fundraising ideas are available from the charity by emailing [info@transformburkina.org.uk](mailto:info@transformburkina.org.uk) or by visiting the [Transform Burkina website](#).

### Faces of Christ by Jane Williams

Published by Lion

Price: £ 9.99

ISBN: 978-0-7459-5522-3

- Explores the story of Jesus through Art
- A slim book with thought provoking insights into theological ideas



# Grow Education Partners

Website: [www.grow-education.org](http://www.grow-education.org)



: @Grow\_Education

## NEW Grow Training Brochure 2015-16

The Grow Training Brochure for 2015-16 is now available to download from the [Grow Education Website](http://www.grow-education.org). The Brochure includes all Grow training dates, venues and speakers for the whole academic year. You can register for any of these courses on the [Grow Website](http://www.grow-education.org) or by email to [grow@london.anglican.org](mailto:grow@london.anglican.org)

## Grow Training and Development Programme

The table below shows the training sessions provided in the Autumn term. You can select and register for any of these courses on the [Grow Website](http://www.grow-education.org) or by email to [grow@london.anglican.org](mailto:grow@london.anglican.org)

Subject area	Course Title	Date(s)
NQT Programme	The Essential Guide for NQTs	Wednesday 9 <sup>th</sup> September 2015
	Spelling, Punctuation and Grammar (SPAG)	Wednesday 23 <sup>rd</sup> September 2015
	E-Safety	Thursday 1 <sup>st</sup> October 2015
	Developing Children's Number Sense	Wednesday 7 <sup>th</sup> October 2015
	Can You Teach British Values? Yes - and Here's How To	Wednesday 21 <sup>st</sup> October 2015
	Creating a Community of Readers and Writers	Wednesday 4 <sup>th</sup> November 2015
	Inclusion	Wednesday 18 <sup>th</sup> November 2015
	Learning Measuring Through Problem Solving	Wednesday 2 <sup>nd</sup> December 2015
Leaders	Preparation for Senior Leadership (Day 1)	Friday 2 <sup>nd</sup> October 2015
	The Challenge of Headship (Day 1)	Friday 9 <sup>th</sup> October 2015
Literacy	Improving Writing (Day 1)	Friday 2 <sup>nd</sup> October 2015
	Phonics EYFS/KS1	Thursday 8 <sup>th</sup> October 2015
	Phonics KS2	Tuesday 24 <sup>th</sup> November 2015
Assessment	KS1 Year 1 & 2 Teachers	Thursday 15 <sup>th</sup> October 2015
	Formative Assessment and Mathematics	Tuesday 3 <sup>rd</sup> November 2015
	KS2 Year Five and Year Six Teachers (Day 1)	Friday 13 <sup>th</sup> November 2015
	KS2 Year Three and Year Four Teachers (Day 1)	Tuesday 24 <sup>th</sup> November 2015
	Assessment Leaders	Friday 27 <sup>th</sup> November 2015
Safeguarding	CEOP E-Safety	Tuesday 17 <sup>th</sup> November 2015
SEND	Preparation for Inspection	Thursday 26 <sup>th</sup> November 2015
	Understanding the child or young person on the autism spectrum	Monday 30 <sup>th</sup> November 2015
Science	Working Scientifically	Monday 30 <sup>th</sup> November 2015
	Think, Talk, Write Science (Day 1)	Wednesday 7 <sup>th</sup> October 2015
	Skills for Successful Science	Friday 18 <sup>th</sup> September 2015
Mathematics	Deep Maths Learning (mastery) in the KS2 Classroom	Friday 25 <sup>th</sup> September 2015
	Deep Maths Learning in the EYFS & KS1 Classroom	Friday 6 <sup>th</sup> November 2015

## Grow Education Partners 2015-16 Service Provision

Do take a look at the [Grow website](http://www.grow-education.org) for details of our Leadership Support Packages, HR Service and Recruitment & Retention Service. For more information please email the administrative staff on [grow@london.anglican.org](mailto:grow@london.anglican.org) or speak to your school adviser.

## NQT Induction Programme 2015/16

The [NQT induction programme for 2015-16](#) has been expanded this year to provide a training session every 2 weeks. This provides comprehensive training for an NQT during their first year teaching whilst allowing sufficient time in school. The first course begins on the 9<sup>th</sup> September. Courses are evenly spread throughout the academic year (approximately one afternoon every 2 weeks). Grow is working with the LDBS SCITT providing a programme which builds effectively on the participants initial teacher training.

This training is available as a whole package or individual sessions can be booked.

*A **5% discount** is offered on sessions or the complete package for schools that sign up before the 9<sup>th</sup> September.*



## Resources & Books

### British Values - John Logie Baird

John Logie Baird's story highlights the resourcefulness and resilience needed to invent the television. To read this piece visit the Document section of this Bulletin.

### The New International Children's War Museum

A new project to develop an International Children's War Museum is searching for UK schools willing to participate. The museum will present the experiences of different generations of children who have been affected by war from Joan of Arc to the present day, and will document the stories of child survivors of war.

The museum has already established links with projects globally and is looking for schools in the UK to exhibit art work that explores themes relating to children's experience of war. Further information about the museum can be found in the Document section of this Bulletin. If you are interested in participating email Brian Devlin [eildon@hotmail.co.uk](mailto:eildon@hotmail.co.uk) or telephone 01799 525351.

### Charles Dickens Museum

The Charles Dickens Museum offers guided tours to primary (KS1 & 2) and to secondary (KS3 & 4) schools. School tours include a variety of activities and a choice of practical creative workshops for primary schools. For secondary schools workshops are tailored to the pupils area of study. If you would like to find out more visit the [Charles Dickens Museum website](#), telephone: 0207 4052127 or email: [education@dickensmuseum.com](mailto:education@dickensmuseum.com)

### Maths Whizz Suite

This software helps teachers to track and challenge pupils at all levels of maths ability. Maths Whizz addresses the needs of the modern classroom from reception to year 8. It is like having a virtual classroom assistant for each child in your class.

To find out more contact [michael.cash@whizzeducation.com](mailto:michael.cash@whizzeducation.com) or telephone: 07835 914403. You can also find an informative flyer in the Document section of this Bulletin.





## HR & Recruitment

### Would your School Benefit from an Apprentice?

Training Associates (TAS) has worked successfully with many LDBS schools over the last 8 years providing 16 -18 year old apprentices and training for existing staff. If you need more Teaching Assistants, Nursery Assistants or Administrative Staff, we could find you just the right 16 -18 year apprenticeship to fill that vacancy and at a cost that will not overstretch your school budget.

All apprenticeships last for a minimum of one year and the apprentice becomes a member of staff working at least 30 hours per week (maximum 40 hours) at the apprentice minimum wage (£150 per week). You may be entitled to receive an Apprenticeship Grant for Employers (AGE) of £1,500 per apprentice to support employers taking on new 16 -18 year old apprentices. For more information about apprenticeships, please call Training Associates' London office on 020 7609 2700 or 020 7609 9005.



## Reminders

### LDBS Newsletter

We really enjoy hearing about our schools and their achievements, whether they are academic, sporting, musical or just entertaining. If any schools would like to send us pieces of work e.g. outstanding poems, newspaper cuttings, news items, a special card or poem that your children have made – these would be a great feature. The next issue of the Newsletter will include a feature on Autumn events. Please post, e-mail or fax your news to: Mitch Gallacher at LDBS, Diocesan House, 36 Causton Street, London, SW1P 4AU; E-mail: [mitch.gallacher@london.anglican.org](mailto:mitch.gallacher@london.anglican.org) ; Fax: 020 7932 1111. *Please make sure you have parental permission for any photos.*



## Document Contents

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# **RADICALISATION and EXTREMISM POLICY (2015)**

**LEGAL BACKGROUND**

**DEFINITIONS**

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**USEFUL CONTACTS**

**THINGS TO WATCH OUT FOR IN A PUPIL**

**QUESTIONS FOR THE LEADERSHIP TO ASK**

**CHANNEL**

## **Legal background**

The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas. This duty came into force on July 1<sup>st</sup> 2015.

## **Definitions**

**Radicalisation:** the process by which a person comes to support terrorism and forms of extremism which lead to terrorism.

**Extremism:** active or vocal opposition to fundamental British values including but not confined to:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

## **Policies**

**The Prevent Duty should be enshrined within all relevant policies, as each are reviewed. The policies should include:**

- Safeguarding
- Curriculum
- Teaching and learning
- Equalities
- Information technology and E-safety
- Behaviour
- Anti-bullying
- Collective worship
- Religious education

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right wing groups, who can damage society and present a threat to the community. Schools should at all times ensure that their approach to the threat of radicalisation is **balanced, calm and proportionate**.

In Church of England schools, the Christian values that we teach sit very comfortably alongside the British values that in many cases have grown directly from the Christian heritage of this country. Christian values:

<http://www.christianvalues4schools.co.uk/>

British values [http://schools.london.anglican.org/uploads/document/2\\_0\\_british-values-in-c-of-e-schools-dec-2014.docx](http://schools.london.anglican.org/uploads/document/2_0_british-values-in-c-of-e-schools-dec-2014.docx)

## **Training**

Prevent training is available and schools must undertake training with all staff as part of the process of being informed and alert. Free training has been available for some time in local authorities deemed to be Prevent priority areas (Home office and Police). It is now becoming more readily available in other areas.

## **Prevent Single Point of Contact (SPOC)**

The single point of contact will normally be the Designated Safeguarding Lead (DSL).

The SPOC for this school is.....

If there are any concerns a member of staff should inform the SPOC (and/or the DSL).

The appendix to this document contains a pro-forma to be completed detailing any concerns.

### **Useful contacts**

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

<http://www.familiesmatter.org.uk>

The DfE Due Diligence and Counter Extremism Group have a confidential telephone helpline 020 7340 76244.

### **Things to watch out for in a pupil:**

It is important to remember that the vast majority of children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems, or just the rigours of the teenage years. It is important not to jump to conclusions (not least because accusations of radicalisation could push vulnerable young people into the hands of radicals). However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about 'fitting in' (*beyond normal range for teenagers*)
- Appearing distanced from their own culture or heritage.
- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy/poor social interaction
- Disassociation with an old group of friends and arrival of a whole lot of new friends
- Significant change in appearance and/or behaviour
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Involvement with criminal groups and/or imprisonment
- Failure to understand the actions and motivations of others.
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve society's ills
- Joining an extremist organisation
- If your knowledge of the family leads you to believe there is a risk

It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events (such as the Iraq war) can also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them, and put them into context.

### **Questions for the leadership team to ask?**

1. Are there significant differences in the way that different groups in the school achieve, attend and behave?
2. Are these groups separated out in any way?
3. If one group has chosen to be isolated - why?
4. Are there any emerging patterns of behaviour?

5. Do you understand what is happening?
6. What are you doing about it?
  
7. Have you analysed the type, rate and pattern of bullying in the school?
8. How do you tackle discriminatory or derogatory language?
9. Are perpetrators challenged?
10. What have you learnt?
  
11. How robust are admissions and attendance procedures?
12. Do you follow up on absences?
13. Do you involve other agencies?
  
14. Is everyone that needs to be trained in safer recruitment?
15. Do you follow up all queries, before, during and after appointment?
  
16. Are visitors suitably checked and monitored?
17. How well do you check on and brief speakers and groups coming into school?
18. How do you monitor events?
  
19. How good are you at keeping pupils safe inside and outside the school?
20. Are the risk assessments effective?
21. Have you checked your safety arrangements?
22. Have you followed up and taken action after any incidents?
  
23. Do pupils understand and respond to risk effectively on the following issues:
  - Child sexual exploitation
  - Racism
  - Sexism
  - Homophobia
  - FGM
  - Domestic violence
  - Forced marriage
  - Substance misuse
  - Gangs
  - Extremism
  
24. What action has the school taken to address these issues?
  
25. Is the curriculum broad and balanced, providing a wide range of subjects?
26. Are students prepared to live fruitful lives in modern Britain?
27. Does the curriculum promote British Values?
28. Are Christian values clearly taught in every aspect of school life?
29. Is there clear guidance on provision for the spiritual, social, moral and cultural development of every pupil?
30. Are these policies put into practice so that no-one, regardless of race, gender, sexual orientation, disability or faith, suffers discrimination?

### **Channel**

**Channel is a programme which provides support for those who are vulnerable and may be being drawn towards terrorism.**

Schools may refer individuals to the Channel panel, however as the programme is voluntary the student may decline. There is an online training module available for school staff.

<https://www.gov.uk/government/publications/channel-guidance>

Local Safeguarding Boards are responsible for co-ordinating what is being done by all the local agencies.

**APPENDIX I – PROFORMA for REPORTING CONCERNS REGARDING  
RADICALISATION and EXTREMISM**

<b>Pupil Name</b>	
<b>Class</b>	
<b>Address</b>	
<b>Parents / Carers Names and Numbers</b>	
<b>Addresses if different</b>	
<b>Details of concern</b>	

<b>Action taken</b>	
<b>Details of referrals including Names and contact Details</b>	
<b>Follow up Action</b>	
<b>Signed DSL and/or SPOC</b>	Date
<b>Headteacher</b>	Date

# Update on governance issues

This document outlines the significant issues so far and provides links to further information and guidance.

## 1. Constitution issues (maintained schools only)

### 1.1 Background

By 1<sup>st</sup> Sept every school should have reconstituted with a new instrument of government. For most schools this was a straightforward process; for others the transition has involved more deliberation and consultation. Thank you to everyone for your work and commitment and **please remember to send a copy of the made instrument to [Ann.Foster@london.anglican.org](mailto:Ann.Foster@london.anglican.org) or [Penny.Harvey@london.anglican.org](mailto:Penny.Harvey@london.anglican.org)**

### 1.2 Revised statutory guidance

The statutory guidance associated with reconstitution was updated over the summer holidays. It reinforces the main principles ie

- Governing bodies should be no bigger than necessary to secure the range of skills they need. Smaller governing bodies are likely to be more cohesive and dynamic.
- A key consideration in the appointment and election of all new governors should be the skills and experience the governing body needs to be effective.
- Anyone appointing governors must appoint someone they believe has the skills to contribute to effective governance and the success of the school.
- Foundation governors have a particular purpose to safeguard the character of the school, but otherwise every governor's role is to govern in the best interest of pupils, not to represent the interests of the constituency from which they were elected or appointed

The guidance also includes new advice on appointing governors. It recommends that an interview or detailed discussion will need to take place with prospective governors, and references (oral or written) taken as appropriate. Please note that the new LDBS appointment procedures include consultation over desirable skills and an expectation that prospective governors visit the school before an appointment is confirmed. <https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools>.

### 1.3 Terms of office – new flexibility for individual governors

Governing bodies can already specify different lengths of office for **different categories of governor**, within a range of one to four years. Under amendments in *The School Governance (Miscellaneous Amendments) (England) Regulations 2015*, the length of office of **individual governors** within a category may also be varied. **However this flexibility must be written into a new Instrument.** The government's reason for the change is to allow the appointment of people with specific skills to meet short-term needs. This might also be achieved through appointments as associate members or by short-term governors resigning once their particular task has been accomplished.

### 1.4 Associate members acquire additional participation rights in staffing matters

Amendments to the School Staffing Regulations now allow the delegation of staffing decisions to a committee. Previously delegation was restricted to the head or governors. **This means that associate members may now serve on eg pay, discipline or appeal panels and participate in decisions.**

There is a bar on associate members who are pupils or staff at the school. Associate members may still not be part of the selection panel which makes headteacher or deputy appointments.

## 2. Governance publication requirements (all schools):

### 2.1 Governors' details and the Register of Interests

The latest [Academies Financial Handbook 2015](#) updates the requirements for the publication of information about **academy** governance arrangements *from September 2015*. Maintained schools are brought in line with academies through revised constitution statutory guidance. In summary:



- All governing bodies should publish up-to-date details of governance arrangements on websites in a “readily accessible form”.
- A school should describe the structure and remit of the governing body and any committees, and give the full names of the chair of each.
  - For each governor and associate member **who has served at any point over the past 12 months** the information should contain:
    - their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the governing body’s instrument of government); for AMs any committee on which they have voting rights
    - relevant business and pecuniary interests (as recorded in the register of interests) including:
      - governance roles in other educational institutions
      - any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives)
      - their attendance record at governing body and committee meetings over the last academic year.

The DfE recommends that the **code of conduct** should include the expectation that governors produce this information, and that those who do not will be suspended.

<https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools>.

## 2.2 Annual governance statement – all schools

Academies are required as part of their funding agreement and articles to publish an annual governance statement. While it is not a statutory requirement, DfE advice is that governing bodies of maintained schools should also now publish an annual statement setting out the key issues they have addressed over the year and an assessment of the impact of their work on the school

<https://www.gov.uk/government/publications/school-governance-regulations-2013>

## 3. Legal responsibilities update

### 3.1 Home-school agreement and statement of behaviour principles

The Deregulation Act 2015 removes several requirements in schools including:

- the requirement for governing bodies to establish pupil behaviour principles, on which the headteacher had to base the school’s behaviour policy
- the requirement for schools to have home-school agreements
- Governing bodies could decide to continue these activities, but it is no longer compulsory to do so.

### 3.2 Prevent Duty: protecting pupils from extremist views

Under the Counter-Terrorism and Security Act 2015, which came into force on 1 July, schools are required to have regard to preventing children being drawn into terrorism. Ofsted will look at schools’ work to raise pupils’ awareness of extremist views and keep them safe. The DfE has published guidance for school governors, leaders and staff, on the duty, *The Prevent Duty: departmental advice for schools and childcare providers* ([www.gov.uk](http://www.gov.uk)). LDBS has also produced some guidance and a model policy available in the Document section of this Bulletin.

### 3.3 Safeguarding

The new Ofsted arrangements reinforce the focus on safeguarding. The guidance for inspectors has been updated and Annex 1 contains a helpful summary of governors’ responsibilities.

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

### 3.4 Complaints (maintained schools)

There is no change to the requirement for all maintained schools to have in place and to publish a procedure

to deal with complaints relating to the school and any community facilities or services. However the DfE Complaints Unit is planning to issue a revised Complaints Toolkit which updates the toolkit currently on the website.

#### 4. Underperforming and coasting schools

The Education and Adoption Bill is currently passing through Parliament so it is possible that its details will change. However, the issues of particular interest to governors include:

- acceleration of the academy conversion process: if the Secretary of State imposes an academy order a governing body will not be able to consult on whether to convert or not, but must facilitate the academy conversion, as must the local authority.
- Introduction of a new term in legislation “*coasting school*”. A definition will be clarified in the coming year and included in revised Schools Causing Concern guidance. A school will be deemed to be coasting when its performance falls below an expected level in each of the three previous years. No school will be identified as coasting until the end of 2016.
- A new role for Regional School Commissioners: The Bill widens their brief beyond monitoring and intervening in existing academies to include underperforming and coasting maintained schools.

#### 5. Good governance: new guidance on external reviews

The National College for Teaching and Leadership (NCTL) has changed its recommended procedure for conducting reviews of governance. Its previous review tool was based on nine aspects of governance examined by Ofsted. Recently published guidance replaces this with a tool based on the three core strategic functions of governing bodies, plus a fourth area, effective governance practice. **Boards may wish to consider an external review with an outside consultant, or to use the materials to conduct an internal self-evaluation:** <https://www.gov.uk/guidance/reviews-of-school-governance>

#### 6. Ofsted inspections

Ofsted has made major changes to the way it carries out inspections from 1st Sept. These include:

**6.1 A new common inspection framework** which now applies to all institutions that it inspects. Details of the arrangements for schools are contained in the schools’ handbook: [www.gov.uk/government/publications/school-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015)

##### 6.2 Main judgements

Governors should note the new four separate judgements which contribute to the assessment of overall effectiveness:

- the effectiveness of leadership and management
- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for children and learners.

Inspectors will still look at the quality of Spiritual, Moral, Social and Cultural provision (SMSC) and provision for children with SEND; these will be reflected in the overall judgement of a school’s effectiveness. In addition, they will consider a school’s safeguarding arrangements when making this judgement. How schools protect pupils “from the dangers of abuse, sexual exploitation, radicalization and extremism” also features in the judgements of leadership.

##### 6.3 Short inspections for schools previously judged as “good”.

Good schools will be revisited after approximately three years. The visit will be in the nature of a health check to establish whether they are still operating at the same standard. The inspection will last only one

day. Short inspections will start from the assumption that the school remains good. Inspectors will test this through professional dialogue with leaders and governors. It will be for the school to provide evidence so that inspectors can validate this assumption.

Inspectors will only make judgements on whether the school remains good and safeguarding is effective. They will make one of three judgements:

- that **the school is still good**, in which case he/she will write a report in the form of a letter to the headteacher to that effect, noting the school's strengths and the issues it needs to address
- that **standards appear to have declined**, in which case he/she will convert the inspection into a full ("section 5") inspection, to be held usually within 24 to 48 hours
- that the school **may be outstanding**, in which case a full inspection will follow, normally within 48 hours.

## 6.5 Governance criteria

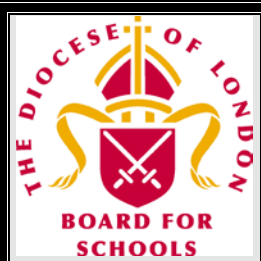
As before governance is part of **the leadership and management arrangements and this section of the handbook should be read in full**. The specific governance section was revised over August in response to feedback requesting greater clarity. Specific criteria have now been published. These are:

145 Inspectors will consider whether governors:

- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
- understand how the school makes decisions about teachers' salary progression and performance
- performance manage the headteacher rigorously
- understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils
- ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium
- are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.

As before inspectors will recommend an external review if governance is weak. The school should decide how this review will take place and commission it. Reviews should be developmental. They do not represent a further inspection, although inspectors will follow up on the review during any subsequent inspection.

**Finally:** our training programme addresses many of the changes outlined above. Full details can be found on our website: <http://schools.london.anglican.org/42/governor-courses>



London Diocesan Board for Schools

## School Worship Calendar 2015-16

2015 is the Catholic Year of Consecrated Life

Date	Event	Suggested Theme	Bible Reference
September	100 <sup>th</sup> Gustav Holst composed 'The Planets'	Music / The Moon & The Stars	Psalms 150
7 <sup>th</sup> September	75 <sup>th</sup> Anniversary Nazi Germany began to rain bombs on London – The Blitz	History	2 Corinthians 5 v.1
8 <sup>th</sup> September	Birth of the Blessed Virgin Mary	Joy	Luke 1 v46-55
	International Literacy Day	Reading & Understanding	Daniel 5 v 5-8
13 <sup>th</sup> September	Roald Dahl Day	Reading	
	Rosh Hashanah	Jewish New Year	Leviticus 23 v24-25
14 <sup>th</sup> September	Holy Cross Day	The Cross of Christ	Mark 8 v34-35
16 <sup>th</sup> September	National Teaching Assistants Day	Teaching	
21 <sup>st</sup> September	St Matthew	Forgiveness	Matthew 9 v9-13
	International Day of Peace	Peace <a href="http://www.internationaldayofpeace.org">www.internationaldayofpeace.org</a>	John 14 v27
	World Gratitude Day	Thank You	Luke 17 v 12-19
22 <sup>nd</sup> September	World Car Free Day		
22-23 September	Yom Kippur	Jewish Day of Atonement	Leviticus 16 v 30
	Eid il Adha	Islamic	
23 <sup>rd</sup> September	Autumn Equinox	Season	Ecclesiastes 3 v1-8
23 <sup>rd</sup> September - 23 <sup>rd</sup> October	Seed gathering Season	<a href="http://www.treecouncil.org.uk">www.treecouncil.org.uk</a>	Isaiah 61 v11
26 <sup>th</sup> September	European Day of Languages	Communications	Acts 2 v5-6
27 <sup>th</sup> September	First Day of Sukkot	Judaism	Exodus 40 v 38
29 <sup>th</sup> September	St Michael and All Angels	Remembrance	Revelation 12 v7-9
	World Heart Day	Health and Fitness <a href="http://www.worldheart.org">www.worldheart.org</a>	Luke 4 v40
30 <sup>th</sup> September – 6 <sup>th</sup> October	British Egg Week	<a href="http://www.britegg.co.uk">www.britegg.co.uk</a>	
October	50 <sup>th</sup> anniversary of the Post Office Tower open by Prime Minister Harold Wilson.	A Communication Tower	Genesis II v2-9
1 <sup>st</sup> -31 <sup>st</sup> October	Black History Month	Everyone made in Gods image <a href="http://www.black-history-month.co.uk">www.black-history-month.co.uk</a>	Galatians 3 v25
	International Walk to School Month	Being healthy <a href="http://www.walktoschool.org.uk">www.walktoschool.org.uk</a>	John 14 v6
	International School Libraries Month ( <i>Day celebrated on 7<sup>th</sup> October - see below</i> )	School Libraries: A Key to the Past, Present and Future <a href="http://www.iasl-">http://www.iasl-</a>	

		<a href="http://online.org/events/ism/index.htm">online.org/events/ism/index.htm</a>	
1 <sup>st</sup> October	International Day of Older Persons		
2 <sup>nd</sup> October	National Poetry Day	Water, water, everywhere <a href="http://www.nationalpoetryday.co.uk">www.nationalpoetryday.co.uk</a>	Psalms 121
2 <sup>nd</sup> October	90 years ago the Scottish engineer John Logie Baird performed the first test of a working television system. (1925)	Curiosity	
3 <sup>rd</sup> October	World Smile Day	Acts of Kindness <a href="http://www.worldsmileday.com">www.worldsmileday.com</a>	Luke 12 v23-26
4 <sup>th</sup> October	St Francis		Luke 12 v23-24
	Last Day of Sukkot	Religion	
	World Animal Day	<a href="http://www.worldanimalday.org.uk">www.worldanimalday.org.uk</a>	Genesis 1 v24-25
4 <sup>th</sup> -10 <sup>th</sup> October	World Space Week	Science <a href="http://www.spaceweek.org">www.spaceweek.org</a>	2 Corinthians 3 v18
5 <sup>th</sup> October	World Teachers' Day	<a href="http://www.5oct.org">www.5oct.org</a>	Acts 4 v1-2
	Grandparents Day	Remembrance	
5 <sup>th</sup> -6 <sup>th</sup> October	Simchat Torah	Religion	
6 <sup>th</sup> October	William Tyndale	Translating the Bible	2 Timothy 3 v14-15
	World Habitat Day	The environment / Cities & Climate Change <a href="http://www.unhabitat.org">www.unhabitat.org</a>	Luke 12 v6-7
	National Personal Safety Day	<a href="http://www.suzylampugh.org/events/">www.suzylampugh.org/events/</a>	
6 <sup>th</sup> -12 <sup>th</sup> October	National Baking Week	<a href="http://www.nationalbakingweek.co.uk">www.nationalbakingweek.co.uk</a>	Exodus 12 v37-39
7 <sup>th</sup> October	International School Libraries Day	<a href="http://www.isla.org.uk/isld.php">http://www.isla.org.uk/isld.php</a>	
9 <sup>th</sup> October	World Post Day	<a href="http://www.upu.int/en/the-upu/world-post-day/about-wpd.html">http://www.upu.int/en/the-upu/world-post-day/about-wpd.html</a>	Letters in the New Testament
	World Sight Day	<a href="http://www.v2020.org">www.v2020.org</a>	Mark 8v22-26
10 <sup>th</sup> October	World Mental Health Day	<a href="http://www.mentalhealth.org.uk">www.mentalhealth.org.uk</a>	Mark 12 v28-34
14 <sup>th</sup> October – 12 <sup>th</sup> November	Muharram – Islamic Calendar 1437	First month of the Islamic Calendar	
16 <sup>th</sup> October	World Food Day	Sustainable Food Systems for Food Security and Nutrition	Mark 6 v35-43
18 <sup>th</sup> October	St Luke	The doctor	Luke 1 v1-4
	Apple Day	<a href="http://www.national-awareness-days.com/apple-day.html">http://www.national-awareness-days.com/apple-day.html</a>	Psalms 17 v 8
18 <sup>th</sup> October – 2 <sup>nd</sup> November	Family Learning Festival	<a href="http://www.campaign-for-learning.org.uk/cfl/flf/index.asp">www.campaign-for-learning.org.uk/cfl/flf/index.asp</a>	
19 <sup>th</sup> October	Jeans for Genes	<a href="http://www.jeansforgenesday.com">www.jeansforgenesday.com</a>	
20 <sup>th</sup> October	60 <sup>th</sup> anniversary since the English academic JRR Tolkien completed 'The Lord of the Rings'.	<a href="http://www.lordoftherings.net/">http://www.lordoftherings.net/</a>	
21 <sup>st</sup> October	Everybody Writes Day	<a href="http://www.everybodywrites.org.uk">www.everybodywrites.org.uk</a>	Ephesians 1 v1-2
21 <sup>st</sup> -27 <sup>th</sup> October	National Parent's Week	Make a Moment <a href="http://parentsweek.org.uk">http://parentsweek.org.uk</a>	Luke 2 v41-52
31 <sup>st</sup> October	All Hallows Eve	<a href="http://www.thegreatschoolunch.co.uk/">http://www.thegreatschoolunch.co.uk/</a>	

1 <sup>st</sup> -30 <sup>th</sup> November	National Novel Writing Month	<a href="http://nanowrimo.org/">http://nanowrimo.org/</a>	
1 <sup>st</sup> November	All Saints	Remembrance	Matthew 5 v1-12
2 <sup>nd</sup> November	All Souls	Remembrance	Psalms 23
2 <sup>rd</sup> -6 <sup>th</sup> November	National School Meals Week		John 6 v 1-13
3 <sup>rd</sup> -9 <sup>th</sup> November	National Adoption Week	<a href="http://www.nationaladoptionweek.org.uk">www.nationaladoptionweek.org.uk</a>	Ephesians 1 v4-5
11 <sup>th</sup> November	Armistice Day	War and Peace	Psalms 62 v6-8
11 <sup>th</sup> -15 <sup>th</sup> November	Diwali	Hinduism	
14 <sup>th</sup> November	Children in Need		Matthew 19 v13
16 <sup>th</sup> November	International day for Tolerance		Proverbs 16 v23-24
16 <sup>th</sup> -20 <sup>th</sup> November	Anti-Bullying Week	The Future is Ours. Safe, Fun and Connected <a href="http://www.antibullyingweek.co.uk">www.antibullyingweek.co.uk</a>	Luke 19 v1-10, Proverbs 16 v32
20 <sup>th</sup> November	Universal Children's Day	<a href="http://www.un.org">www.un.org</a>	Mark 10 v13-16
21 <sup>st</sup> November	World Hello Day		
23 <sup>rd</sup> November	St Clement	Loyalty	Philippians 4 v2-3
28 <sup>th</sup> November	Buy Nothing Day		Luke 12 v 17-29
29 <sup>th</sup> November	1 <sup>st</sup> Sunday of Advent	Signs and Wonders	Matthew 24 v36-44
30 <sup>th</sup> November	St Andrew's	Fishers of Men	Mark 1 v16-18
1 <sup>st</sup> December	25 years ago the workers on the French and British sections of the Channel Tunnel met 120 feet beneath the seabed.	History	
2 <sup>nd</sup> December	International Day for the abolition of slavery		1 Corinthians 12 v12-13
3 <sup>rd</sup> December	Number Day	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	
6 <sup>th</sup> December	St Nicholas	Bringer of gifts	Mark 10 v13-16
	2 <sup>nd</sup> Sunday of Advent	John the Baptist	Matthew 3 v1-6
6 <sup>th</sup> -14 <sup>th</sup> December	Hanukkah	The miracle of light	
8 <sup>th</sup> December	Feast of the Immaculate Conception		Isaiah 7 v14
13 <sup>th</sup> December	St Lucy	Light	2 Corinthians 4 v6
	3 <sup>rd</sup> Sunday of Advent	The Witness	Matthew 11 v2-5
20 <sup>st</sup> December	4 <sup>th</sup> Sunday of Advent	Joseph's Dream	Matthew 1 v18-21
21 <sup>th</sup> December	December Solstice	Season	
25 <sup>th</sup> December	Christmas Day		
28 <sup>th</sup> December	Westminster Abbey is consecrated (1065) – 950 <sup>th</sup> Anniversary	Anniversary	
30 <sup>th</sup> December	The English writer Rudyard Kipling is born. He is best known for his children stories. (1865)	Literature	
1 <sup>st</sup> January	New Year Day		
5 <sup>th</sup> January	Amy Johnson, English aviator and first female pilot to fly alone from Britain to Australia, dies (1941)	Bravery	Hebrews 13 v 5-6

6 <sup>th</sup> January	The Epiphany	The Wise Men	Matthew 2 v1-12
7 <sup>th</sup> January	Orthodox Christmas Day	Christianity	
9 <sup>th</sup> January	Sir Humphry Davis tests the Davy Lamp for miners at Hebburn Colliery 200 years ago	Working to help others	
20 <sup>th</sup> January	Edward VIII became King of the United Kingdom and then abdicated 80 years ago		
23 – 31 <sup>st</sup> January	Week of prayer for Christian Unity	<a href="http://www.ctbi.org.uk">www.ctbi.org.uk</a>	Micah 6 v6-8
25 <sup>th</sup> January	St Paul's Day	Conversion of St Paul	Acts 9 v1-9
27 <sup>th</sup> January	Holocaust Memorial Day	<a href="http://www.hmd.org.uk">www.hmd.org.uk</a>	
February	15 <sup>th</sup> Anniversary Ellen Mac Arthur youngest woman to sail around the world alone.	Bravery	
2 <sup>nd</sup> February	Candlemas	Light of Christ	Luke 2 v25-35
7 <sup>th</sup> February	Charles Dickens Birth		
8 <sup>th</sup> February	Chinese New Year		
9 <sup>th</sup> February	Shrove Tuesday	Christianity	
10 <sup>th</sup> February	Ash Wednesday	Christianity	Luke 4 1-13
10 <sup>th</sup> February – 24 <sup>th</sup> March	Lent		
14 <sup>th</sup> February	St Valentine	Love	John 3 v16
21 <sup>st</sup> February	International Mother Language Day	<a href="http://www.unesco.co.uk/education">www.unesco.co.uk/education</a>	
March	100 <sup>th</sup> Anniversary Einstein publishes his theory of relativity	Scientific Curiosity	
1 <sup>st</sup> March	St David's	Patron Saint of Wales	2 Samuel 23 v1
1 <sup>st</sup> -31 <sup>st</sup> March	The Great Daffodil Appeal	Cancer Care	
6 <sup>th</sup> March	World Book Day	<a href="http://www.worldbookday.com/">www.worldbookday.com/</a>	
	Mothering Sunday		Exodus 2 v1-10
17 <sup>th</sup> March	St Patrick's	Patron Saint of Ireland	Luke 10 v1
19 <sup>th</sup> March	St Joseph	Fathers and Carers	Matthew 1 v18-21
20 <sup>th</sup> March	Spring Equinox	Seasons	Genesis 1 v14-19
	St Cuthbert	Lost Sheep	Matthew 18 v12-14
	Palm Sunday	Betrayal	Matthew 26 v14-19
22 <sup>nd</sup> March	World Water Day	Water and Energy	Hosea 6 v3
23–24 <sup>th</sup> March	Purim	Courage	Esther
24 <sup>th</sup> March	Maundy Thursday	The Last Supper	Matthew 26 v20-28
25 <sup>th</sup> March	The Annunciation	The Angel appears to Mary	Luke 1 v26-33
	Good Friday	Crucifixion	Matthew 27 v 21-31
26 <sup>th</sup> March	(1976) Queen Elizabeth II sends the first royal email from the Royal Signals and Radar Establishment	IT and its history	
27 <sup>th</sup> March	Easter Sunday	Resurrection	Matthew 28 v1-8
28 <sup>th</sup> March	Easter Monday		
April	1916: The light switch is invented by William Newton & Morris Goldberg	Scientific achievement	
23 <sup>rd</sup> – 30 <sup>th</sup> April	Passover	Judaism	Exodus 12 v11-14

21 <sup>st</sup> April	The Queen's Birthday – 90 years	The Royal Family	Psalm 72 v1-7
23 <sup>rd</sup> April	St George	Patron Saint of England	Ephesians 6 v10-20
	Shakespeare Day (marked on the anniversary of his death, 1616)	Remembrance	
	Virgin London Marathon	Resilience & Endurance	I Corinthians 9 v24-27
24 <sup>th</sup> April	Bridget Riley, English painter, one of the exponents of the Pop Art, is born (1931)	Art	
25 <sup>th</sup> April	St Mark	Spreading the word of God	Acts 12 v24-25
30 <sup>th</sup> April	Orthodox Holy Saturday	Christianity	
1 <sup>st</sup> May	May Day		
	St Philip & St James	Spreading the word	John 12 v20-24
	Orthodox Easter	Christianity	
2 <sup>nd</sup> May	Orthodox Easter Monday	Christianity	
	Early May – Bank Holiday		
5 <sup>th</sup> May	Ascension Day	Christianity	Acts 1 v1-11
6 <sup>th</sup> May	Sigmund Freud, Father of psychoanalysis, is born. (1856)	Curiosity	
14 <sup>th</sup> May	St Matthias	Becoming an apostle	Acts 1 v15-17 &
	State Opening of Parliament		
15 <sup>th</sup> May	Pentecost	The Holy Spirit	Acts 2 v1-4
17 <sup>th</sup> May	International Day Against Homophobia & Transphobia		
21 <sup>st</sup> May	(1916) Daylight Saving Time Introduced – 100 years ago	History	
22 <sup>nd</sup> May	Trinity Sunday	Christianity	Romans 5 v1-5
26 <sup>th</sup> May	Corpus Christi	Christianity	I Corinthians 11 v23-26
6 <sup>th</sup> June – 5 <sup>th</sup> July	Ramadan	Islam	
11 <sup>th</sup> June	St Barnabas	The companion	Acts 14 v11-15
19 <sup>th</sup> June	Father's Day	Love	Genesis 3 v1-4
20 <sup>th</sup> – 26 <sup>th</sup> June	National Insect Week	<a href="http://www.nationalinsectweek.co.uk">www.nationalinsectweek.co.uk</a>	Genesis 1 v24-26
21 <sup>st</sup> June	Summer Solstice		
22 <sup>nd</sup> June	St Alban	Sacrifice	John 15 v13
29 <sup>th</sup> June	St Peter & St Paul	Faith	Acts 12 v1-11
	1986: Richard Branson beats the Atlantic speed record	Endeavour	
30 <sup>th</sup> June	(1816) Richard Lindon was born. He developed the oval rugby ball.	Invention	
July	50 <sup>th</sup> anniversary England winning World Cup	Football	
3 <sup>rd</sup> July	St Thomas	Doubt	John 20 v24-29
11 <sup>th</sup> July	St Benedict	Laying foundations	1 Corinthians 3 v10-11
14 <sup>th</sup> July	John Keble	A guide for living	Matthew 5 v1-8
15 <sup>th</sup> July	St Swithun	Remembrance	James 5 v9-11a
22 <sup>nd</sup> July	St Mary Magdalene	Love	Luke 24 v1-10
25 <sup>th</sup> July	St James	Following Jesus	Mark 5 v21-43
5 <sup>th</sup> – 21 <sup>st</sup> August	Olympic Games	Sporting achievement	Hebrews 12 v 1-2





London Diocesan Board for Schools  
**New RE Subject Leaders Course**

The LDBS would like to invite all new RE Subject Leaders to a  
**New RE Subject Leaders Course**

On Thursday 8<sup>th</sup> October 2015

at

**London Diocesan House**

(36 Causton Street, Pimlico, SW1P 4AU)

from

**1.30 to 3.30pm**

**This session is open to all new RE Subject Leaders and will look at the roles and responsibilities of the RE subject leader and the distinctiveness of leading RE in a church school.**

**Time will be built into the session for questions and queries to help support you in your new role.**

There is no charge for this meeting.



**Attendance Form**

I will be attending the 'New RE Subject Leaders Course' on Thursday 8<sup>th</sup> October 2015

NAME: .....

(first name)

(surname)

SCHOOL \_\_\_\_\_ LA \_\_\_\_\_

CONTACT TEL No. \_\_\_\_\_ EMAIL: \_\_\_\_\_

Please fill in the form and return to: Jennifer Grey by post to London Diocesan House, 36 Causton Street, Pimlico, SW1P 4AU or e-mail: [jennifer.grey@london.anglican.org](mailto:jennifer.grey@london.anglican.org)

## British Values 6 - John Logie Baird

Born August 14<sup>th</sup> 1888 on the west coast of Scotland. He was the youngest of 4 children. His father was a Church of Scotland minister. He went to the University of Glasgow but the First World War interrupted his studies and he had to leave university. He was not very strong and he was rejected as unfit to be a soldier. So he went to work as an engineer at the Clyde Valley Electrical Power Company. When the war ended he set up his own business. Despite everything that had happened to him he showed resilience and a determination to get on with his life.

In 1923 he moved to Hastings on the South coast of England and although he was not very well he rented a workshop in the town and set about creating a television. This had been a dream of scientists for decades but no one had actually managed to build one that worked although many people had invented things that would help this to happen.

Baird used an old hat box, a pair of scissors, some darning needles, bicycle light lenses, a used tea chest, sealing wax and glue and in February 1924 managed to transmit a moving picture a few feet across a room. It was not all plain sailing because in July he managed to give himself a massive electric shock and burnt his hand. His landlord was not impressed and asked him to leave. Baird moved to an attic in Soho in London.

On 2<sup>nd</sup> October 1925 Baird transmitted the first TV picture; it was the head of a dummy called Stooky Bill. He rushed downstairs and found a 20 year old man named William Taynton in an office below, begged him to come up to his attic and then transmitted his picture so that he became the first person ever seen on TV. Baird then decided to go down Fleet Street to the offices of the Daily Express and tell them about what he had done. The editor was terrified and said to a member of his staff, 'Go down to reception and get rid of a lunatic who's down there. He says he has got a machine for seeing by wireless. Watch him – he may have a razor'.

On 26<sup>th</sup> January 1926 he invited 50 scientists to his attic and showed them live television transmitted between Glasgow and London using telephone lines. By 1928 he was able to transmit between London and New York and had also invented colour TV.

Baird retired back to the South Coast in Bexhill on Sea where he eventually died in 1946. He had used his time during the Second World War to work on something very similar to radar which was used to detect enemy aircraft during the war.

Baird was not frightened to 'have a go'. He did not give up easily even when people laughed at him and thought what he was doing was a bit potty. He started small and used what he had at his disposal to invent something which eventually would change the lives of everyone. In 2002 he was voted 44<sup>th</sup> in the 100 Greatest Britons survey.

Prayer: Let us pray that each of us develops the skills and talents that we have been given and that we remain resilient even when things are difficult. Help us to use our skills and knowledge for the good of others and that we remain open and sensitive to the feelings thoughts and ideas of those around us.

## International Children's War Museum

The museum aims to present the experience of each generation of children which has been affected by war. It will tell the history of children and war from Joan of Arc to the global conflicts of the 20<sup>th</sup> century and through to the present day.

The museum remembers children who have been war's victims while also presenting the courageous and imaginative responses that they have shown in survival. The Children's Movement for Peace in Columbia is a coalition of young people that is working together to challenge more than 40 years of violence. It has been nominated for the Nobel peace prize 3 times.

Children's war experience has become a popular subject for literature, film and theatre. Many more diaries and memoirs are now being translated illustrating wars affect on young lives. They describe dreams, death, fear, tragedy and transcendence to create powerful images of their experience.

Exhibition's, talks, performance and group activity sessions are ways of presenting the children's experience. Educational charities, survivor's association's and international children's charities are among groups who contribute to the museum's work.

Each period has particular themes which could be studied. Modern themes could include child refugee's, historical memory, Holocaust survivor's children, boy soldiers and sectarianism.

"The diaries were a place for children to confide and question, to hold on to their spirit and dignity. The children reveal so much about themselves and illustrate thoughts and emotions which confound our expectations. When the children finally lost hope they believed their diaries could speak for them when the war was over.."

From Children's Wartime Diaries by Laurel Holliday.

# Maths-Whizz Suite: Meeting Teachers' Needs



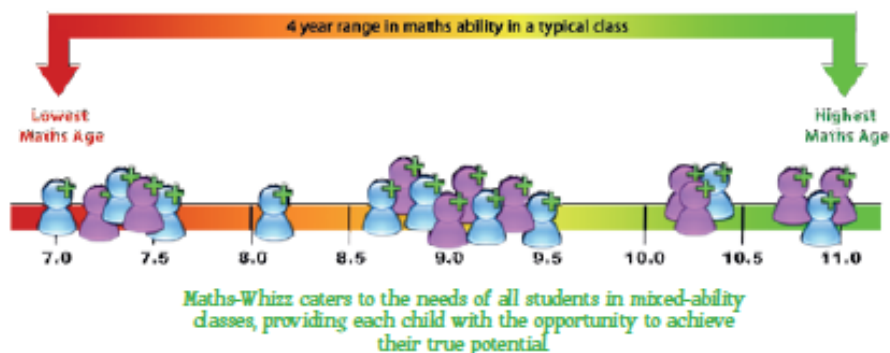
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- Maths-Whizz Teachers' Resource
- CPD accredited Training and Support (Best Practice)



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Best Practice



Raised Standards  
in Maths



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