



Diocesan Board of Education



AGENDA 22 September

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- [Archbishops' Young Leaders Award](#)
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Modern Slavery in our communities



Initial Support



Rebuild Support

Long-Term Support

Practical Support

- Assisting with accessing housing, benefits etc
- Training, education and employment

Community Support

- Groups and activities
- Day trips and outings

Emotional Support

- 1:1 therapeutic wellbeing support
- Trauma informed coaching

What can you do?

Emergency

If there is an immediate risk of harm to the potential victim or others or emergency medical treatment, call 999

Need Advice

If you have a query or need to pass on intelligence, call the Modern Slavery Helpline – 08000 121700

Rebuild Initial Support pathway

*To check if a referral is appropriate email: **initialsupport@rebuildeastmidlands.org** or call **07392 808943** – the referral line is open Monday to Friday 9am-4pm*



- ✓ Sign up to our newsletter
- ✓ Fundraising
- ✓ [Rebuildeastmidlands.org](https://rebuildeastmidlands.org)

Catriona@rebuildeastmidlands.org



Action For Happiness



Action for Happiness Free Toolkits for schools

Link [HERE](#) Once on this webpage then scroll down for the information and links to their forms and resources.

“Keys to Happier Living: Toolkit for Schools

The Keys to Happier Living Toolkit is an engaging, accessible and evidence-based programme to promote the emotional wellbeing and resilience of children aged 5-11

There are two versions of the Toolkit, one for ages 5-7 and the other for ages 7-11. Complete the form at the bottom of this page, and we will send you access by email.

Both versions of the Toolkit are based on the Action for Happiness Ten Keys to Happier Living framework and have been piloted in primary schools with appropriate age groups. Qualitative feedback was very positive and quantitative analysis showed significant improvements in wellbeing and other areas. The toolkit for ages 7-11 was also previously awarded the PSHE Association Quality Mark.

You can view all our resources for children and young people here.”

Archbishops' Young Leaders Award



Archbishops' Young Leaders Award

Information Webinars for schools new to the AYLA

If you've not run the Archbishops' Young Leaders Award before, come and find out more about our programmes from KS1-KS4/16+ through our free online sessions this term. Our Primary webinar includes all the new details about our KS2 Award, and all sessions will cover how the Award supports schools to create an active culture of justice and responsibility. For more information and sign up for a session, please visit

<https://www.eventbrite.com/cc/archbishops-young-leaders-awards-info-webinars-3506899?utm-campaign=social&utm-content=creatorshare&utm-medium=discovery&utm-term=odclsxcollection&utm-source=cp&aff=escb>

LEADERS LIKE US

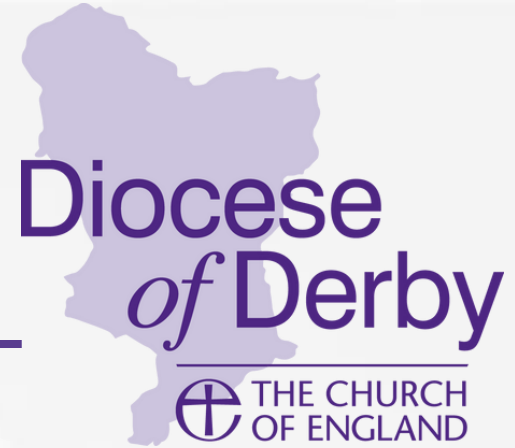


This programme is for any UKME/ GMH qualified teacher with leadership experience, looking to progress to senior leadership and ultimately headship. 'Leadership experience' means having a middle or senior leader responsibility, such as year or phase leader, subject leader, assistant or deputy head. You do not have to work in a Church of England school in order to apply. Applicants from all types of schools (CofE, Catholic, Community, Academy or Independent*) will be considered, from anywhere in England. As the Church of England, our values and beliefs drive our work, so there will be some faith-based content in the programme (such as simple reflections or the opportunity to explore your core beliefs and drivers), but there is no expectation that participants practise a particular faith.

Participant Form [HERE](#)

**To find out more, as a potential participant or host, please contact
LLU@churchofengland.org or elizabeth.olulari@churchofengland.org**

BLACK HISTORY MONTH



Theme for 2025 Standing Firm in Power and Pride

Celebrate Black History Month 2025 with a powerful visual and educational resource pack built around the theme Standing Firm in Power and Pride. Featuring stunning posters, over 30 illustrated portraits, lesson plans, assemblies, and digital tools, this pack is designed for schools, workplaces, and communities to honour Black British history with pride and purpose.

[Educational Videos & Audio Stories for KS1, KS2, KS3 & KS4](#)

New for 2025, the pack includes **short educational videos** specially created for **primary schools**. These animated, age-appropriate films introduce young learners to historical heroes like Mary Seacole, Walter Tull, Mary Prince, and John Blanke through warm narration and colourful visuals.

Also included:

10 downloadable MP3 audio stories for **Key Stage 1 and 2**, perfect for:

Assembly storytime

Whole-class listening

Reading corners and reflection spaces

Home learning links

For **Key Stage 3 and 4**, we provide longer, thought-provoking **audio biographies** of historical and contemporary figures. Each story is linked to:

History (migration, protest, empire)

English (biography, narrative voice)

PSHE and Citizenship (resilience, representation)

 Price & Delivery

£84.45 (including postage)

Delivery guaranteed by 1st September 2025

Pre-order now to guarantee delivery by 14th September 2025.

Email: resources@blackhistorymonth.org.uk

Or click here to purchase directly <https://www.blackhistorymonth.org.uk/article/section/news/black-history-month-resource-pack-2025/>

FREE RE Online Courses

Professional Development Opportunities from Culham St Gabriel's

- A variety of short courses online. These can be undertaken by teachers, support staff, leaders including governors.
- [Home | CSTGM](#)
- They also have other events and host the RE:Online website which has a lot of information around different religions.
- [Home - RE:ONLINE](#)

NPQs for 2025-26

National Society for Education (NSE) NPQs website link [here](#)

These courses are fully funded for teachers and leaders working in any of the following settings: State-funded schools (including maintained nurseries) ,16–19 education institutions

Courses available: NPQ Headship , NPQ SENCO

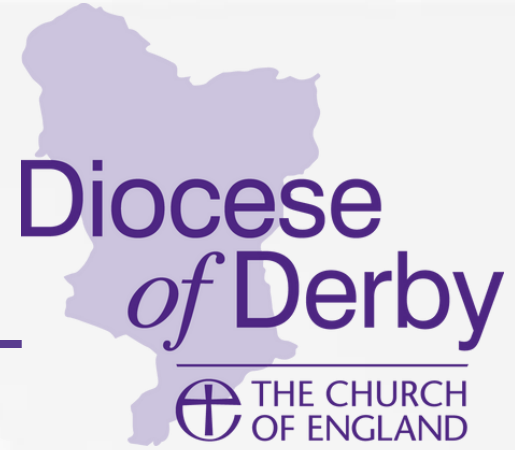
Scholarship funding to cover the full cost of any NPQ course may be available to teachers and leaders working in:

The 50% of schools with the highest proportion of pupils eligible for pupil premium (based on the PP50 list)

In addition, teachers and leaders in schools on the RISE targeted intervention list will be eligible for a fully funded place on any NPQ.

There are limited funded places available, so even if your school meets the criteria, a funded place cannot be guaranteed.

ADMISSION POLICIES



Admissions Policies - for VA Schools and Academies we request a copy is sent to the DBE by the end of November.

officedbe@derby.Anglican.org

If you are in the School Partnership Agreement there is the added benefit of our admission consultant who will check your policy. However, please be aware that legal responsibility lies with the admissions authority.

If you are consulting please send your draft policy to us by 01 November before you commence formal consultation.

Thank you

SCHOOL PARTNERSHIP AGREEMENT

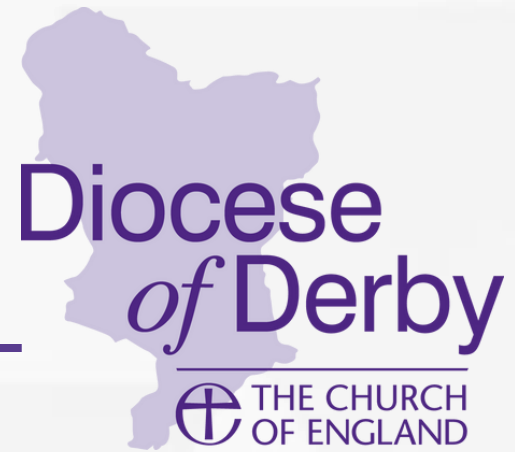


- Prices remain the same as last year. Early Bird Discount ends on 26 Sept
- Benefits of joining the scheme are;
 - reduced cost of training courses
 - reduced cost of appeals
 - if VA school reduced costs of buildings

School Partnership Form will be sent with this briefing.

Sign up [HERE](#)

SCHOOL PARTNERSHIP AGREEMENT



Number of pupils	2024-25 Cost	Early Bird
Up to 50 pupils	£250	£225
51-100	£400	£360
101-150	£500	£450
151-250	£550	£495
251-300	£600	£540
351- and above	£750	£675

CPD Programme 2025-26

- Headteacher Conference – Thursday 18 June 2026 Equality, Diversity and Inclusion
- ECTs – two sessions in the spring and summer
- Subject Leadership – New to RE Leadership – three sessions, Primary Development Training
- SIAMS – General framework training
 - IQ sessions focused on each question so if that is a specific area to develop
- Governor Training – role of governor, monitoring and evaluation
- Pupil Day
- Understanding Christianity Refreshers – in person or can be arranged for INSEts, twilights

CPD Programme 2025-26



Updated SIAMS Framework Training

This training is useful to any member of staff or governor in your school. It is a 2-hour session and explains the whole of the new framework and what to expect in terms of the practicalities of a SIAMS inspection. It will look at the SEF and monitoring and evaluation, as well as giving you an opportunity to think about what your action points may be for each of the inspection questions.

This training is useful for anyone who wants to be able to get to know the new framework better or for anyone who is new to the SIAMS process.

Please note that all the sessions below are the same, different times have been offered to make it as accessible to as many people as possible. This will be recorded on Wed 22 October.

Wednesday 22 October 2025, 15:30 - 17:30 Online

Tuesday 24 February 2026, 13:00 - 15:00 Online

Wednesday 06 May 2026, 18:00 -20:00 Online

Fee: PA £25 / Non PA £40

Booking form [HERE](#)

CPD Programme 2025-26



DBE Governor Two Part Training Programme

Sessions are held online 18:00 - 20:00

Part 1

Tuesday 19 November 2025 or Tuesday 14 April 2026

Part 2

Tuesday 13 January 2026 or Tuesday 16 June 2026 with Debbie Yeomans from RE Today

This programme is essential for any new governors and for those who have not accessed DBE training for a while and would benefit from refreshing their knowledge of what it means to be a governor of a church school. This course will give you the firm foundations you need to carry out your role effectively as well as networking and discussion time with other governors in the diocese.

This is for ANY governor of a church school not just foundation governors.

These sessions will be led by Liz Seymour, the Deputy Director for Education and Debbie Yeomans from RE Today

Through the programme you will explore:

What a church school is (and is not)

The importance of ethos and vision

RE in a church school

SIAMS

Collective Worship

Fee for both sessions: PA £125 / Non PA £250 (per school)

PA £25 / Non PA £40 (individual governor)

Booking Form [HERE](#)

CPD Programme 2025-26

Monitoring and Evaluating life as a Church School

You will explore diverse ways to monitor and evaluate and the roles of school leaders, pupils and governors. Both webinars will run from 18:00 - 20:00. This will be recorded.

The session is offered on 2 dates.

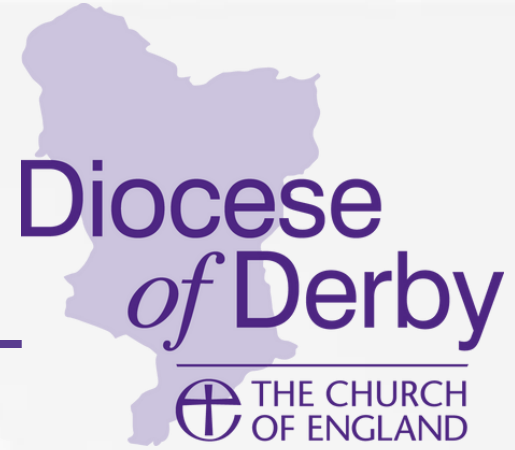
Tuesday 01 October 2025 – change of date

Monday 18 May 2026

Fee: PA £25 / Non PA £40

Booking form [HERE](#)

SIAMS List 2025-26



Bakewell CE Infant School
Bradley CE Primary School
Bradwell CE Primary School
Creswell CE Infant & Nursery School
Crich Carr CE Primary School
Derby Cathedral School
Edale CE Primary School
Great Hucklow CE Primary School

Hartington CE Primary School
Horsley CE Primary School
Pilsley CE Primary School
Stanton-on-the-Peak CE Primary School
St George's CE Primary School (Church Greasley)
St Giles CE Primary School (Matlock)
Walton On Trent CE Primary and Nursery School
William Gilbert Endowed CE Primary School

SIAMS PREP

- Please do contact me if you would like a visit.
- I am happy to review SEFs, websites etc
- During visits I am happy to speak with pupils or staff.
- liz.Seymour@derby.anglican.org

SIAMS NETWORK TRAINING



SIAMS Networking Training

This networking allows staff to dive into aspects of the SIAMS Framework. There will be presentations from senior leaders, RE advisers and SIAMS inspectors, as well as the use of breakout rooms to enable you to network with other schools about how best to move forward in a particular area and discuss what it means to be a church school. These will be recorded.

Fee: PA £25 / Non PA £40 per session

BUNDLE FEE (all networking sessions): PA £100 / £200 Booking form [HERE](#)

Inspection question 1 networking –

Theologically rooted Christian Vision

Friday 26 September 2025, 13:00 – 14:30, online

Monday 12 January 2026, 16:00-17:30, online

Inspection question 2 networking –

How is the curriculum a reflection of the Christian Vision?

Wednesday 08 October 2025, 13:00-14:30, online

Thursday 12 February 2026, 16:00 -17:30, online

Inspection question 3 networking –

Collective Worship and Spirituality

Wednesday 15 October 2025, 13:00-14:30, online

Tuesday 03 March 2026, 16:00 – 17:30, online

Inspection question 4 networking –

Theologically rooted Christian vision and treating people well.

Wednesday 05 November 2025, 13.00-14:30, online

Tuesday 24 March 2026, 16:00-17:30, online

Inspection question 5 networking –

Justice and responsibility

Wednesday 19 November 2025, 13:00-14:30, online

Thursday 30 April 2026, 16:00 – 17:30 online

Inspection question 6/7 networking –

Religious Education with Debbie Yeomans from RE Today

Monday 24 November 2025, 16:00-17:30, online

Thursday 07 May 2026, 16:00-17:30, online

SIAMS – Annual Report 2024-25

What inspection data is telling us:

IQ1 Strengths

How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- Lives are transformed where Christian vision is rooted in and responsive to context. 'Serve the current age.'
- Leaders' theological understanding continues to strengthen. They demonstrate understanding of the Christian story and relationships.
- Leaders use a range of strategies to make the vision a lived reality. These have the most impact where they are thoughtfully conceived as a response to context.
- Where focused, cyclical training is available, schools at all stages are aided in their ability to self-improve.
- Where there is convergence/coherence between a school's vision and that of the MAT, it plays a significant role in supporting and developing the school, as a Church school.
- Governors are committed to the success of their schools. They typically undertake their work with passion and vigour.

SIAMS – Annual Report 2024-25

What inspection data is telling us:

IQ1 Development Points

- Some schools continue to focus on the immediate demands of an upcoming inspection.
- Effective leaders do not use the occasion of an inspection to ‘keep going’ or fail to ‘start doing.’
- Rather, effective leaders are bold and courageous. They step outside of the inspection cycle and make the right vision-driven and context-informed decisions for their school community when they are needed.
- Governors often fail to change monitoring information into an evaluation of the effectiveness of the school’s vision-driven work. This stymies improvement.
- Where school and MAT visions do not align, or a MAT adopts a ‘hands off’ approach to the school as a Church school, there are missed opportunities for the development/strengthening of the school.

SIAMS – Annual Report 2024-25

What inspection data is telling us:

IQ2 Strengths

How does the curriculum reflect the school's theologically rooted Christian vision?

In the majority of Church schools, the vision is giving life and direction to the curriculum.

- This is typically manifest in a curriculum that widens horizons, raises aspirations and supports pupils to be open to more.
- There is a continued strengthening of leaders' understanding of the interconnectedness of spirituality, the curriculum and spiritual flourishing.
- In the vast majority of Church schools, opportunities abound for pupils and adults to explore what it means to be human.

SIAMS – Annual Report 2024-25

What inspection data is telling us:

IQ2 Development Points

Too many schools have not considered in sufficient depth what they understand by spirituality. This has an immediate and direct negative impact on their ability to enable pupils to grow spiritually. A curriculum cannot reflect the vision if spiritual growth is not an inherent part of it.

- Typically, schools with a DP linked to IQ2, have not considered in sufficient depth how the school's curriculum enables the holistic formation of pupils. There is an absence of commonality of purpose.
- In such scenarios, where spiritual growth occurs, it is typically incidental and fortuitous rather than explicitly planned for.
- A word of warning... 'language' and lexicon.

SIAMS – Annual Report 2024-25

What inspection data is telling us:

IQ3 Strengths

How is daily collective worship enabling pupils and adults to flourish spiritually?

Worship is typically described as the ‘heartbeat’ of the school. There are frequent references to the centrality of worship and the 3’I’s. At its best worship is found to be rooting and centring the school as a life-giving outworking of the school’s foundation.

- The rootedness of worship in scripture and tradition.
- The importance of the relationship with the local church- mutuality and understanding of purpose.
- Pupil leadership of worship leads to flourishing where there is a clear understanding of context.

SIAMS – Annual Report 2024-25



What inspection data is telling us:

IQ3 Development Points

- The suitability of provision in curating space for spiritual flourishing is diminished when schools do not have a coherent understanding of spirituality.
- Spirituality is not yet understood in some schools. This is the most influential factor in limiting spiritual growth.
- The use of proxies for flourishing- Anglican traditions, Bible stories, pupil leadership. A lack of understanding of the difference between provision and impact.
- Lack of access to daily worship.

SIAMS – Annual Report 2024-25

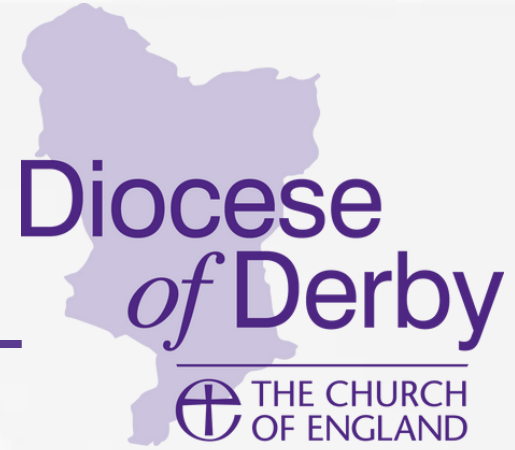
What inspection data is telling us:

IQ4 Strengths

How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

- One of the most commonly cited Strengths. Typically uses language related to worth, value, being known, dignity, respect, compassion, nurture and forgiveness.
- Reclamation of lost worth features strongly.
- Importance of contextual understanding and the theological response to this knowledge.
- A focus on mental health & wellbeing for both staff & pupils is commonly reported favourably.

SIAMS – Annual Report 2024-25

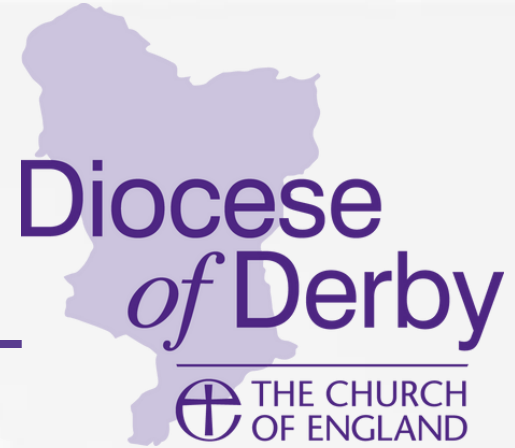


What inspection data is telling us:

IQ4 Development Points

- Evidence is weaker where the culture is not rooted securely in context and/or where leaders have not understood the ‘urgency of now’.
- This will be an area for continued additional scrutiny. Changes made to the timetable to enable careful, systematic triangulation. The voice of the child is foregrounded.

SIAMS – Annual Report 2024-25



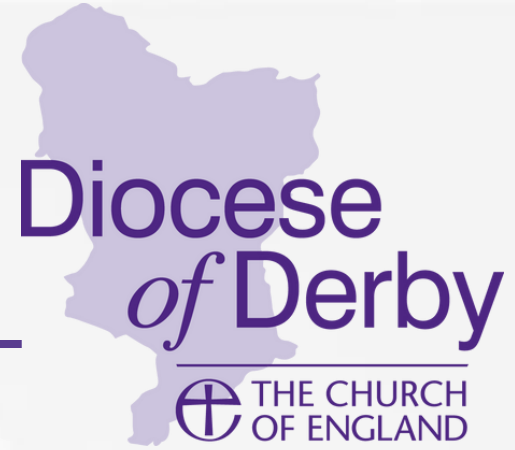
What inspection data is telling us:

IQ5 Strengths

How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

- Church schools are most effective where the internal culture of the school overflows into the manner in which a school looks outward to serve. A theologically appropriate outworking of the vision.
- A dynamic interplay- comfort the disturbed and disturb the comfortable.
- Marked improvement in schools' understanding of this IQ. The 'now' and 'not yet' of God's Kingdom.
 - There are many valuable partnerships, especially with churches & dioceses. When intentional and an outworking of the vision mutually beneficial.
 - Strengthened positive evidence base on partnerships with trusts when the visions align.

SIAMS – Annual Report 2024-25



What inspection data is telling us:

IQ5 Development Points

- Prevalence of DPs typically, where understanding is reduced to ‘courageous advocacy’ or ‘agents of change’.
- Work around justice is about developing a deep and meaningful understanding of what justice is and how it can be achieved. Not about expanding concentric geographic circles.
- Are partnerships intentional and informed? Not just box ticking.
- Evidence on the links between justice and responsibility and spiritual flourishing in very early stages.

SIAMS – Annual Report 2024-25

What inspection data is telling us:

Strengths IQ6 - Is the RE curriculum effective?

IQ7 - What is the quality of RE?

- Subject leadership
- The breadth and effectiveness of the curriculum - school based decisions on how to apply the relevant syllabus to the school's context in terms of the curriculum in that school
- Teaching of and learning about Christianity (but note prevalence of DPs related to diversity within Christianity).
- The way in which RE is an expression of the school's vision, especially in matters of inclusion, acceptance and diversity

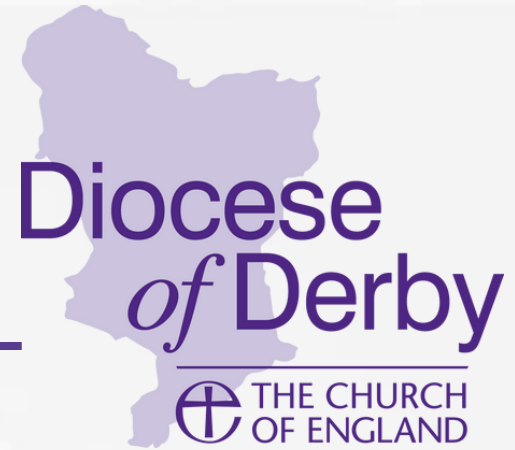
SIAMS – Annual Report 2024-25

What inspection data is telling us:

IQ6 & 7 Development Points - RE

- Teaching of and learning about a range of religions other than Christianity
- Teaching of and learning about non-religious worldviews
- Understanding of diversity within the Christian faith/diverse expressions of Christianity
- Use of assessment to support teaching and learning
- Monitoring and evaluation of the subject in such a way that leads to improvements.
- KS4 core RE & Yr 9 GCSE
- KS5 core RE
- Resourcing – impact of issues related to syllabus & precarious finances?

Parliament Week – 24-30 Nov



UK Parliament Week (UKPW) is an annual event, spreading the word about what Parliament is, what it does and how you can get involved. It's a great way to find out new things about UK Parliament or be reminded of things you might've forgotten! [You'll get a free kit](#) to help you get informed about your UK Parliament, take action and make an impact on the issues you care about.

With over 10,000 activities last year, UK Parliament Week was celebrated in all sorts of ways.

Here are a few ideas to get you started:

- lively debates and quizzes
- discussing issues and holding votes
- creating petitions
- themed assemblies and school council elections
- baking, crafting and colouring
- meeting your MP, a member of the Lords, local councillors, mayors, MLAs, MSs or MSPs – either in person or virtually

If you want to explore further or get started before your kit arrives check out our [online resources](#).

FOUNDATION GOVERNORS

- Website page with all the information about governance [HERE](#)
- This is for LA Maintained schools. Academies have a different process with their MAT.

Nominations for terms of office ending	Closing date for receipt of paperwork	Papers published to the Board for approval	DBE Meeting date
Up to the end of Feb 2026	04 Nov 2025	18 Nov 2025	25 Nov 2025
Up to the end of June 2026	04 March 2026	18 March 2026	25 March 2026
Up to the end of October 2026	16 June 2026	30 June 2026	07 July 2026

Diocese of Derby

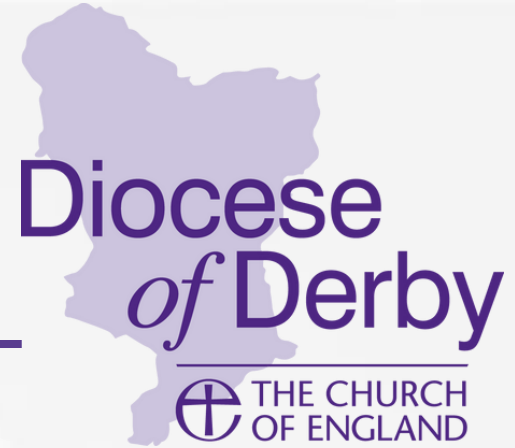


Link to their News update page and sign up for emails [HERE](#)

FUTURE BRIEFING DATES

- **Headteacher Briefings**
- Wednesday 22 October 2025, 10:30 - 11:30
- Tuesday 25 November 2025, 10.30 -11:30
- Thursday 15 January 2026, 13:30 - 14:30
- Thursday 12 February 2026, 10:00 -11:00
- Monday 16 March 2026, 10:00 -11:00
- Tuesday 19 May 2026, 10:00 -11:00
- Tuesday 16 June 2026, 13:30 - 14:30
- Tuesday 21 July 2025, 13:30 -14:30

FUTURE BRIEFING DATES



- **Collective Worship Briefings 16:00-17:00**
- Tuesday 21 October 2025- change of date
- Tuesday 12 November 2025
- Tuesday 14 January 2026
- Monday 10 February 2026
- Tuesday 11 March 2026
- Monday 19 May 2026
- Tuesday 17 June 2026

FUTURE BRIEFING DATES - GOV

These are from 19:00-20:00. I will be recording these as I deliver them.

2025-26 – The dates have been updated.

- Monday 22 September 2025
- Monday 20 October 2025 – change of date
- Monday 24 November 2025
- Thursday 15 January 2026
- Thursday 12 February 2026
- Monday 16 March 2026
- Tuesday 19 May 2026
- Monday 22 June 2026
- Tuesday 21 July 2026 – change of date

Contact Details



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Diocesan Prayer



Vision Prayer

Gracious God,
in your mercy and for your glory,
renew us, reshape us, revive us –
with generous faith, courageous hope and life-giving love –
that, in transformed lives through growing church and building
community,
we may see your Kingdom come and be good news for all.
Amen.



Transformed Lives | Growing Church | Building Community
THE KINGDOM OF GOD - GOOD NEWS FOR ALL

Diocesan Board of Education

www.derbyDBE.org