



ODBE

Oxford Diocesan
Board of Education



Our Services for Schools: S4S

2020/21

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Welcome to S4S

At the Oxford Diocesan Board of Education (ODBE) we provide high quality bespoke support to over three hundred schools and academies throughout the Diocese of Oxford. We are privileged to serve almost all the Church Schools in the diocese and provide services to schools in a growing number of Multi Academy Trusts (MATs), standalone academies and other schools. This Services for Schools (S4S) document is intended to provide:

- a flavour of the vision and purpose of the work of the DBE
- an introduction to the team
- a summary of the work and costs of the current 2019 – 2022 Service Level Agreement many schools maintain with us

At the time of writing, in the spring 2020, there is no doubt that we are living and working through unprecedented challenges and our offer to you needs to reflect the new normal. S4S therefore replaces our previous SLA document, although costs remain the same, as ODBE continues to address the requirements of MATs, academies and schools in this exponentially changed and changing educational landscape. We continue to prioritise and build our programme of support for school leaders and governors that places the wellbeing and care of those leading schools at the heart of what we offer, and nurtures and grows resilient leadership.

Given its scope and scale, ODBE is well placed to work in partnership with both local and national government as well as external partners to leverage support for the academies and schools within its care. Through its S4S advisory services ODBE promotes RE, Collective Worship and the spiritual development of pupils. The work of the advisory team also focuses on school effectiveness to support schools in dealing with the requirements of SIAMS and Ofsted inspections and leadership development. It ensures that church schools are provided with specialist support for building development and legal matters. Among the churches of the diocese, the Board promotes church-related education and provides advice for clergy, governors and parishes in support of their schools.



The Diocese of Oxford is the largest in England and covers the nine local authorities (LAs): Bracknell, Buckinghamshire, Milton Keynes, Oxfordshire, Reading, Slough, West Berkshire, Windsor and Maidenhead, and Wokingham.

There are 271 church schools educating the primary phase; eight schools the secondary phase; two are all through; and a further two are middle schools serving some 60,000 pupils.

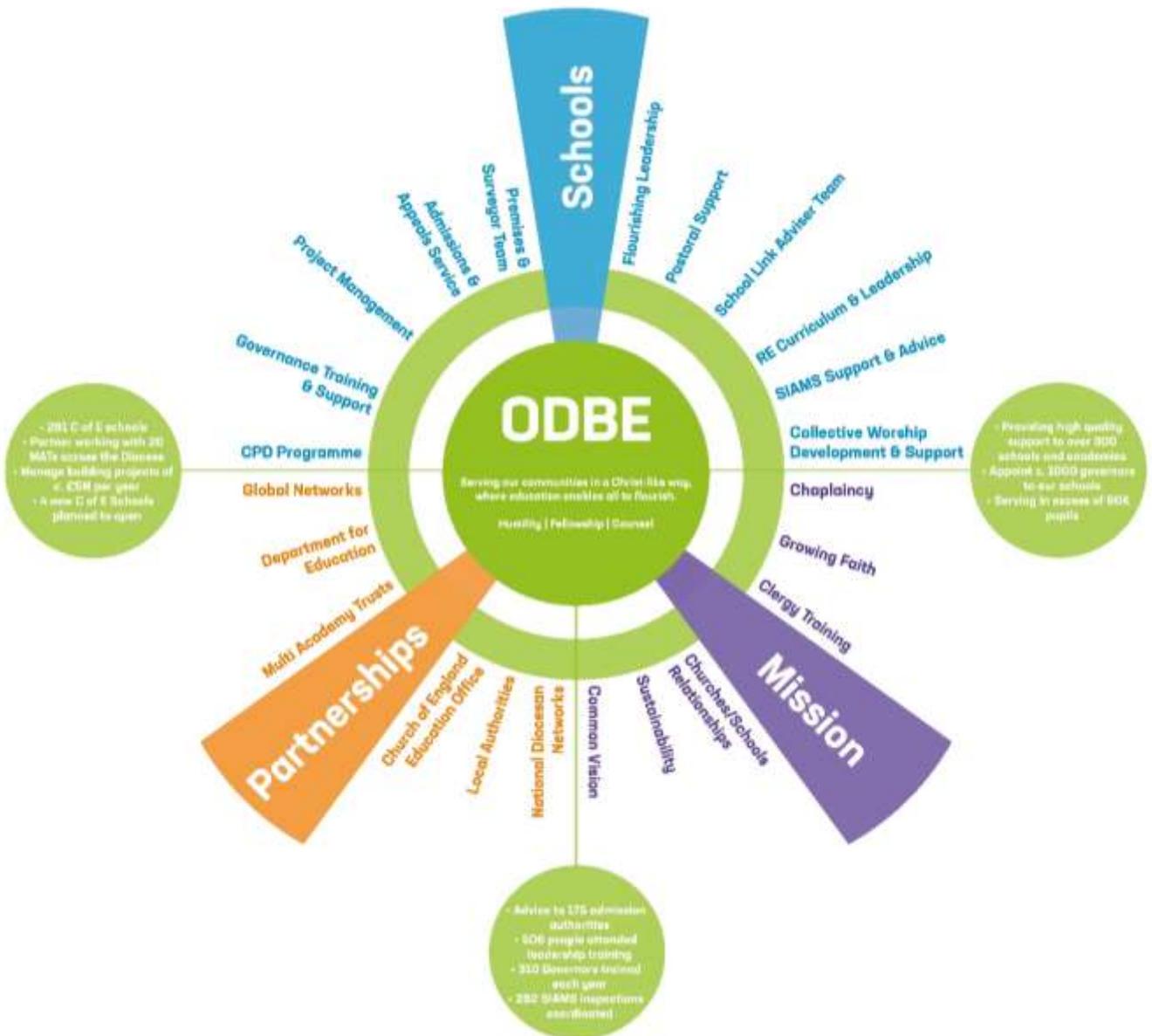
There are 815 churches grouped into deaneries for administration purposes, the deaneries are grouped into four archdeaconries.

The ODBE is committed to the education of the whole person to their fullest potential, to the development of moral and spiritual understanding, to the uniqueness of the individual and to the education of all within the maintained system. It works within statutory education on behalf of the Diocese of Oxford in developing a Christian vision of education. It fulfils this commitment to all schools through the provision of a range of advice and support.



ODBE Oxford Diocesan Board of Education

Our work, purpose and relationships with stakeholders



Our Vision & Values

Our values are centred on a commitment to be more 'Christ-like' in everything that we do. We strive to do this through being more Contemplative, Compassionate and Courageous. These are shared across the Diocese of Oxford. As the ODBE this translates to the following three core values:

- Humility
- Fellowship
- Counsel

Our vision reflects both our commitment to ensuring the best possible education for our children and young people and our moral purpose as a Diocesan Board of Education. This is **'Serving our communities in a Christ-like way where education enables all to flourish'**

Education is an integral part of the Oxford Diocesan Common Vision and we are delighted to be working alongside colleagues across the diocese to realise this through the five areas of: Making a bigger difference in the world; Catechesis and discipleship; Growing new congregations; Schools, children and young people; Celebrate and bless Milton Keynes.

The ODBE Team

Senior Leadership Team



Tony Wilson (Director) Tony's initial senior leadership role was at a large Church of England secondary school, then moving to his first headship at Whitstone Academy, Shepton Mallet, Somerset. He then led school improvement for the Economic Development Board in the Kingdom of Bahrain, delivering education reform and gaining experience that would see him coming back to the UK to take on interim headships leading schools out of special measures. He has published work through Tribal Education and the SSAT and been a member of a national education think-tank.



Gordon Joyner (Deputy Director – Development & Support) Gordon has worked in the education sector all of his career, initially with Oxfordshire County Council and for the last 26 years with the Oxford Diocesan Board of Education. His work includes project managing the construction of many new school buildings, school place planning, trust/legal issues and property management; he has been heavily involved in the development of academies.



Frances Bartlett (Deputy Director – Quality & Delivery) Frances completed her BEd (Hons) at Homerton College, Cambridge followed by a Masters in English Literature at Exeter. She began her teaching career in a CE primary school in Stockport before spending three years in Botswana as a secondary English teacher and teacher trainer in government schools. Frances moved to Oxfordshire in 2007 and has led two schools through successful Ofsted and SIAMS inspections before joining the ODBE team as a Link Adviser in 2014. Having qualified as an Ofsted Inspector with Tribal, she inspected for Ofsted until 2018. Frances was appointed as Deputy Director in September 2019.



Penny Bingham
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Diocesan Link Adviser Team

Each school has a named School Link Adviser. Support offered to schools is managed by Services for Schools - S4S, with additional elements available to purchase to meet individual school's needs. The Link Adviser Team comprises previously serving headteachers with experience and expertise in leading and managing Church of England schools across the primary and secondary phases. The core work of the Link Advisers includes:

- improving and developing the distinctiveness and effectiveness of church schools
- supporting schools in developing and confidently communicating their distinctive vision
- offering an excellent school improvement service including preparation for inspection, working in partnership with local authorities, MATs and external agencies as appropriate
- providing SIAMS training for headteachers and governors to equip them to monitor and evaluate their school as a distinctive church school
- supporting governors in their nurture of the Christian foundation of their schools
- offering pastoral support for headteachers and staff
- early headship induction and support
- supporting governors in the appointment of headteachers
- advising the headteacher appraisal process

The work of the team is supported by a strong administrative group, the members of which also act as advisers to schools on matters such as the appointment of foundation governors.



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Statutory Inspection of Anglican & Methodist Schools (SIAMS)

SIAMS is the statutory inspection framework for all Church of England schools, including those which are joint denominational in foundation. Section 48 of the Education Act (2005) sets out the legal framework and scope of inspections for all schools with a religious character. The inspection schedule against which schools are judged is a national set of criteria, produced by the Church of England Education Office (CEEO). The current inspection schedule is based on the Church of England's Vision for Education, 'Deeply Christian, serving the Common Good' (2016)

SIAMS is key to the ongoing development of every school as a Church of England school. The Evaluation Schedule has one inspection question: **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

Schools are judged on the effectiveness of their Christian vision. This means how the vision is lived out to ensure pupils and adults flourish.

Dioceses manage, coordinate and quality assure SIAMS inspections. Most schools are inspected on a 5-year schedule. For schools with low grades in the previous inspection, the next SIAMS inspection is likely to be within 2-4 years.

SIAMS is about more than academic standards, RE and collective worship.

For example, wellbeing, overseas links, inclusion, relationships, working with the diocese and parish and partnerships with other schools are all integral to the inspection process.

The ODBE team offers a suite of training and support for its schools. The SIAMS Adviser coordinates this work and supports the team of school link advisers as well as schools. Our SIAMS website page has further information

Administration processes –

- Scheduling inspections in liaison with the CEEO
- Engaging registered inspectors and checking insurance and DBS status
- Conducting critical reading and quality assurance of SIAMS processes
- Fee for SIAMS inspection is waived for S4S schools (otherwise £250)

Support for schools –

- A suite of training which may be delivered in school or around the diocese
- Support for ongoing self-evaluation as a Church school
- Reviews of websites and policies
- Interim SIAMS Reflection visits



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Collective Worship

All schools must provide an act of worship for all pupils every day. Arrangements for the act of collective worship in both VA and VC schools are made by the governors after consulting the headteacher, taking account of the Trust Deed.

Worship in church schools, is *collective* worship as distinct from *corporate* worship. In worship the school community is engaged in an activity which, no matter how valuable, is a legal obligation. It is not a faith community of people sharing one faith who have chosen to gather together for worship. Church school worship should invite not coerce and its organisation and language should allow for different levels of response. Worship is the point in the day where the school (as one or in groups) comes together to reflect on its vision and ethos and gives opportunities for the bonds of the school community to be re-energised.

All schools have pupils, staff and parents with widely differing experiences of worship; some will go to church regularly, others will have no such experiences beyond school and still others will belong to and worship according to the precepts of another faith. It is our task to provide pupils with a secure context in which to experience inspiring Christian worship and reflect upon these experiences in their own lives and the lives of the people around them.

Collective worship can include material from faiths other than Christianity; for instance, many schools mark the major festivals of other faiths. Recognising them is part of the general religious and cultural education of pupils and is important in recognising and valuing members of other faiths in the school.

School Link Advisers will be able to support school leaders and governors in their strategy and planning for collective worship, and Rev Robin Sharples leads ODBE training in this important area.

RE in Schools

Support for Religious Education takes many forms across the diocese, responding to the individual needs of schools. The dedicated RE adviser is available to offer the following:

- Telephone, [online](#) and face to face support
- School RE INSET and bespoke training, including one to one work with subject leaders, learning walks, work scrutiny and curriculum and assessment development or whole school staff meetings.
- Free access to and support for the ODBE Scheme of Work meeting requirements of locally agreed syllabi and the recommendations of the SIAMS schedule
- Subsidised places on RE training courses including Understanding Christianity, New to RE and the Diocesan RE Conference which is held every two years

Whilst a greater emphasis is placed upon the Christian faith in RE, it is important for young people to learn about a wide range of faiths as well. The Church of England Vision for Education (2016) points out that education should be *'hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.'*



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Managing Premises and Capital Projects

The Premises team is happy to provide support and advice to schools on a range of development, improvement and capital refurbishment matters.

The team benefits from in-house building surveying and project management expertise, working alongside other consultants when required. We liaise with the Department for Education and Local Authorities to secure grants and funding, providing administrative and financial support. We organise programmes of work for school condition allocations for both VA schools and for some academies (which are part of the diocesan pooling arrangement). We also meet with local authorities and other agencies on behalf of schools to discuss strategic developments in the locality of our schools. We have managed a wide range of projects in-house up to a value of £2.2m and are also working on developing new schools, with external consultants, with a value of up to £9m each.

VA schools should visit the [ODBE website](#): for resources on managing premises and capital projects at schools. These pages provide advice for schools including information on premises responsibilities, planning, managing and funding capital projects and investigating solar programmes. Guidance is also issued on the responsibilities of church land trusteeship. Schools should refer to their condition reports to help prioritise their work. The premises team has recently undertaken these for all VA schools and will be updating those at academies which are part of the diocesan pooling arrangement.

ODST and ODBST member schools requiring support for condition/development projects should contact Tom Fry in the first instance. Other academy schools should contact their MAT and follow appropriate guidance.

VC schools should contact their relevant local authority with respect to condition issues as they have responsibility for such matters. VC schools looking for ODBE surveyor /project management support for a school-funded project should contact Jane Maharry in the first instance. We now have considerable experience in implementing capital projects on behalf of local authorities.



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Admissions in VA Schools and Academies

In accordance with the legal framework of school admissions, we formally review and advise on VA schools and academies admissions policies. We provide advice and support to governing bodies and headteachers on all aspects of admissions and offer regular admission briefings to keep schools up to date with any changes to the code. We respond to the Schools' Adjudicator and will assist schools where necessary.

We maintain an overview for VA schools and academies on LA admission committees, school place planning forums and other relevant bodies, both locally and nationally, including attendance and membership of the National Diocesan Admission Group and South West Admissions and Appeals Group.

Appeals in VA Schools and Academies

ODBE has run a successful appeals service for over 35 years and has a team of 30 panel members and experienced independent clerks. We provide support to headteachers and governors and provide updates on the law in relation to appeals, sending regular reminders to ensure admission authorities are adhering to the timeframes given in the Appeals Code.

As with admissions, we run training sessions for headteachers, governors and admission staff to ensure schools are able to process appeals in an uncomplicated and timely manner.



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Academisation process – partnership with MATs and SATs

As well as approving consent to academy conversions, we are able to offer project management to support and assist those schools who wish to convert. Formal consent is required from several different parties, which depends upon the land ownership of your site and we are able to co-ordinate the whole process to make it as smooth as possible. We liaise with solicitors and co-ordinate the whole process. If you are interested in moving to academy status, or just finding out some impartial information, please contact Gordon Joyner gordon.joyner@oxford.anglican.org in the first instance.

In the early days of the academisation process there was a financial advantage of converting into an academy, but that has disappeared and one of the main considerations to make is where your school will get support from, to help you to continue to develop and improve.

We now work with 20 multi academy trusts including the two Diocesan MATs, ODST and ODBST, which contain at least one of our church schools, and 8 single academy trusts. Approximately one third of our schools have converted to become an academy. The ODBE operates at a governance level in all these trusts and seeks to build and develop positive relationships to support our schools in these trusts.

Chaplaincy

The Chaplaincy Adviser role exists to meet and minister to the needs of young people, staff and parents in our church and community schools and beyond. Chaplaincy is a form of ministry that is greatly on the rise nationally, and school chaplaincy seeks to minister to people where they are physically, at school, and where they are spiritually, whether committed Christian, Atheist, Agnostic or of a different faith.

Furthermore, the unique distinguishing feature of Chaplaincy is that it offers 'spiritual care': holistic, person-centred, non-judgemental existential and pastoral care for the individual and the whole community. For this reason, Chaplains are often those who 'carry' and articulate the ethos of the school along with the Head. They are also invaluable, because they are often the only people who know each and every person in the whole school community, and can give vivid expression to the spiritual needs of the community in the everyday or in times of tragedy and

A key principle for successful chaplaincy is that it must be very contextual; no two Chaplaincies will look the same. Another key feature of School Chaplaincy in the Diocese of Oxford is that it aspires to reflect the Diocesan Vision by being Contemplative, Compassionate and Courageous. In line with this, the Diocese has been developing a resource called the Contemplative Toolkit, to help schools consider how to inhabit the vision meaningfully.

Chaplaincy can have an extremely powerful impact on a school: it helps people connect with faith, the spiritual or God; it helps the school community understand how to develop and articulate a loving ethos underpinned with strong Christian values; and it helps a school community to reach beyond its own boundaries to meet, and be shaped by, the needs of the world.



Charlie Kerr (Chaplaincy Adviser)

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Church School Relationships

This was a new post to the Diocese as of Autumn 2019, formed as part of the same vision as the chaplaincy adviser position in 2018. A large proportion of the role encompasses working with school and church communities to reimagine, create and develop sustainable relationships. Along with the Department of Mission, the Education department have a vision to establish and develop key connections between the local church and local schools that create mutual significant benefit, enabling us to develop the way that schools and church communities work together for the common good.



Angela Curran-Smith

(Church/School Relationships Adviser)

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The direction of the role is also shaped by the national 'Growing Faith' 2019 vision document from the Church of England, whereby church, home and school working together is a central strand of every Parish's Mission Action Plan.

We will be creating networks throughout the diocese to develop effective models of working between schools and parishes, exploring a range of curricular and extra-curricular possibilities and experiences for children beyond the areas of RE and Collective Worship. Some of this will include developing and delivering training resources and appropriate support to schools, churches and governors. Our aim is to support schools in developing a greater understanding of the church body and all it can offer, and for the church to gain further awareness of current education, schooling practices and pressures.

The Oxford Diocesan Board of Education is wholly committed to providing the best possible training and support for governors who serve our schools so that leaders can work together, within a climate of support and challenge, to drive vision and improve outcomes for our children and young people. Schools and headteachers require reliable and effective governance. In the current climate of a rapidly changing educational landscape the need for a governing board with the right skills and competencies has never been greater. Governance and working as part of a governing board is rewarding, interesting and makes a huge difference to the school, its pupils and the community.

There are many functions that governors fulfil within our schools, but the main responsibilities are:

- to ensure clarity of vision, ethos and strategic direction
- to hold the headteacher and senior leaders to account for the educational performance of the school and its pupils, and the performance management of staff
- to oversee the financial performance of the school and making sure its money is well spent

There are several different categories of governor – foundation, parent, local authority, staff and ex-officio. Anyone wishing to serve as a governor must be over 18 and will have to apply through an agreed process to ensure that they are suitable to support a school under their chosen category. Most importantly prospective governors must have the time, appropriate skills and commitment to help the governing board and school provide outstanding outcomes and experiences for all children and staff.

All governors on a church school governing board work collectively to ensure the effectiveness of the school as a place of learning, where Christian values flourish, regardless of their category. All Church of England schools must have foundation governors who additionally support and promote the Christian foundations on which the school was built. In the Diocese of Oxford, we have three types of foundation governor:

- Those appointed by the ODBE in collaboration with the local church community
- Those appointed by the Parochial Church Council (PCC)
- The ex-officio governor – normally the incumbent (local vicar) unless a substitute has been nominated by the archdeacon

We recognise that chairs of governors have a particular role to play in guiding their governing board to be as efficient and effective as possible. Our ODBE Chairs' Network provides an opportunity to share and discuss concerns and good practice, working on the principle that "the wisdom is in the room" and we can learn from one another. We offer two Network events each year, offering food for thought and key questions to discuss. We can also support new chairs by finding experienced chairs as mentors. School Link Advisers are also always happy to be contacted by chairs.

The role of the clerk is also significant to the smooth running of a governing board and we seek to support this work through two separate sessions. Session one looks at the key skills, knowledge and competencies needed to be an effective and informed clerk in a Church of England school, and is suitable for new clerks or those who would like to refresh their knowledge. A second session looks more specifically at the clerking of panels and is suitable for new and experienced clerks.

Regular contact with national agencies including the DfE, National Governance Association and the countrywide Diocesan Governance Group ensure that we have access to current advice and guidance and a platform to voice the needs and concerns of our governing boards and schools. More locally, we work closely with Local Authority and Multi Academy Trust officers in order to provide support and challenge for local governing boards.

Tracy Richardson, Schools' Support Officer, manages the appointments and governor information held by the diocese. Ruth Bennie, Link Adviser, leads governor training development in this area.

Training & CPD 2020/21

Under normal circumstances, the Training and CPD offer from ODBE would be drafted annually and published over the summer term. With the events of early 2020 enforcing restrictions on bringing groups of CPD attendees together in one space, we have chosen to delay this publication until the end of the summer term when we hope to have more certainty as to how we can proceed. Training will be offered by virtual means wherever possible, and we include several new opportunities for school leaders and governing boards

ODBE is a trusted provider of training for school leaders, governing boards, MAT partners and teaching staff. The team seeks to provide genuine care, support and challenge for leadership in schools, and above all, to contribute meaningfully to enabling Church of England schools to flourish in the context of their Christian vision.

Our programmes include a range of opportunities for leadership and governance in developing and evaluating the impact of the distinctive Christian vision. We consider the national inspection frameworks of SIAMS and Ofsted as a reference point and foster dialogue and networking through training events to broaden experience across the diocesan family of schools. Governor induction is an essential feature of the programme.

The CPD programme includes space for personal reflection and nurture – be it for newly qualified teachers with a first post in a Church of England school, aspiring middle and senior leaders, those undertaking CEPQH with a diocesan mentor, or those in a first headship. Following this, there is the Performance Resilience and Support Programme building opportunities for serving headteachers at primary and secondary phases as well as a new programme for CEOs to pause and reflect on their personal professional journey.

The RE Adviser delivers training on developing leadership of this curriculum area, with a course and follow up regional network meetings. There is an RE Conference held every two years. Training to explore collective worship and spirituality with children and young people is also offered.

Working with partners, Herts for Learning, this delayed training on Relationships and Sex Education (RSE) will be available into the autumn as a virtual offer for school leaders and governors supporting the development of policy and practice in this area.

Admissions and Appeals Briefings are a crucial element to the smooth running of VA schools and academies managing their own admissions policies, these take place several times each on an annual basis for headteachers and governors.

The development of church school relationships provides a new opportunity for training and networking, as well as forging closer links between the ODBE and clergy training in our diocese. Likewise, the recognised need for chaplaincy in a number of contexts is considered in training events including the use of the 'Contemplative Toolkit'.

In addition to the training and CPD, we hold an annual Headteachers' Conference, the Annual Service for Headteachers and Governors at Christ Church Cathedral and an annual MAT Partners Conference. Links with the Church of England Foundation for Educational Leadership (CEFEL) continue to provide further CPD and development for our diocesan school leaders.

ODBE Team Administration Support



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[ODBE Training Web Page](#)

Primary schools with S4S are entitled to two 'credits' per year. These can be used for visits by their Link Adviser or other members of the team. The nature and focus of these visits will be determined with the headteacher at the start of each academic year to tie in with the School Development Plan and current priorities.

Leadership Support

- Headteacher pastoral care
- Leadership development at all levels
- Support with preparation for Ofsted and SIAMS inspections
- Offer of adviser attendance at inspection feedback
- School development support according to your SDP priorities
- Work to support community and parish relationships to enhance the provision for children and young people

Advice on Headteacher Recruitment for Governing Boards

- Adviser attendance at succession planning, shortlisting and interviews for Principal/Headteacher
- Guidance, sample documentation and templates for the recruitment process
- Headteacher Induction, Early Headship Support, mentoring for those in early headship

Governance Support

- Access to our comprehensive governor training
- A programme of support for Chairs of Governors
- Updates on statutory changes relevant to trustees and governors
- Member and Trustee support and training for academies

RE Adviser Support

- School RE INSET
- Free access to the ODBE Scheme of Work, meeting requirements of locally agreed syllabi
- Subsidised RE training courses including Understanding Christianity and RE Conferences
- Updates through RE newsletters and Network meetings

SIAMS Adviser Support

- Management of SIAMS inspection process
- Advice on SIAMS Inspection requirements
- SIAMS reflection school visit between inspections
- SIAMS administration fee waived (otherwise £250)

Access to subsidised Continuing Professional Development and Training

- Annual CPD programme of courses and other networks
- Headteacher Induction for those new to Headship
- Exploration of what leading a Church of England school entails
- Performance, Resilience and Support Programme for school Headteachers
- Bespoke training for school staff and governors on identified priorities

VC Schools
£4.75 per pupil
Price Frozen 2019 - 2022

Subject to a minimum charge of £500pa per school and a maximum of £900pa

Enhanced S4S for all schools

Schools may purchase further credits to develop a bespoke programme of support.

This is the enhanced S4S at £1,425 in addition to the per pupil calculation

Contact Tracy Richardson (Schools' Support Officer) for details
tracy.richardson@oxford.anglican.org
01865 208242

In addition to the S4S offer for VC maintained schools, VA schools and all primary academies receive access to the following services as part of their S4S

Buildings & Premises

- Buildings advice, including visits, on maintaining, adapting and developing existing buildings
- Provide templates and advice to headteachers and governors on the preparation of school premises plans
- Provide advice on the sources of funding available for building projects
- Advise headteachers and governors on the latest DfE building guidelines and school premises regulations
- Assist, where appropriate, headteachers and governors in liaising with professional building consultants on school sponsored projects
- Provide a professional view on projects proposed/developed by the relevant local authority and provide project management on a case by case basis, which may incur an additional charge.
- Provide advice on appropriate consultants and contractors

VA Schools & Academies
£6.25 per pupil
Price Frozen 2019 - 2022

Subject to a minimum
charge of £500pa per
school and a maximum of
£1,700pa

Land and Trust Issues

- Provide advice to headteachers and governors on trust and property issues, including use by third parties
- Liaison with site trustees concerning all legal agreements including academy conversions
- New buildings projects – from inception to bid preparation, funding discussions and project management

Admissions

- Formally review and advise on governing boards' admission policies
- Provide advice and support to governing bodies and headteachers on admissions
- Maintain an overview for VA schools and academies on LA admission forums, school place planning forums and other relevant bodies
- Responding to the Schools' Adjudicator

Appeals

- Provide advice and support to governors and headteachers on admission appeals
- Provide updates on the law relating to appeals
- Guidance, sample documentation and templates
- Regular reminders to ensure admission authorities are within the time frames given in the Codes
- Respond to the Local Government Ombudsman and Education Funding Agency
- Information bulletins and updates to changes in the Codes

Contact Tracy Richardson (Schools' Support Officer) for details
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S4S Costs - Secondaries and Secondary Academies

Secondary Schools and Academies with S4S are entitled to four 'credits' per year. These can be used for visits by their Link Adviser or other members of the team. The nature and focus of these visits will be determined with the headteacher at the start of each academic year to tie in with the School Development Plan and current priorities. Our dedicated Secondary Adviser has experience in supporting across the age ranges including all-through provision.

All secondary schools and academies are invited to be members of the DASH – Diocesan Association of Secondary Heads

The offer to secondary schools is built on schools' needs in the following areas, detailed as per primary schools

- Leadership support
- Governance development
- RE development
- SIAMS support
- Access to subsidised training and CPD
- Advice for Governing Boards on headteacher recruitment
- Buildings and Premises
- Land and Trust advice
- Admissions advice

Secondaries & Secondary Academies

£6.25 per pupil

Price Frozen 2019 - 2022

Subject to a maximum of
£2,150 pa

MAT S4S Agreement for Community Academies

The ODBE values highly the joint working relationship with our MAT partners. As the number of MATs we work with has grown, the offer we extend to community academies within church MATS is provided at cost from the ODBE. This work will be planned and provided on a daily rate basis.

Our Additional services, as listed overleaf, are also available to community academies at the same rate as for S4S schools.

MAT S4S Agreement

£500 'at cost' daily rate
to Community
Academies

Contact Tracy Richardson (Schools' Support Officer) for further information about developing a MAT S4S agreement
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01865 208242

Headteacher Appraisal Advisory Service

The governing board has a duty to appoint an external adviser to advise and support in relation to the appraisal of the headteacher. An ODBE adviser will facilitate the process and offer professional guidance. Appraisal advice is an additional service to the S4S.

Stage 1 – Headteacher preparation

The headteacher completes a self-review form and sends this along with supporting evidence plus any requested documentation to the review panel and the external adviser.

Stage 2 – 3 separate meetings of approximately 1 hour each

Headteacher and ODBE Adviser meeting

- Review the previous year's objectives and the extent to which these have been met
- Taking all evidence and information into account, consider possible new objectives
- Discuss overall performance and celebrate successes and discuss any issues that may have affected performance
- Consider the headteacher's well-being and work-life balance and professional development

Panel and Adviser meeting

- In conjunction with provided documentation review, the progress made by the headteacher towards current objectives and overall performance
- Discuss issues that may have affected the headteacher's performance
- Consider possible objectives for the coming year, taking into consideration suggestions from the headteacher in the previous meeting
- Provide advice on professional development needs.
- Consider the headteacher's wellbeing and work life balance
- Consider any pay recommendations in relation to the policies approved by the governing board
- Give advice to governors on leading the review meeting with the headteacher

Review meeting with the review panel, headteacher and adviser chaired by a panel member

- Share information and understandings
- Reach a judgement about the overall performance of the headteacher against the current objectives
- Agree new objectives
- Consider the well-being and work-life balance of the headteacher
- Agree the professional development needs of the headteacher

Stage 3 – Appraisal Review Statement

The ODBE adviser will draft the Appraisal Review Statement recording the outcomes from the review meeting and the new objectives set. The statement will also include a section on the professional development needs and the well-being of the headteacher. The ODBE adviser will send the draft statement to the chair of the panel. The panel are then responsible for making any additions and amendments before forwarding the final document to the headteacher for signature. Final copies should be sent to all appraisal panel members and the ODBE external adviser. This should include a date set for the interim meeting in the following year for panel members to discuss progress and any further support needed with the headteacher. The adviser is not needed for this meeting.

Cost of the Service

You can purchase this complete service for £625 by contacting Tracy Richardson 01865 208242 or by email on tracy.richardson@oxford.anglican.org. An invoice will be raised and sent to the school once your appraisal date is confirmed.

Additional Services for all Schools & Academies

Our additional services provide an opportunity for schools to benefit from ODBE advice in a range of ways. ODBE reviews and supported self - reviews always begin with a meeting to discuss how the school wishes to use the ODBE support, and the process Advisers will follow in order to match this closely to the school's needs and expectations. The cost for these additional services is £625 (Primary) or £750 (Secondary), please discuss with your Link Adviser any additional or bespoke work you wish to consider. All additional services will conclude with a written report.

Supported Self-Review of Governance

Audit of governor policy and practice, and the impact of the board's work on the outcomes for the school. This will involve reviewing governor minutes and relevant school documentation, (including checking that all necessary annual reports are published) the interview of key staff and governors against a review tool developed by the diocese based on Ofsted, SIAMS and DfE guidance on what contributes to effective governance.

Supported Self-Review of the Quality of Education

This Review uses evidence from visits to lessons; discussions with pupils; scrutiny of pupils' work and meetings with leaders and managers, including governors. Aspects of the leadership of teaching and learning will be explored and monitoring the quality of teaching and learning alongside leaders in this way provides an excellent opportunity for schools to scrutinise their own evidence for self-evaluation of provision. This Review may support schools in preparation for inspection.

Supported Self-Review of Leadership and Management

ODBE advisers will use the school's documentation, including the School Development Plan, leadership structure, meeting minutes and pupil progress information to work with leaders in evaluating their impact on pupil outcomes.

RE Review

Using the Church of England Statement of Entitlement as the benchmark for high quality RE, the review will identify good practice and highlight areas for development. The day may include: scrutiny of work and planning, learning walks, lesson visits, and discussion with pupils and staff. We will consider the impact of CPD for all staff delivering RE and for leaders of RE, and the monitoring and evaluation of RE standards across the school. In the light of the current Ofsted Framework, we will also consider with leaders the contribution of RE to the wider curriculum.

Worship Review

This review will explore how Collective Worship is an expression of the school's vision. It may include discussion with pupils, staff, clergy team and governors as part of an agreed programme of visits. The review can include attendance at several examples of collective worship and involve an audit of school documentation including relevant policies, evidence of monitoring and evaluation, the contribution of worship to spiritual development and the impact of worship in the school community.

Ethos Review

This Review will consider how school leaders evidence the impact of their school's distinctively Christian vision. Using the 2018 SIAMS Schedule with particular reference to strands 3, 4, and 5 alongside the Ofsted understanding of SMSC. CEE0 documentation, such as Valuing All God's Children and leaders' articulation of this in their context through policy and practice will be evaluated through observations, in lessons and elsewhere, and through lots of discussion with children and adults.

Enhanced S4S

Schools may prefer to purchase further credits and develop a bespoke programme of support. This is the Enhanced S4S at £1,425 in addition to the S4S per pupil calculation.

HR Service

Please contact Tim Barnett tim.barnett@oxford.anglican.org for details of the HR Service available.