

**ACHIEVING THE FIRST TWO HUNDRED YEARS:  
THE DEARING REPORT LEADS TO THE FIRST 200 YEARS OF THE  
NATIONAL SOCIETY**  
**Education Division School Strategy Team and National Society Strategy for  
2007-11**

**CHAPTER 1**

**Introduction**

1. The Dearing Commission published its report *The Way ahead: Church of England Schools in the New Millennium* in 2001. In 2011 the National Society will celebrate its 200<sup>th</sup> anniversary – two hundred years since the effective birth of mass education in England and Wales. The Board of Education and the National Society have therefore used 2006 to review achievements against the Dearing recommendations and to develop strategy for the 2007-2011 period.
2. This report sets out these matters for the consideration of General Synod and of the Church of England at large. The strategy outlined here is also intended to form the basis of relationships with ecumenical, other faith and secular external partners as well as with other Archbishops' Council Divisions and other Church of England agencies.
3. The schools agenda of the Board of Education and the National Society is serviced by their joint Schools Strategy Team. Details of this team and its remit are contained in Appendix 1.

**CHAPTER 2**

**The Changing Scene**

4. The overarching remit of the Board of Education and of the National Society is to enable the church to respond to the changing challenges of the national education scene in England and (for the Society) Wales. Legislation has been enacted in the past few years which has radically altered the expectations and opportunities before the church. These comprise particularly:  
  
*The Children Act 2004*
5. This Act draws together services for children, young people, their families (and to a large extent their communities) at national and Local Authority level. The consequences of this are only slowly and unevenly being worked through by Local Authorities and other statutory services, but they offer a dynamic opportunity for the church to extend its provision across the full range of services. However, the church must itself have “joined-up” mechanisms for achieving this. Single-team working on the part of diocesan staff becomes even more important, as does a careful focussing of member, chief officer and technical officer involvement with Local Authorities in order to affect their policies and strategies and to enable the church to increase its influence, service and delivery. It has been crucial therefore that Education Division/National Society should adopt “single-team” practices. These are well established, through a range of different kinds of Divisional meetings and

via collaboration in individual projects such as Extended Schools. The open plan offices of Elizabeth House have facilitated this. To a more limited extent it has also enabled improved liaison with other Church House Divisions, though there is a great deal more to do to make such interchanges efficient and of real service to busy officers carrying out demanding roles.

*Education Acts and White Papers*

6. Recent years have also seen major changes in the philosophy of the “dual system” and hence in its delivery. The government has committed itself to variety of educational provision at every stage from crèches and playgroups to FE and HE. This opens up opportunities for the Church of England which are more fully explored below, but it also means that the “dual system” is now inescapably pluralist. The Board and Society have therefore developed cordial working relationships with a variety of “faith provider” partners and indeed with commercial education service providers who are now very active in the sector.
7. Legislation is also changing the role of Local Authorities in very exciting ways. Some of these are politically controversial and the full extent of these changes as envisaged in the 2005 White Paper has only partly been worked out in the Education and Inspections Act 2006. Much may depend on party leadership outcomes and on the results of the next general election. However, we sense a broad cross-party consensus that Local Authorities should play a predominantly strategic role and should be less involved with delivery. On behalf of children, young people, parents and communities (and often prompted by them) Local Authorities will contest the quality of provision and ensure that institutions and programmes are fit for purpose. “Contestability” is a new key concept which has considerable implications for Dioceses and for national officers. The church can no longer content itself with being merely the provider of premises, staff and structures. It must ensure that these deliver education (or other services) of the highest possible quality and must therefore have in place both inspection and improvement mechanisms throughout the country, covering the whole spectrum of the church’s work with children, young people, their families and their communities.
8. Legislation has also opened out further directly educational opportunities for the church, not only in the primary and secondary sectors, where it is already the largest national provider, but also in HE, FE and post-16 education generally. New relationships have been established with the Learning and Skills Council in parallel with new ways of interacting with Local Authorities to enable national and diocesan participation in both strategy and delivery.
9. The government’s Extended Schools programme also links to the changes in service provision brought about by the Children Act (with its consequent Children’s Trusts) and to the requirement under that Act for statutory bodies to collaborate and share resources. The church must participate fully in the development and agreement of local Children and Young People’s Plans and then look to a major role in the consequent delivery of services.

10. In parallel, the Learning and Skills Council has agreed national, regional and local strategic contact with the church to enable our full involvement in post-16 education.

### CHAPTER 3

#### **The Dearing Review: Targets and Achievements to Date**

11. The report of the Dearing Committee has provided the strategic skeleton for the work of the Board of Education and National Society since its publication in 2001. The further developments set out here in this document build on the principles established by Dearing and further extend its aspirations.
12. *The Way ahead* sets out a series of recommendations for the church. These are tabulated in **Appendix 2** with brief notes on progress to date from the perspective of national officers against each recommendation. This does not however capture the full range of development in the 2001-2006 period. Further details of major outcomes are therefore set out here.
13. The Board of Education and National Society have:
  - extended their support for schools and dioceses, developing a regional consultancy structure to target resources when and where necessary
  - begun to negotiate a Partnering Agreement with dioceses to enable and fund further school development and transformation
  - concluded a national agreement with government for the development of Church of England Academies, saving £0.5M of capital per project and opening out access to government revenue for project development
  - established a new national relationship with the Learning and Skills Council to further opportunities for post-16 provision
  - agreed a national trust and model trusts for Foundation schools
  - agreed to establish a trading company as a suitable vehicle for managing these developments
  - agreed with government a new funding arrangement via the National Society for the inspection of church schools
  - agreed partnerships with the Church of England Children's Society for children's centres in church schools
  - developed partnerships with other faith and secular providers for collaboration in suitable circumstances
  - supported the development of a vocational approach to teaching
  - agreed with government and other denominations and faiths the first national framework for RE
  - affirmed with government the position of worship in all schools
  - finalised a new inspections system in partnership with OfSTED with a clear focus on the effectiveness of each of our schools as a church school, and put this into operation
  - commissioned research and assisted in the founding of a research institute
  - negotiated a new and simpler protocol for Voluntary Aided school capital, including the provision of grant in advance of spend

- negotiated 100% funding of Voluntary Aided schools under the Building Schools for the Future programme and a route to PFI provision of Voluntary Aided buildings without risk or cost to governors or dioceses
- worked for favourable legislation in the Education Bill 2006 and further strengthened their positive working relationship with government at both ministerial and official level.

## CHAPTER 4

### Faith in the Future: the 2006 National Society Conference

14. Both Dearing objectives and broader developments were reported and affirmed at a major national conference held in the Queen Elizabeth Conference Centre in March 2006. Delegates heard inspirational addresses from The Archbishop of Canterbury, the Schools Minister, Lord Dearing and Lord Puttnam. They also confirmed the themes set out below as the major aspirations of the school work of the Board and National Society over the period leading up to 2011.

- ❖ Access for all (breadth)  
offering places in church schools to more young people  
stressing the Anglican inclusiveness agenda  
Christian spiritual values across the curriculum
- ❖ Widening provision (length)  
6th forms and other post 16 provision  
Academies  
affiliated/trust/foundation schools
- ❖ Called to teach and lead (height)  
encouraging vocations  
Church HEIs and Church College Certificates  
appointing and supporting Christian teachers  
developing Christian leadership
- ❖ Quality of provision (depth)  
raising standards  
the application of research and inspection evidence  
the religious curriculum (RE and Collective Worship)
- ❖ Fresh expressions of community (love)  
extended schools and Children's Centres  
church schools the heart and soul of their local communities  
church schools at the centre of the local church's outreach.

15. Behind these lie broad process principles:

- partnership with dioceses
- partnership with other Divisions of Archbishops' Council

- ecumenical partnerships
- multi-faith partnerships
- partnerships with appropriate commercial providers
- close strategic and project links with the DfES

## CHAPTER 5

### Strategy 2007-11

16. These themes and principles therefore lead to series of **overarching tasks** which the Board of Education and National Society now propose for the 2006-11 period:
- influencing national government policy and practice
  - influencing local government policy and practice
  - influencing diocesan policy and practice
  - partnering dioceses in strategy and delivery
  - partnering the other teams in Education Division in strategy and delivery
  - partnering other Divisions in strategy and delivery
  - partnering with NGOs, faith and other voluntary sector organisations and appropriate private sector companies
  - substantial fund raising from trusts, individuals and companies
  - research projects to provide data, case histories and analysis to lead to informed best practice and sustained school improvement
  - developing joined-up national support and joined-up local delivery
  - supporting and challenging dioceses to ensure structures, staffing and relationships which can deliver both provision and improvement
  - carrying forward conversations with schools and dioceses to plan a major celebration of 2011 and to agree themes which will be launched at that point for the period up to 2021.
17. These overarching objectives feed each of the more detailed aims set out below. They are addressed here in the order in which they were formulated for Faith in the Future.

### **Aspiration 1 - Access for all (breadth)**

#### *Overview*

18. The National Society's aim in 1811 was that "the National Religion should be made the foundation of National Education": The Society today affirms the Church of England ethos of its schools as their principal driver for the high quality rounded education of every child. In 1998 General Synod agreed that: 'Church Schools stand at the centre of the Church's mission to the nation.' and in 2001 said that: 'Church schools are distinctively Christian institutions, rooted in the life of the parishes whilst being open to the diverse communities they serve.' Therefore the National Society and Board of Education see Church of England schools as *both* distinctively Christian *and* inclusive communities.' The distinctive and inclusive Christian character of a school leads directly to access for all: welcoming children and young people of all

denominations and faiths and none, from all ethnic and social groups, with a bias to the disadvantaged and the poor, with a wide range of learning ability and with many types of physical ability, and regardless of family situation. It means that the school, through its distinctive Christian character, must meet the needs of all learners, regardless of their background.

*Objectives*

19. To continue to encourage dioceses:
  - 1 to look for opportunities to increase the number of secondary schools and academies and to provide significantly more places in existing schools
  - 2 to have a special concern for providing church schools in areas of high deprivation and low achievement
  - 3 to strengthen primary provision where it is currently particularly sparse and to take full advantage of the opportunities offered by the government's Primary Capital Programme
  - 4 to establish ecumenical and multi-faith schools where appropriate
  - 5 to resist the closure of existing primary schools, particularly small rural primaries, and to encourage strategic contributions to Local Authorities' reorganisation plans
  - 6 to embrace Education Improvement Partnerships, Federations, joint trusts and other government initiatives so as to increase (not reduce) the Church's influence and scale of provision
20. To provide DBEs and schools:
  - 7 with guidance on federations and collaborations
  - 8 with guidance on the Government's proposals for Foundation Schools and on partnerships with new trusts
  - 9 with guidance on admissions, following the 2007 Admissions Code
21. To use findings from *Statutory Inspection of Anglican Schools* reports, to provide resources and case studies to schools:
  - 10 to ensure that Church schools meet the needs of the whole learning community
  - 11 to help develop and embed a strong Christian ethos in all church schools

22. *Performance indicators and time lines*

- 1 Number of secondary schools or the equivalent increased by 100 or more by 2011.
- 2 A majority of new church schools in areas of high deprivation by 2011.
- 3 Increased percentage of number of primary schools by 2011.
- 4 Vulnerable primary schools in rural areas kept open where practicable and offered for wider community use. No school unnecessarily closed by 2011.
- 5 Church schools take the lead in collaborating with other local schools to share expertise, plant and personnel. At least 50 projects by 2011.
- 6 Church schools successfully form federations or trust partnerships whilst retaining distinctiveness and character. 50 by 2011.
- 7 50 schools 'affiliated' to Church of England through trust arrangements by 2011
- 8 More positive media profile of church schools based on a better understanding of the church's aims by 2008
- 9 *Statutory Inspection of Anglican Schools* annual report provides concrete findings on effectiveness of church schools as church schools in 2007.
- 10 Second round of SIAS inspections finds a greater number of good and outstanding church schools. 2008 - 2011.

**Aspiration 2 - Widening provision (length)**

*Overview*

23. Historically, the Church of England has been a substantial provider of primary schools, of fewer secondary schools and of a significant number of teacher training colleges of which most remaining examples are now universities. The Dearing Report proposed the extension of secondary provision, which is well under way. However, there is little Church of England provision in post-16 (other than a small number of school 6<sup>th</sup> forms) and none in the FE sector. Government policy now sees variety of provision in post-16 as a potential driver towards higher standards and as a new access route for the young people who are "Not in Employment, Education or Training" (the NEET group). The government's Academies programme also offers a new route for the entitlement of schools with a designated Church of England character. These are targeted towards areas of high deprivation. The significant contribution made by Church of England Independent Schools also needs to be encouraged and nurtured.

*Objectives:*

24. To negotiate nationally with:
- 1 the DfES and the Learning and Skills Council to establish routes, opportunities and finance for the creation of:
    - a. Further church school 6<sup>th</sup> forms
    - b. church 6<sup>th</sup> form colleges
    - c. church FE institutions
    - d. church academies
  - 2 other faith providers to enable joint ecumenical and multi-faith projects where appropriate
  - 3 appropriate secular partners to work jointly to enable successful, high quality projects and to provide dioceses with resources to enable the expansion of provision
  - 4 individual independent schools (or groups where appropriate) to develop mutually supportive partnerships to the overall benefit of young people in local communities.
25. To support dioceses in:
- 5 accessing funding, resources and partnerships to enable and sustain this range of developments
  - 6 developing “single team” internal approaches to ensure joined up delivery of services to children, young people, their families and their communities, within both schools and parish structures
  - 7 strengthening their partnership with local independent church schools and involving them where appropriate in new projects
  - 8 developing an inspections system for post-16 church institutions.
26. *Performance Indicators and time-lines*
1. National contact with the LSC routinely strong by 2008.
  2. 5 further ecumenical or multi-faith projects by 2011.
  3. National Framework with secular providers established in 2007.
  4. 5 further projects including Independent Church Schools by 2011.
  5. National and local fund-raising sufficient for capital needs by 2009.

Deleted: bothwithin

**Aspiration 3 - Called to teach and to lead (height)**

*Overview*

27. Chapter 6 of ‘*The Way ahead: Church of England schools in the new millenium*’, is entitled ‘Teachers, teachers, teachers’. Set out in this section is the aspiration that after 30 years of the new millenium it could be reported

that, ‘the Church’s realization that the whole future of its schools was dependent upon its ability to recruit Christian teachers, retain them in the profession, and develop them for leadership positions in schools...was the foundation of the growing strength and esteem Church schools have achieved with all sections of society...’. The report identifies three issues for ‘immediate action by the Church’. They are;

- to raise the respect for and the morale of teachers in our society
- to develop a corps of heads and other school leaders
- help for primary heads in small schools.

The Archbishop of Canterbury addressed these issues in 2006, ‘The Dearing report laid strong emphasis on the need to present young Christians with the challenge to see teaching as a vocation, a major way of sharing in God’s mission...We now need a policy that will push this forward; it would be a very positive step towards this if we could develop a network of diocesan advisers who would support young people (and not young people only) exploring a possible calling to teach. The work of the ecumenical Transforming Lives project, supported by the Jerusalem Trust, is of significance here; but this priority needs to get into the DNA of every diocese. And alongside it we need to remember the training and support needs of clergy involved in school work, even casually; the visiting local cleric has a capacity for doing a great deal of harm as well as a great deal of good! And certain basic bits of training can make a considerable difference. Clergy carry a heavy load of expectation as church schools develop further – in pastoral support, in teaching support, in governance.’ This agenda is set in the context of the concept of a vocation to teach and to lead. As one submission to the Dearing report states, ‘The Church needs to promote teaching as a vocation of equal status to the priesthood’. These objectives are of course not confined to Church Schools. The Church of England accepts a responsibility to encourage Christian teachers and a strong Christian ethos (in thoughtful relationship with other faiths) in all schools in England and Wales.

#### *Objectives*

28. To continue to encourage dioceses:

- 1 to promote the concept of teaching as a Christian vocation amongst children and young people
- 2 to provide support for Christian teachers and leaders in their vocation in all schools
- 3 to appoint and support Christian teachers and leaders in Church schools
- 4 to support and develop Christian governors in both Church and community schools
- 5 to implement effective succession strategies to ensure that Christian leadership is nurtured and sustained in Church schools
- 6 to engage with local and national leadership initiatives

- 7 to support Teach First initiatives that enable Christians as potential teachers to enter the profession
  - 8 to engage with local authorities on the appointment of School Improvement Partners (SIPs)
  - 9 to encourage suitable Church school headteachers to become SIPs
  - 10 to support and train clergy and laity for their work with and in all schools
  - 11 to develop chaplaincies in all schools and educational institutions where they are welcomed
29. To encourage Church Higher Education Institutions:
- 12 to support the vocation to teach through initial teacher training programmes
  - 13 to review and develop the value of the Church College Certificate
  - 14 to undertake research on the impact of Christian teachers and leaders on the learning and development of students.
30. To provide DBEs and schools:
- 15 with research on the effects and characteristics of Christian teachers and leadership
  - 16 with guidance on the leadership and succession planning initiatives of Government and of the National College of School Leadership
  - 17 with findings from SIAS reports, resources and case studies
  - 18 with national guidance on Christian teachers and leaders
31. *Performance indicators and time lines*
- 1 Working with the Transforming Lives project on a national strategy for supporting and developing Christian teachers by 2008.
  - 2 A national strategy for growing and developing Christian school leaders 2006 – 2008.
  - 3 Research on the effects and characteristics of Christian teachers and leadership 2007-2008.

#### Aspiration 4 - Quality of provision (depth)

##### Overview

32. Chapter 3 of *The Way ahead: Church of England schools in the new millennium* is entitled 'Our purposes in Church schools – the balance between the service and nurture purposes of the church in education'. 'The concern of the Church, however, like that of the parents is with individual children rather than with national averages and it must be the purpose of the Church to strive continually to achieve more for its pupils as individuals, in terms of results as conventionally assessed, and in their development as human beings.' This expresses the purpose of education in Church of England schools as the maximising of potential of the *whole* person as a complete being created in the image of God. There is no division between the spiritual, moral, social, cultural and physical development of an individual and the intellectual growing brought about by challenging learning. Church schools should, therefore, strive to provide excellence in *all* aspects of individual development including academic achievement. In his address to the 2006 'Faith in the Future' conference for church schools, the Archbishop of Canterbury addressed the issue of the Church's responsibility for setting high standards for its work in education:

'Today we can celebrate this excellence with gratitude to all those in the front line, who continue to maintain the extraordinary standards of intellectual, pastoral and creative work that characterise our Anglican schools. '

The challenge is to deepen the knowledge and understanding of how Church of England schools can become more distinctive and effective. The recent Section 48/Statutory Inspection of Anglican Schools Inspection (SIAS) experience from September 2005 has highlighted the key themes for the improvement of Church of England schools as:

- **Christian Values** – What are they? How do these affect learning and personal development?
- **Collective Worship** – securing evidence of participants' experience and reflection/evaluation.
- **Religious Education** – curriculum content, assessment and wider purpose in a Church school.
- **Every Child Matters (ECM)** – integration of themes into the SIAS framework, development of spiritual and moral aspects.
- **Spiritual development/health** – definitions, linked to ECM, issues over evidence.

##### Objectives

33. To encourage dioceses to support Church of England schools in the provision of excellent education and development for the whole child and young person by:

1. providing highly effective schools of distinctive Christian character.

2. the application and understanding of Christian values to every aspect of the curriculum and teaching.
34. To provide DBEs and schools with:
- 1 research evidence, including SIAS research evidence, to inform school improvement strategies and actions
  - 2 interactive online school improvement resources
  - 3 national church school improvement networks
  - 4 regional co-ordination of school improvement resources
  - 5 partnership and networking resources to improve the effectiveness of religious education
  - 6 partnership and networking resources to improve the impact of collective worship
  - 7 a constantly moderated national SIAS framework which supports school self-evaluation and differentiated inspection
  - 8 guidance, information and support on Government and national policies
  - 9 a review of national support for RE within the agreed national Framework.
35. *Performance indicators and time lines*
- 1 National research on the impact of Church of England schools on learner achievement, Every Child Matters outcomes and social cohesion. 2007-2008.
  - 2 An effective national strategy for improving fragile and underperforming Church of England schools 2007-2008
  - 3 An effective national strategy for securing the effectiveness of new Church of England schools including Academies 2007-2008
  - 4 RE support and provision reviewed by 2009.

**Aspiration 5 -Fresh Expressions of Community (love)**

*Overview*

36. Church of England launched its 'Fresh Expressions' initiative in 2004. The church of the future it suggested will be a mixed economy. There will be traditional churches sharing faith with those on the edge and fresh expressions of church reaching out to those who know little or nothing of Christian faith. In this context, church schools can themselves be important centres of worship and the teaching of Christian faith. They are also normally closely involved with their local communities and with other local schools and have long provided dual use leisure facilities or facilities for adult education. Most

schools provide extra-curricular activities for pupils and, increasingly, for the wider local community. Church schools are ideally placed to be agents of community development, being already at the centre of their community in partnership with their parish Church, though the nature of the “local” community clearly differs widely in the varied circumstances of church schools. All church schools will in practice be “Extended Service Schools”, facilitating the growth of individuals and of the local community. They will be partners with their parish(es) and other agencies for the common good. To support and enable these local developments, Diocesan Boards of Education will need to re-resource themselves in close partnership with other diocesan agencies.

*Objectives:*

37. National Society to provide guidance on:
  - 1 extended Schools governance and management
  - 2 Children’s Centres governance and management
  - 3 routes to the funding to stimulate new projects.
  
38. National Society/Education Division to continue to work with external partners to develop extended school provision and with the Ministry and Public Affairs Divisions to enable co-ordinated training/support for the ordained and lay in meeting these challenges.
  
39. National Society/Education Division to support dioceses:
  - 1 in planning and developing themselves as ‘DBEs of the future’ to complement Children’s Services in LAs and thus fully addressing “Every Child Matters”
  - 2 in their strategic discussion with LAs and Learning and Skills Councils
  - 3 in considering what ‘community’ means for their individual schools
  - 4 in researching and planning strategically the requirements of local communities that could be provided by schools
  - 5 in securing, training and supporting appropriate leadership in schools for these wider objectives
  - 6 in identifying partners and projects in dioceses.

**CHAPTER 6**

**Opportunity and Challenge**

40. The period 2001-6 has seen the most significant expansion of Church of England educational provision since the 19<sup>th</sup> century. This progress will surely continue for 2006-2011. When in 2011 church and state (together with

other partners) celebrate 200 years of mass education in England and Wales, the Church of England should have real cause to rejoice in the extent to which it has been able to serve children, young people, their families and their communities. The Board of Education and National Society aim to ensure that Church of England schools in 2011:

- offer increased capacity for young people from all backgrounds
- have increased provision in the secondary and tertiary sectors
- are led and supported by committed Christians and those in close sympathy with the church's ideals and aspirations for all God's creation
- are of the highest quality, offering to every young person the high standards of provision to which they are entitled
- are driven by love to serve children, young people, their families and their communities to the mutual benefit of individuals and of society.

D. J. Whittington OBE  
Acting Chief Education Officer  
and General Secretary of the National Society  
January 2007

**MOTION:**

That this Synod:

- (a) welcome the positive progress made towards the achievement of the Dearing aspirations and its vision of schools at the heart of the church's mission;
- (b) endorse the five themes for the development of the Church of England's contribution to schools and other educational institutions from 2007-2011;
- (c) approve the strategies set out for the continued development of a distinctive and inclusive Church of England contribution and call on dioceses and their boards of education to put them into practice;
- (d) encourage dioceses and local churches to give prayerful and active support to teachers and school leaders and to those exploring a vocation in education.

## **APPENDIX 1.**

### **THE SCHOOL STRATEGY TEAM AND ITS REMIT**

At mid-2006, the team comprised the following staff:

Chief Education Officer and General Secretary of the National Society

Head of School Development and Joint Deputy General Secretary of the National Society

Head of School Improvement and Joint Deputy General Secretary of the National Society

National Schools Support Officer

Executive Assistant to the Chief Education Officer

Executive Assistant to the Schools Team

National Society Administration Manager

National Society Information Manager

National Society Administrative Assistant

Some are wholly employed by the National Society, some by Archbishops' Council and some jointly. The Schools Strategy Team also buys in external expertise as required.

The roles and functions of the team in recent years are set out here for information.

### ***Transforming Church and Community through Education and Learning***

Statutory State education in England and Wales is provided under the “dual system” which grew up in the 19<sup>th</sup> century was formalised by the 1944 Education Act and further developed in subsequent legislation. The Church of England contributes 4,725 primary schools (25% of the total stock) and 244 secondary schools (6% of total). Both percentages are rising.

The Church therefore puts in place diocesan and national structures to provide and support these schools. They promote high standards of education, of pastoral care for pupils and staff, and of Christian ethos.

The Schools Strategy Team is a part of the Education Division of the National Church Institutions of the Church of England. It incorporates the National Society, a trust founded by the Church of England for the provision and support of schools.

The purpose of the Schools Strategy Team is to develop overarching strategies in respect of Church of England schools and to produce support/enabling mechanisms for their implementation.

### **STRATEGIC AIMS**

Strategic aims at the moment are:

- To increase the number of Church of England schools and the percentage of the child population within them.
- To improve the standards of Church of England schools and the achievement of all pupils within them.
- To support and improve the skills of all adults who work in Church of England schools or who carry out volunteer roles within them.

- To commission the provision and analysis of appropriate data from reputable professional sources to provide an assured statistical basis for the improvement of our schools and to ensure their continued popularity.
- To support schools in general in our partnership with government and with other school providers.
- To share and stimulate good practice in Religious Education in all schools.
- To improve Church of England schools for the benefit of pupils and teachers.

## OVERARCHING ROLES AND FUNCTIONS

In order to meet these objectives, the Schools Strategy Team of the Education Division is responsible for policy development and national negotiation/liaison in respect of every aspect of Church of England and Church in Wales schools.

Hence for:

- Capital provision and ownership
- Governance and management
- Distinctiveness, ethos, effectiveness and standards

These are each set out more fully below.

### *Capital Provision and Ownership*

The Team is responsible for national negotiations and agreements on:

- Capital programmes and the related procedures (including PFI)
- Fundraising and sponsorship (including Academies)
- New Church of England schools, Academies and Colleges and their sites
- Overall requirements and standards for building design
- Trust deeds and related documentation
- Archives and historical information

### *Governance and Management*

After liaison with the relevant bodies, the Team offers advice and guidance to dioceses and schools on:

- Education, employment and charitable law
- DfES guidance and policies (and those of equivalent bodies for Wales)
- The roles and responsibilities of governors and of other school-based adult volunteers
- Employment, support, deployment and training of all staff

### *Distinctiveness, Ethos, Effectiveness and Standards*

The Team negotiates with the DfES, Ofsted and other providers of school services to set national norms, to monitor the achievement of Church of England / Church in Wales schools and to provide training and information in respect of:

- School self-evaluation and inspection
- School improvement
- Religious education and acts of worship

It commissions research in partnership with the DfES, with Church of England Colleges and with other providers to produce a reliable statistical evidence base for the quality and effectiveness of its schools, especially in their capacity as church institutions.

It works in close partnership with Initial Teacher Training and Continuing Professional Development strategic bodies and providers to ensure that strategies and provision are appropriate for church schools.

## PARTNERSHIPS

In order to deliver its strategic aims in these areas of work, the Team collaborates with a range of external and internal partners on behalf of the Church of England/Church in Wales.

- External strategic partnerships with DfES, Teachers Associations, employers organisations, Ofsted, initial and continuing training institutions, other school providers (both Faith-based and other), Local Authorities, relevant voluntary sector and private sector agencies and providers.
- Internal strategic partnerships with Adult education within the churches, Higher and Further Education, Youth and Children's work, dioceses of the Church of England and the Church in Wales.

### *External Strategic Partnerships*

The Team has the responsibility for external partnerships at the national level with all relevant institutions and providers, both from within the Faith Sector and from outside it. These include particularly but not exclusively:

- Ministers and civil servants from the DfES and (when appropriate) other government departments.
- Local Authorities and local government associations
- Other Christian and non-Christian providers of schools and Academies
- Providers of initial and continuing teacher and governor training
- Media and public relations
- RE providers and support organisations
- Church Colleges and Universities
- Private sector and voluntary sector providers of school services

*Internal Strategic Partnerships*

The Team is also responsible for liaison and consultation within the Church of England itself and particularly within Education Division and within the other Divisions of the Central Church Institutions.

Hence with:

- Dioceses of the Church of England and of the Church in Wales
- The Education Division teams dealing with adult education, HE, FE, children's work and youth work.
- Other Divisions of the National Church Institutions, especially Ministry, Communications, Christian Unity, Mission, and Community and Public Affairs.

**APPENDIX 2**

**THE WAY AHEAD: STRATEGIC ACTION PLAN**

5:19:18 PM

9-Dec-2002

<i>Recommendations to the Archbishops' Council</i>	<i>Target for Completion</i>	<i>Status/Progress Report</i>
<p><b>The Council should lead the Church in considering afresh how all elements in the Church – parishes, schools, dioceses, Church colleges and theological colleges, courses and schemes – can work more closely together in true partnership so that each can contribute more fully to the wellbeing of the others and realise the opportunities before us.</b></p>	<p>Ongoing through work with DBEs, diocesan senior staff, diocesan secretaries and the institutions listed. The profile of the church in education is now greatly enhanced and its provision increased and strengthened</p>	<p>General Synod Resolutions passed November 2001. Implementation Group established. Report has been discussed by several AC Boards/Councils/Committees. Overall monitoring now passed to Board of Education.</p>
<p><b>The Council should review annually progress in implementing our recommendations for increasing the number of secondary places by the equivalent of 100 schools over the next 7-8 years.</b></p>	<p>Ongoing Reported via the Board of Education.</p>	<p>Reported to every meeting of Board of Education.</p>
<p><b>The Council should be instrumental in launching a national appeal to raise £25m over a period of seven years to support dioceses in the proposed expansion of Church secondary provision.</b></p>	<p>Launched and on-going. £44.6M raised and promised to date, with a further £22.8M under serious discussion.</p>	<p>Fundraising Strategy revised 2006/7, to take account of new DfES funding programmes and initiatives.</p>
<p><b>The Council should encourage and facilitate a structured approach in the dioceses to post-ordination training of clergy, which involves the Church Colleges of Higher Education, and which equips clergy to be an effective and welcome presence in Church schools and more widely in Community schools (7.21-7.23).</b></p>		<p>DDEs/Theological Educators Group is considering. National Conference held on 15 October 2001. Some progress achieved in CME. More work needed with dioceses and colleges.</p>

<p><u>Distinctiveness</u>  <b>All parishes, and all Church schools should reflect on the implications of the General Synod Resolution that Church schools are at the centre of the Church's mission in terms of their own parish and their own school (7.8).</b></p>	<p>Achieved. Awareness of schools radically enhanced, but constantly needs refreshing</p>	<p>General Synod Resolution passed November 2001. Dearing Roll-Out Conferences Jan/Feb 2002. National Conference 2007 reinforced.</p>
<p><u>Development</u>  <b>The Church should aim to increase Church secondary school places, whether by the expansion of existing schools or through additional Church schools (including transfers from the Community sector), by the equivalent of 100 schools over the next 7 – 8 years (5.21).</b></p>	<p>38 opened or expanded.  32 agreed projects.  114 under serious discussion.</p>	<p>Numbers of secondary schools and academies continue to expand. No revised target is being set but opportunities will continue to be sought.</p>
<p><b>In particular, the aim over time in new Voluntary Aided schools should be to achieve an appropriate balance of “open” and “foundation” places, sufficient to ensure that the school is a distinctively Christian institution whilst remaining grounded in the local community in all its diversity (4.47).</b></p>	<p>Achieved  Guidance has ensured that this is considered with care by dioceses in the context of each project. The actual decisions of course vary according to local circumstances. Most new schools have above 50% ‘open’ places.</p>	<p>General Synod Resolution November 2001. House of Bishops Statement January 2002. National Guidelines on Admissions published November 2002. New guidelines to match new Admissions Code Jan.2007. Local flexibility.</p>
<p><b>In increasing provision the Church should see it as part of its special mission to serve the most disadvantaged in society and children with special educational needs (5.21).</b></p>	<p>Two thirds of schools already opened or fully agreed serve such areas. At least 50% of projects under serious discussion also fulfill this aspiration.</p>	<p>General Synod Resolution November 2001. The Church's involvement in Academies especially contributes to this objective. SEN and looked after children always admitted to church schools.</p>
<p><b>The Church should foster an ecumenical approach where this is appropriate (5.21)  Discussions and links with RCs, Meths, URCs and Quakers in respect of various projects.</b></p>	<p>Achieved. New projects with RCs and Methodists. Strong links with other Christian and other faith providers and potential providers.</p>	<p>Discussions with CTE Enabling Group November 2001. CJEPD discussions ongoing. Various ecumenical initiatives under discussion.</p>

<p><u>Vocation</u>  <b>Through the dioceses, all parishes should be urged, not just once but repeatedly, to put before people what it means to be a Christian teacher and in appropriate cases encourage a vocation to teach (6.26).</b>  <b>Part of Workforce Conf Feb 04 – renew self confidence of teachers in their profession.</b>  <b>Needs to be in DYO/DDO/Vocation Advisers job descriptions.</b></p> <p><b>It must be seen as a major concern of the Church at national and diocesan level to identify, develop and recruit committed leaders from Christian teachers in all schools (6.16).</b></p> <p><b>The Church should find new ways of encouraging the recruitment of teachers from minority ethnic groups, and encourage more men to offer themselves for teaching in primary schools (6.20).</b></p> <p><b>Materials should be prepared to help all those who have the opportunity to encourage people to consider teaching as a professional vocation (6.34).</b></p>	<p>Ongoing.  Profile raised but needs constant renewal.</p> <p>Ongoing.  Major national project. Discussions between National Society and training bodies.</p> <p>Not yet seriously addressed in specific terms</p> <p>Achieved but needs refreshing.</p>	<p>Dearing Roll-out Conferences considered vocation. Theme of Education Sunday 2003. Dioceses asked to create education vocation advisers.</p> <p>Transforming Lives project created with Stapleford and Jerusalem Trust.</p> <p>CMEAC to advise on minority ethnic issues.</p> <p>Pocket Prayers for Teachers published May 2002. Churches serving schools published autumn 2002. Theme of Education Sunday 2003.</p>
<p><u>Regional Task Forces / Additional Support for Dioceses</u>  <b>Dioceses should consider some increased resources for diocesan boards of education in giving effect to the recommendations in this report, notably through arrangements organised on a regional basis through the dioceses themselves, and with the help of funding obtained through the national fundraising proposal in this report (5.27).</b></p>		

The Church Colleges of Higher Education

<b>We invite the Anglican Church colleges to continue working together to develop the Church Colleges' Certificate in Church Schools or Religious Studies and the award of credits towards professional qualifications (6.31).</b>	Needs to be re-addressed in changed context of 2007.	David Lankshear visited all 12 Colleges and hoped to develop programmes. Somewhat overtaken by changes in colleges/universities and other priorities
<b>The Church Colleges' Certificates in Religious Studies and in Church School Studies should be made available by the colleges on a national basis, both through college courses and distance learning, and dioceses should actively encourage the take up of these qualifications by practising teachers as well as by entrants to the profession (6.34).</b>	Ditto	Ditto.
<b>We recommend that the Church Colleges and dioceses should establish a small working group to recommend action now to identify best practice for developing relationships between the colleges and all dioceses, whether they have a Church College or not (9.15).</b>	Mutual Expectations agreed by General Synod in 2006	Next phase of work is to build on Mutual Expectations.
<b>We recommend that the eight Colleges that do not have degree awarding powers should seek them and support one another in the relevant applications (9.20). In progress.</b>	Achieved	Development of colleges into universities need continued support.
<b>We recommend that the Church should develop a strategic view of the relationships with the colleges and that the Church should affirm the essential role of the Colleges through using the Colleges as the first source of relevant advice on relevant matters. We also invite the Church to consider what long-term role the Church Colleges might have in the pre- and post- ordination training of the clergy (9.40).</b>	Partly achieved in Mutual Expectations	Mutual Expectations needs to be taken further forward in detail.

The Training of the Clergy

<b>Recognising the pressures on the curricula of the theological colleges, course and schemes, most of the training of clergy for work in Church schools will need to be post-ordination, and we offer consideration that initial ministerial education should offer ordinands:</b>	Discussions in 2002-3 but with only limited success in respect of initial ministerial training.	Needs fresh review with Ministry Division and other partners.
<p>- a basic understanding of the ecclesiology and missiology of Church schools and their legal basis; - wherever possible brief placements — arranged during the school term — during pre-ordination training in a parish with a Church school or failing that in a parish with a Community school where the incumbent is engaged;</p>		

- where the pre-ordination programme covers two or more academic years a module on Church schools, where this can reasonably be offered as an option to supplement the basic curriculum. (7.20)

Recommendations to the Church of England Board of Education

**The Church at national level should see it as one of its prime responsibilities to work with the Government to achieve a reduction in the personal administrative load on the heads of small primary schools to a realistic level (6.24).** Ongoing

C of E Bd of Ed response to White Paper. Further action constantly needed.

**The Church should establish, in partnership with the DfEE and other interested bodies a “small schools unit” to foster best practice across the country (6.24).** Ongoing

Cordial links with Association of Small Schools. Constant discussions with DfES on details of legislation and practice.

Proposals to Government and Government Agencies

**Schools should be offered a period of greater stability and there should be continued action to reduce the flow of paper and reduce the administrative load on the heads of small primary schools (6.21 – 6.24 & 8.6).** Ongoing

This is government policy, but practice is less positive.

**The setting up of a Small Schools Unit with involvement by LEAs and the Voluntary sector should be considered with a view to identifying and fostering arrangements for reducing the administrative load on small schools (6.26).** Ongoing

Taken forward via Federations, joint trusts collaboration regulations etc.

**In Teacher Training, in a revision of DfEE Circular 4/98, appropriate coverage should be given to values, virtues and purposes (9.23).** Ongoing

C of E Bd of Ed response to White Paper emphasises spirituality/values. Replicated in FE and HE.

**The National College for School Leadership should include provision for the particular dimension of leadership in faith-based schools within the framework of the National Professional Qualification for Headship (6.18).** Ongoing

Discussions taking place. Research Project on 'Transforming Headship' completed. Cordial relationships with NCSL. Local partnerships for training including Church Colleges /Universities.

<p><b>The Teacher Training Agency and the Higher Education Funding Council should provide appropriate transitional support to facilitate merger of Church colleges when their viability comes into doubt (9.39).</b></p>	<p>Achieved</p>	<p>Various mergers and developments achieved.</p>
<p><i>Recommendations affecting the whole Church</i></p>		
<p><b>Developing a programme of action to realise the vision of Church schools standing at the centre of the Church's mission to the nation.</b></p>	<p>Ongoing.</p>	<p>Constant developments. This update debate focuses the vision.</p>