

Summary of recommendations

Strategic recommendations are shown in **bold**. Recommendations concerning good practice are shown in *italics*.

Recommendations to the Archbishops' Council

- 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 well-being of the others and realize the opportunities before us (1.6–1.9).
- 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 seven to eight years (5.21).
- The Council should be instrumental in launching a national appeal to raise £25 million over a period of seven years to support dioceses in the proposed expansion of Church secondary provision (5.27–5.31).
- 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).

Recommendations to dioceses

(a) Relationships

- All parishes with a Church school should review the relationship between the incumbent, the worshipping community and the Church school so that the school is in fact at the centre of the Church's mission (1.8 and 7.8).
- *The clergy appointments procedure should ensure that, where there is a Church school in the parish, prospective clergy are given a job description that makes explicit their responsibilities towards that school (7.8).*
- *The headteacher of the Church school should be involved in the welcome and induction of a new cleric (7.8).*
- *The parish church should welcome and celebrate the arrival of a new headteacher to its school (7.8).*
- *Whether or not the Chair of the governors of the Church school, the incumbent should always be involved in the selection of a new head and new teaching staff (7.8).*

- *Where it is the practice for the parish to be involved in the appointment of a new incumbent, the headteacher of the Church school in the parish should be involved (7.8).*
- *Dioceses should be ready to assist clergy and school heads if the relationship between school and parish is in disrepair (7.8).*
- *Dioceses should arrange for new headteachers to come together to review their experiences after three months, and if they wish it, an experienced head should be a guide, counsellor and friend in the first year.*

(b) Religious education

- Dioceses should agree objectives with schools to raise standards of teaching, learning and achievement in religious education (4.12).

(c) Partnership with Local Education Authorities

- Dioceses should continue to work in close partnership with LEAs, recognizing that this is fundamental to the well-being of Church schools.
- In advancing proposals for increased provision, dioceses should proceed in partnership as set out in Chapter 5.

(d) Categories of Church school

- As now, Voluntary Aided and Voluntary Controlled and Foundation schools should rank equally in the care of the Church (4.18).
- When new Church schools are under consideration, the normal preference should be for a Voluntary Aided school, if financial circumstances allow and there is local agreement (4.21).
- *Voluntary Controlled schools should, from time to time, review their distinctiveness as Christian institutions and consider whether their local circumstances allow a legitimate case to be made to the LEA for the inclusion of Christian background within the admissions criteria, providing this does not compromise their tradition and responsibility as a neighbourhood school (4.40).*

(e) Increased provision

- 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 seven to eight years (5.21).
- In relation to this national objective, each diocese should consider what can be achieved over the next five years, and roll forward its thinking annually by a further year (5.21).
- 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).
- The Church should foster an ecumenical approach where this is appropriate (5.21)

- At the primary level, dioceses should aim to increase provision where it is most evidently lacking (5.21).

(f) Caring for teachers and developing potential headteachers

- The Church should see it as a direct responsibility to raise the respect for, and the morale of, teachers. Church schools should stand out as places where teachers and other staff are valued and respected. The headteacher should be able to look to the parish church as a source of unfailing support and encouragement. Governors, particularly the Chair, as well as the parish and the diocese all have a part to play. It is their business to know the headteacher, to help, to sustain and to encourage (6.5).
- *Being a school governor should be recognized as one of the most important roles a Church member can take (6.6).*
- 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).
- Action must be taken now to identify on a national basis, diocese by diocese, Christian teachers of all ages, young and old, who have the potential to provide the necessary leadership. The dioceses must see that these teachers have the in-service development needed to move on to senior positions (6.18).
- 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).
- *The Church should affirm Christian teachers through pastoral visits to schools by the archbishops and bishops and through inviting Christian teachers in Church and Community schools, including Special schools, to appropriate events organized with the bishop. Dioceses should work towards greater involvement in supporting associations of Christian teachers (6.34).*
- *Dioceses should show the importance the Church attributes to the appointment of headteachers by a Service of Commissioning of the kind that has been agreed in some dioceses (6.34).*
- *Diocesan vocations advisers should encourage a vocation to teach as well as to the ordained ministry (6.34).*

(g) Admissions Policies

- *Voluntary Aided schools must comply with the Code of Practice on School Admissions, ensuring that admission criteria are clear, objective and fair (4.47).*
- *All dioceses should adopt the policy already employed by many dioceses of offering guidance to schools on their Admissions Policy (4.47).*
- *Voluntary Aided schools should aim to offer some places as a high priority to children with special educational or medical needs, as representing the Church's commitment to those most in need (4.47).*

- *All Church schools should consider how they are responding to the changing needs of the local community (4.47).*
- In any new primary and secondary schools it should be the policy to establish within measurable time – if it is not possible from the outset – at least a substantial minority of pupils with a Christian background (4.47).
- 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).

(h) Anglican independent schools

- Anglican independent schools should always be considered as part of the family of Church schools, and opportunities should be taken to foster the relations between maintained and independent schools (4.57).
- The Church should always be mindful of the independent Anglican schools in its stewardship at national and diocesan level, and should consciously pursue a policy of inclusiveness through the development of bi-lateral relationships between independent and maintained schools (4.57).
- The independent schools in a diocese should be invited to propose a member for the Diocesan Board of Education, and reciprocally bishops should canvass the possibility of a DBE representative or other nominee of the bishop becoming a member of the governing body of independent schools (4.57).

(i) Diocesan structures

- *Dioceses should reflect on the benefit to be gained from a single structure for education and training (8.12– 8.13).*
- *Diocesan boards of education should consider the adoption of a national model for their accountability, put into practice in consultation with National Society/Church of England Board of Education officers (8.16).*
- Dioceses should consider some increased resources for diocesan boards of education in giving effect to the recommendations in this report, notably through arrangements organized 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).

Recommendations to parishes and deaneries

- *Headteachers, or other suitable teachers, should have the opportunity to talk regularly to PCCs. Indeed, where possible, the headteacher should be a valued member of the PCC (6.10).*
- 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).

- *Education Sunday should be celebrated in all parishes and the service should actively involve Christian teachers (6.34).*
- *Parishes and schools should pray regularly for each other (1.8 and 7.8).*
- **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).**
- **Deaneries should be active in fostering the kind of relationships between parishes and Church schools implicit in the General Synod's Resolution identifying Church schools at the centre of the Church's mission to the nation (1.6 – 1.8 and 7.4 – 7.8).**
- *Deaneries and parishes should ensure that the Local Education Authority's child protection policy is in place and that appropriate training has been provided for the clergy and lay people involved in school ministry (7.8).*

Recommendations to schools and school governors

(a) The character of Church schools

- **Where they have not already done so, governing bodies in all Church schools should consider adopting the ethos statement as set out in paragraph 3.24 of the report and as a minimum adopt the practices relating to Christian distinctiveness detailed in paragraph 4.6 of the report, to which we refer you.**

(b) Religious education

- *All Church secondary schools should expect that pupils should take at least the short course GCSE and preferably the full GCSE in religious studies (4.13).*
- *Church secondary schools with sixth forms should offer A and AS Level courses in RE, and encourage students to take these courses (4.13).*

(c) Helping the Church in its task to raise the respect for, and morale of teachers

- *Governors should see it as a core part of their role to relate personally to all members of staff individually (6.7).*
- *Governors should encourage parents to show their appreciation of the work of teachers by expressing thanks and showing that they value the care which teachers are taking to benefit the children (6.8).*
- *Governing bodies should be vigilant to see that the headteachers in small schools do not exhaust themselves by taking a greater teaching load than they should, and also to see that they take proper opportunities for professional development (6.23).*
- *School governors and headteachers should keep in touch with teachers from the school who have left the profession before retirement so that they may feel encouraged to return (6.11).*

(d) The vocation to teach

- Christian teachers should encourage suitable pupils to think of teaching as a vocation and, if it seems right for the pupils, encourage them to think of going to a Church college for their higher education and their teaching qualification (6.34).

(e) Admissions Policies

- *Voluntary Controlled primary schools serving a village community should remain as primarily to serve those communities, but in so doing they should always be and be seen to be distinctively Christian institutions (4.5).*
- *In framing their Admissions Policies, Voluntary Aided primary schools that historically have served the local community should have clear admissions criteria which give an order of priority and take into account the school's purposes as set out in the original trust deed. Where there is long-term oversubscription, governors should consider whether an enlargement of the school is possible (4.41).*
- *Governing bodies of Voluntary Aided secondary schools in areas where there are several secondary schools may justifiably conclude that the task of the school is to nurture Anglican or other Christian children in their faith and allocate places accordingly. They should, however, reserve places for children of other faiths and of no faith (4.44).*

(f) Parents and Church schools

- *It should be a special objective of every Church school to engage the parents in the education and the broader school life of the child (3.10).*

Recommendations to Church colleges

- *We invite the Anglican Church colleges to continue working together to develop the Church Colleges' Certificates in Church School Studies or Religious Studies and the award of credits towards professional qualifications (6.31).*
- *The Church Colleges' Certificates in Church School Studies and in Religious 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).*
- **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).**
- **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).**
- **Where the viability of a Church college becomes in doubt, we urge that the college gives early and serious consideration to a merger or other**

form of partnership with another Church college. We further recommend that in view of the distinctive contribution of the Church colleges to the provision of education in schools that the Teacher Training Agency and the Higher Education Funding Council provide appropriate transitional support to facilitate such a merger. We invite the Church at national level to pursue this matter with Government (9.34).

- We recommend that the Church should develop a strategic view of its 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).
- Finally, we attach much importance to the distinctiveness of the Church colleges and offer as an annex to chapter 9 a suggested framework.

Recommendations to theological colleges, courses and schemes

- Recognizing the pressures on the curricula of the theological colleges, courses and schemes, most of the training of clergy for work in Church schools will need to be post-ordination, but we offer consideration that initial ministerial education should offer ordinands:

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 active;

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).

- The focus of post-ordination training in relation to schools must be strongly developed. It needs to be structured by the dioceses and should sensibly involve the Church colleges of higher education (7.21).

Recommendations to the Church of England Board of Education and National Society

- 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).
- Materials should be prepared to help all those who have the opportunity to encourage people to consider teaching as a professional vocation (6.34).
- The Church should work for the greater recognition and status of RE teachers in all schools by the provision of an appropriate career structure and corresponding salary scales and resources (6.32).

Proposals to Government and Government Agencies

- 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 and 8.6).
- 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 (6.24).
- In teacher training, in a revision of DfEE Circular 4/98, appropriate coverage should be given to values, virtues and purposes (9.23).
- 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).
- 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 (9.34).