



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The Church School of the Future Review – Implementation Report

Foreword

In 2012, the Church of England's Education Division and the National Society published The Church School of the Future Review, a report on the future of Church schools, chaired by Dr Priscilla Chadwick.

In the report, the Church of England reaffirmed that Church schools stand at the centre of its mission. The Church educates approximately one million of the nation's children in primary and secondary schools, which enables more direct engagement with children and their families than any other contact, including regular Sunday worship.

The Church School of the Future Review made clear that at a time of educational change, the Church as a major provider of schools needs to strengthen and clarify this role at governmental, synodical, diocesan and local levels. This approach is essential if the Church's mission and ministry to education through its school system is to thrive.

In particular, the Chadwick Report examined five key areas:

- strengthening the Church of England's Mission in Education
- ensuring the distinctiveness of Church schools, including the provision of high-quality religious education
- adopting new approaches to the central operation of the Church schools system
- strengthening the capacity of diocesan structures to ensure continuing improvements to school performance
- strengthening partnerships including those between church schools and parishes, ecumenical partners and independent schools.

We set ourselves the challenge of implementing the recommendations of The Church School of the Future Review over a two year period. This Implementation Report outlines the progress we have made and looks at some of the challenges still remaining.

Revd Janina Ainsworth (Chief Education Officer)

3rd July 2013

I. Developing Christian leaders for Church schools and communicating our work

CLERGY TRAINING

1. **Recommendation:** Clergy training and appointments must include an understanding of the role of Church schools in the Church's mission.

Background

2. Church schools, and work with children and young people in other settings, are a crucial opportunity for mission. It is therefore essential that those training for ordained ministry have a clear understanding of the role of Church schools in that mission and of the roles that they will be called to exercise, together with the knowledge and skills to effectively fulfil those roles.

3. There is a particular opportunity to improve these skills because the Church is currently substantially revising its training programmes for clergy through a new scheme, known as the Common Awards, and which will cover Initial Ministerial Education (IME) (Years 1-3 in theological college or an equivalent course and Years 4-7 during what is normally a person's first curacy) and then through Continuing Ministerial Education, for example when a person takes up their first incumbency.

4. Respondents to The Church School of the Future Review placed this recommendation as a high priority and expressed frustration that over the years since the Dearing Report (2001) little impact on clergy training had been made.

Implementation update

5. Actions taken include

- Working with the team designing the Common Awards scheme under which clergy (and in time lay ministers) will be trained to ensure that understanding the educational context and work of the Church is a component of the programme.
- Identifying the main knowledge, skills and dispositions that clergy need to have to carry out their role in education, matched to the phase of training in which they should be encountered.
- Writing Learning Outcomes for Initial Ministerial Education (IME) Years 3-7 and preparing to draft Module Content for IME Years 4-7, in line with the curriculum design timetable for Common Awards.
- Ensuring issues relevant to those in lay ministry are taken account of in Common Awards through the Adult Education and Lay Disciple Officer, who is a member of one of the relevant Common Awards Working Groups.
- Seeking to audit the contribution already made by Diocesan Board of Education (DBE) teams to clergy and lay training in dioceses.

RECRUITMENT AND TRAINING OF TEACHERS

Background

6. The increasing demands on school leaders and Boards of Governors come at a time when large scale national support programmes are giving way to school to school improvement. With the abolition of the statutory requirement for Heads to hold the National Professional Qualification for Headship

and the radical streamlining of the new National College for Teaching and Leadership, leadership and succession planning are even more crucial to school success.

Implementation update

7. Actions taken include:

- Creation of a joint Roman Catholic - Church of England Steering Group: to ensure the new National College modular scheme covers the needs of leaders in church schools.
- Support for diocesan initiatives to equip current and prospective leaders for working with the distinctive ethos and values of Church schools. One of many such schemes, led by the Diocese of Coventry, is growing rapidly and seeking accreditation by Canterbury Christ Church University for 2014.
- Support for governing bodies through regional and diocesan networks, the creation of web-based resources and training in school improvement.
- Working with Church universities to develop new training and accreditation routes for leaders and for chaplains in church schools.

COMMUNICATIONS

8. **Recommendation:** A review of the communications function of the National Society and the Board of Education should be carried out and recommendations brought to the Council and the Board.

Background

9. In producing The Church School of the Future Review the National Society recognised the need to improve its communication with schools, dioceses and wider audiences. Implementation of this recommendation has led to two specific outcomes which leave the National Society well placed to develop much better strategies for communication.

10. Increasing the strength of our communications capability has resulting in the diocesan network being much more integrated with the National Society and this is a very positive outcome from the Church School of the Future Review.

Implementation update

11. Actions taken include:

- A new part time communications manager has been appointed to be responsible for developing external communications and publicity. Improving the web site, increasing direct communications with our schools and dioceses whilst developing a greater presence with MPs as well as other organisations in the education sector is already proving successful
- In order to enable a much more strategic use of the web site and other public facing communication platforms, an intranet (known as the NS iPortal) has been established to enable a bank of documents to be created which will be accessible to diocesan education teams. As well as creating a platform through which documentation can be developed and shared, the NS iPortal also provides a discussion forum facility so that groups can be set up to discuss strategy and develop ideas. Currently Diocesan Directors of Education (DDEs) are the main group accessing this feature but there are also groups established for advisers, schools and academies and regional diocesan teams and the membership of the NS iPortal can be expanded limitlessly.

2. What it means to be a Church School

NEW SCHOOLS

12. **Recommendation:** While the specific differences between the voluntary aided and voluntary controlled models will for the most part remain in existing schools, the establishing of new Church of England schools on the basis of the voluntary aided schools model is recommended.

Background

13. The Church School of the Future Review endorsed the growing recognition that voluntary aided schools (or academies developed using the voluntary aided type model documents) provide the most secure form of governance to enable the Church to guarantee the future Christian character of the school as well as its effective performance. Implementation of this recommendation also addressed the opportunities to propose new Free Schools.

Implementation update

14. Actions taken include:

- A guidance paper has been produced and circulated which sets out the process for proposing new voluntary aided schools as well as recommendations for dioceses to consider when proposing Free Schools. This paper has been well received by dioceses and has had a significant positive impact on the National Society's engagement with the Department for Education (DfE) Free Schools team. Dioceses now recognise the need to ensure real involvement and influence at governor level if they are to safeguard their reputation as education providers.

RELIGIOUS EDUCATION IN INITIAL TEACHER (ITT)

15. **Recommendation:** Partnerships should be developed with Church foundation higher education institutions and outstanding schools to address the level of subject knowledge for religious education and the supply of specialist teachers.

Implementation update

16. Actions taken include:

- Ongoing monitoring of the provision of teacher education is being carried out in collaboration with the Cathedrals Group (Church of England Universities) and the RE Council. As soon as the effects of the changes are evident there will be a further meeting of the working group to identify strategic approaches to support the quality of ITT in Religious Education.

A CHURCH SCHOOL CURRICULUM

17. **Recommendation:** The NS must work with educationalists and schools to model a church school curriculum that includes implications for pedagogy, curriculum content and school organisation.

Background

18. This recommendation represents further work on how the Church school ethos might pervade the whole curriculum, and not be confined to the RE and worship.

Implementation update

19. Actions taken include:

- Three practitioner and researcher workshops at the Church universities took place in February and March 2013 and the material produced has been analysed and shaped. This covers background, learners and learning, spirit and ethos, teaching teachers, governance and participation, and excellence for all.
- The report will be published by the National Society in autumn 2013. Further developments are likely to centre on the development of a dissemination programme and training materials.

CHRISTIANITY PROJECT

20. **Recommendation:** The proposal to develop a new resource for the teaching of Christianity should be developed with all reasonable speed.

Implementation update

21. This project is being funded outside the Church School of the Future implementation. Materials are currently being drafted and are expected to be piloted in autumn 2013.

WELLBEING

22. **Recommendation:** A study needs to be undertaken to establish 'well-being' indicators stemming from or adapted to the Christian framework for Church schools.

Implementation update

23. A sample group of Church of England secondary schools representing a range of contexts in which to trial a Wellbeing survey will be identified in autumn 2013 .

3. Church Schools in the wider context and the roles and work of Diocesan Boards of Education and Directorates

THE DIOCESAN BOARD OF EDUCATION OF THE FUTURE

24. Recommendations:

- A protocol should be developed for partnerships with external organisations.
- Different models of affiliation should be shared among DDEs and their usefulness evaluated.
- Work should be undertaken to achieve a new concordat with the Government that develops and affirms the Church's relationship with central and local government on matters related to schooling (National Society and Board of Education and DfE).
- Additional support should be provided for dioceses to aid development of local or regional services for schools, including school improvement.
- More exploratory work should be done to establish collaborative schemes with the independent schools sector and with other service providers.
- Amendments should be made to the DBE Measure that ensure DBEs can respond appropriately to the new responsibilities they will acquire.
- The role and functions of the DDEs and their support staff should be given proper consideration in every diocese to ensure that they are properly resourced and able to meet the challenges of the academy programme and of their responsibilities for school improvement.
- Dioceses should review the balance of finances between parish and school development services and the allocation of funding to ensure the long-term survival of the Church of England as a provider of education.
- A number of pilot schemes should be set up to investigate and trial new ways of collaborative working between dioceses.

Background

25. The reimagining and strengthening of diocesan education work is essential to the continuation of the Church's involvement in publically funded schools. This work is being progressed by the DBE of the Future group which includes serving Diocesan Directors of Education, chairs of Diocesan Boards of Education, Diocesan secretaries and head teachers. The group is chaired by the DDE of a large urban diocese.

26. The work of the group is having a significant impact on the development and evolution of diocesan thinking in connection with all areas of school organisation including

- The size and function of the DBE
- The engagement of staff to fulfil new roles required by the changed environment
- Development of partnerships between dioceses and with external organisations

Implementation update

27. Actions taken include:

- A tool kit for evaluating the work of the DBE has been created. This marks a major step forward in improving the quality of DBEs across the country. A self evaluation instrument has been developed, with explanatory notes.
- The National Society is working effectively with dioceses to enable them to develop their role as a sponsor of academies. Model documents for academies and multi-academy trusts have been produced and dioceses are becoming increasingly confident about their offer in this new environment.
- To enable dioceses to progress at the rate required by the DfE the National Society has agreed to fund from its own resources three regional academies advisers to work as consultants for one year and provide significant help and advice as dioceses continue to develop their academy portfolio. This is a direct result of the change in diocesan culture that has taken place as a result of this aspect of The Church School of the Future Review implementation.

LINKS BETWEEN MAINTAINED AND INDEPENDENT CHURCH SCHOOLS

28. **Recommendation:** More exploratory work should be done to establish collaborative schemes with the independent schools sector and with other service providers

Background

29. In addition to the nearly 5,000 church maintained schools and academies there are a substantial number of independent schools which have an Anglican foundation (and are registered as such with the DfE) or have a strong connection to the Anglican communion. Recent educational policy, under both administrations since 1997, has emphasised the benefit of cooperation across the sectors – for example, in sharing good practice, in sponsoring new academies and in extending public benefit.

30. The Church School of the Future Review encouraged the development of new links between these schools, based on their shared Christian ethos. This is a long-term task, since these sectors have often been seen as quite separate and even hostile to or incompatible with each other and there is much mutual misunderstanding and misconception to be overcome.

31. It is essential that the traffic between the two sectors is two way, and there is a growing body of collaborative projects. In this Church School of the Future Review inspired proposal the focus is on the shared Christian ethos. With no inspection process or equivalent assessing the impact of their Christian foundation, independent schools can learn from the experience of maintained schools.

Implementation update

32. Actions taken include:

- Work has been undertaken to bring together the leaders of these schools in an atmosphere of respect and mutual concern for the common values and priorities which underpin their, often starkly different, institutions,
- An initial meeting, hosted by Sir Tony Baldry at the House of Commons, took place in Spring 2013 to test the feasibility of a joint event for Heads and Principals of maintained and independent church schools. The meeting included representatives from Anglican Academy and Secondary School Heads (AASSH), Woodard Schools and others. There was general agreement that such an event is both feasible and valuable and this is likely to take place in the summer of 2014 in the form of an invitational Colloquium.

- A Steering Group of serving Church school Heads has been formed to oversee the planning. The members will also take soundings from representative bodies representing to help shape the event.

RURAL SCHOOLS

33. **Recommendation:** A working party should be established to explore the specific issues of rural schools and to set out recommendations for dioceses on a way forward.

Background

34. Although the need to address the challenges facing rural schools only gets the briefest of references in The Church School of the Future Review .the issue is so significant that a working group has been established to ensure the impact of this aspect of the Review is helpful and positive. At the time the report was published it was clear that the pressure on small rural schools would continue, but subsequent changes to funding arrangements have made the need for schools to find new models for governance and leadership even more pressing.

35. A significant part of the impact of this area of work is the involvement of relevant dioceses in the development of the various resources. As they explore different solutions the dioceses themselves are moving to a more strategic approach to the issue rather than ad hoc reactions to specific situations.

Implementation update

36. Actions taken include:

- A working group of DDEs from rural dioceses has been established. This has had a very positive impact on the relationship between the NS and dioceses; the Church of England's rural affairs group has also been involved in this work.
- Initial research into the performance profile of small rural schools has been completed and this will now be supplemented by in-depth research and analysis across two or three predominantly rural dioceses.
- A toolkit for dioceses is being produced which will include suggestions for ways to help sustain rural schools; case studies will describe structural solutions and other initiatives, including: commentary on the church/school relationship and a theology of partnership, multi-use of buildings, links between small/large and rural/urban schools and the breadth of the curriculum offer and the broader educational experience, especially at KS2.
- An additional outcome from this work will be the production of a detailed checklist for DBE use when assessing the viability of a small school as part of its strategic planning.

4. The role and work of the National Society

STREAMLINING THE CENTRAL ORGANISATION

37. Recommendations:

- Proposals for creating a single organisation representing the Church of England's interest in schools should be developed and discussed with relevant stakeholders.
- A detailed review of the National Society charter and Bylaws needs to be carried out within the next five years and recommendations made for a new Council constitution and its functions.
- National Society membership and funding should be reviewed to improve the working income for the Society.
- The way legal advice is provided to the National Society, dioceses and schools need to be carefully examined and a revised cost-effective contractual arrangement put in place .
- A draft management charter should be developed to identify the respective roles of the central organisation and dioceses.

Background

38. For historical reasons, the educational work of the Church of England is carried out by two bodies, The National Society (an historic charity under Royal Charter and founded in 1811) and the Board of Education (a sub-committee of the Archbishops' Council).

39. Removing the time consuming demands of two governance organisations and modernising the financial and policy formation will mean that the organisation is better fitted to meet the demands of the next decades. It will also remove some of the barriers to communicating the Church's message to partners and collaborators.

40. The Church School of the Future Review therefore recommended that a new single entity for the church's educational work be created. In practice, these formally-separate bodies work effectively in conjunction because a number of practical steps have been taken to somewhat mitigate the problems that such a split can (and in the past, has) created. For example, by convention the same person Chairs both the National Society Council and the Board of Education and the National Society General Secretary is appointed as the Chief Education Officer.

Implementation update

41. Actions taken include:

- Significant progress has been made, especially in gaining the approval in principle of the Archbishops' Council to the creation of a single body to carry out the educational work of the national Church.
- An initial analysis of the changes required to the National Society Bylaws has been carried out, seeking to bring a new entity into existence without requiring any amendments to the National Society Royal Charter.
- A range of models of changes to the National Society Membership Scheme have been explored and consulted upon. Further detailed work is being carried out including the option of removing membership as a significant aspect of the National Society constitutions.

- The necessary detailed work for the revision of the National Society Bylaws and for the financial operational and logistical steps that are required to create the new entity have begun, subject to more detailed approval. It is planned to complete this by 2014, in order to synchronise with the timetable for the next Elections to General Synod.

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