DI O C E S A N  S C H O O L  I M P R O V E M E N T

CHALLENGE AND SUPPORT PARTNERS
THE ROAD TO IMPROVEMENT

EMPOWER
ENCOURAGE
ENABLE

TRANSFORMING LEADERSHIP
TRANSFORMING LIVES
Dear Colleagues,

As many of you will know the SDBE runs a highly successful school improvement partner service, known as CASP (Challenge and Support Partner).

“Thank you for giving me very specific and timely advice about what the school needs to do to improve. It is an invaluable partnership and gives me the opportunity to view the school and our work in a more objective way”

This complements our existing strong working relationship with schools, further enhancing and building on the work already in place, leading to effective and distinctive church school practice.

The DBE recognises that this support and challenge package needs to be as cost effective as possible for schools and has worked to keep costs as low as possible.
We work with schools/academies to tailor programmes of challenge and support which are bespoke to their improvement agenda including:

- Review of school/academy performance data
- Review of school/academy development plan including SEF
- Advice, support & challenge for governors to enable effective HT performance management.
- Review of progress against key school/academy and national priorities
- Leadership review
- Governance review
- Quality of teaching and learning work

Our CASP Reports form part of the evidence for self-evaluation and the evidence base for OFSTED and SIAMS.

“It is clear that the involvement of the Diocesan Advisor has been seen as critical in supporting successful school improvement”

OFSTED
The following information provides some indicative costings for the support and challenge programmes available. Please note the invoice for this support is payable upon thirty days of receipt.

**OPTION 1**

**AUTUMN TERM VISIT ONE: 3 Hour Visit**
1. School/Academy performance data and school development plan/SEF review and subsequent report - charged as per subscription form - 3 PSA Credits

**AUTUMN TERM VISIT TWO:**
2. HT performance management support - 3 PSA Credits

**SPRING TERM VISIT**
3. Mid-year review of progress against key school priorities - 6 PSA Credits

**COST OF 3 VISITS: 12 PSA Credits (£900 + VAT)**
ADDITIONAL OPTIONS:

- Church school review
- School review in preparation for Ofsted
- Leadership review
- Governance review
- Teaching and learning – including planning and work scrutiny
- Other visit requested by a school linked to SDP priority

Schools can design their own package, choosing from the menu of options around the self-evaluation agenda, or design a package in consultation with the school’s Diocesan CASP that may include an aspect of school improvement not highlighted here.

The visit will be charged at the daily/half day rate for CASP support.

“Your approach has been exactly what we have needed. The way you deliver some “tricky” guidance in a constructive manner has not gone unnoticed. I personally have felt inspired by your approach.”
OUR CASP TEAM

Neil Revell

“We are delighted that you are working with us; I really value your opinion and advice.”

With over 20 years’ experience as a teacher, school leader and educator Neil Revell is currently the Lead School & Academy Effectiveness Adviser at the Board of Education, a post which he took up following a very successful headship of the 630-pupil Bishop Aldhelm’s CEVA Primary School in Poole. While at Bishop Aldhelm’s, Neil led the school to outstanding and good inspection outcomes and the school was placed in the top 50 performing and improving schools nationally in July 2015. Prior to this Neil was the Deputy Head Teacher in a Hampshire Teaching School where his roles included advising schools across the Local Authority on assessment policy and practice. Since joining the diocese Neil has worked very successfully with head teachers, governors and colleagues in schools and academies supporting and guiding all aspects of school improvement including auditing standards, monitoring and exploring effective governor challenge. Neil is a SIAMS Inspector who also works with schools carrying out SIAMS audits.

Neil strategically leads governance, for the Board of Education and is a member of a multi academy trust thus he is aware at first hand of the opportunities and challenges facing schools, academies and their communities. The wellbeing of children and securing the best possible outcomes and opportunities for them is his constant driving force.
Mandy Christopher

Mandy Christopher currently works as the assistant Director of Education for the Diocesan Board of Education in Salisbury, a post she has held for the last eighteen months. In that role she undertakes a broad range of school improvement work. The advantage of working for the Diocese is that she can support schools and help them to really focus on their school effectiveness and blend it at the same time with their Church school distinctiveness. This means they can cement the link between raising standards of achievement, SMSC provision and their work on Christian ethos and values. In her role, Mandy has a number of strategic roles within the DBE, including leading on work with schools causing concern, developing SMSC support and leading the school effectiveness team.

Prior to her arrival to this post Mandy was a headteacher of an outstanding North Dorset primary school for ten years. She had the unusual experience of working there as it grew from 2 classes to 8, including a nursery, which has given her insight into both the excitement and challenges of a small school and those found in a larger school. During this time Mandy was also an LLE and a professional partner across a number of local authorities for new headteachers. In the last two years of her headship Mandy also undertook school effectiveness consultancy work for the Diocese.
“Thank you for your time with us; we really benefit from your insights as our CASP.”
Sarah Sprague was headteacher of Beechcroft St Paul’s CEVA Primary School in Dorset for 11 years and during this time the school was recognised as an ‘outstanding’ church school in 2 SIAMS inspections and received recognition for ‘outstanding’ provision from Ofsted.

She moved on from headship in December 2015 to develop and concentrate on a consultancy role for the Diocese of Salisbury. During her time at Beechcroft, she developed many aspects of effective school provision including aspects of middle leadership, aspects of Church School distinctiveness and the school was recognised for the quality of nurture provision and parenting support offered. Sarah has worked as a SEP for the Local Authority for 5 years and has also worked on a number of school improvement projects for the Diocese. During her time as headteacher, Sarah worked closely in developing aspects of work within the Chesil Education Partnership and established numerous projects to enable effective school to school improvement with schools and staff within the partnership, particularly around effective cross school CPD. Sarah is now a School Effectiveness advisor for the Diocese of Salisbury where her role involves working with senior leadership teams, middle leaders, staff and governors, in developing aspects of school improvement and effectiveness.

**Areas of Expertise/Specialisms:**

In her time as headteacher at Beechcroft St Paul’s, Sarah focused on developing a number of specific areas and aspects of the educational provision on offer.

**These included:**

Use of the Arts to raise standards, Rights Respecting School work, Global Citizenship, Church School Distinctiveness and effective Church school links, Nurture strategies, Parenting support, Creative Curriculum projects, Spiritual Spaces, Effective Monitoring for Middle Leaders, Effective Governance, Pupil Premium spending for impact.

“Thank you so much for your CASP day with us; invaluable as always!”
SCHOOL LEADERS FEEDBACK:

“On behalf of not just myself, but the whole school, I wanted to say a huge thank you for your work with us over the past year.

I have really appreciated your support and encouragement when making the difficult, but necessary, decisions in order to move the school forward.

I have also really welcomed the level of challenge you have provided which has really sharpened my focus and enabled me to prioritise areas for whole school improvement.”

“Thank you for your thoughtfulness and for taking time to give everyone feedback. Your warmth and care were noticed and very appreciated.”