

ecumenical approach drawing on the resources and commitment of two or more Churches or denominations. This is as relevant to primary as to secondary provision.

- 4.50** In particular, in considering the development of new Church schools, the aim should be to avoid destabilizing any existing denominational provision, by recognizing the presence and interests of the existing school. There may well be circumstances where, in the light of the current provision, it would be in the interests of the Churches to work together, in order to ensure the long-term continuity of a strong Christian presence.
- 4.51** When opportunities for a new Voluntary school arise, events may move quickly and unless there has been preparatory dialogue about joint schools beforehand the pressure of events may rule out a joint proposal.
- 4.52** We recommend that in appropriate circumstances the Church should welcome an ecumenical approach to new schools, actively fostering a will for the denominations to work together, and that dioceses should through continuing contact with other denominations be continually alert to opportunities.

### **Independent Anglican schools**

- 4.53** There are around 500 independent schools which claim explicitly to be Anglican foundations, with over a hundred more which are Anglican by association, either from historical circumstance or through the maintenance of an Anglican chaplaincy. Of these, at least 250 are secondary schools. These schools are an important element in the community of schools that have a Christian foundation. (The distribution of independent secondary schools that have an Anglican foundation is shown in Appendix 2.)
- 4.54** Where the link to the Church is strong, these schools are more secure in their distinctive Anglican identity. The cathedral and collegiate foundations and the independent schools belonging to or associated with the Woodard Corporation are amongst these. Many other independent schools have worked hard to maintain their identity as Anglican foundations, giving emphasis to worship and chaplaincy and to their Christian ethos.
- 4.55** The evidence we have received, however, suggests that in many independent schools the Anglican foundation has been attenuated, either as a result of the weakening of links between the school and the diocese, or through commercial and external pressures. In many of these schools, the selection of pupils and staff is being made increasingly without reference to the Anglican nature of the school. The Church itself has sometimes been ambivalent in its attitude towards independent education. The current Review therefore offers the opportunity to reappraise the place of Anglican independent schools within the Church's ministry.
- 4.56** If we believe that Church schools stand at the centre of the Church's mission to the nation, then this belief must embrace the Anglican independent schools as well. There is a real need for the Church to re-engage with these schools, fostering a sense of belonging, and working with them towards a more explicit recognition of both ordained and lay ministry in these schools, through chaplaincy, governance and the education they offer. For their part,

these independent schools should be encouraged to re-evaluate their own identities, to make them explicit in their signage, to develop links with dioceses and maintained Church schools, and to strengthen their distinctiveness.

**4.57** To that end we make the following recommendations:

- The bishops should foster a sense of shared community between the Anglican independent schools and the maintained Church schools in their dioceses by holding, for example, an annual meeting with heads to discuss issues of shared concern and to foster the development of bilateral relationships between independent and maintained schools. This would be with a view to identifying opportunities to enhance the work of each other, for example, in sharing scarce teaching resources, broadening the experience of staff, developing approaches to religious education, worship and chaplaincy, short pupil exchanges, and shared cultural activities – music, art and drama.
- The independent schools in a diocese should be invited to propose a member for the Diocesan Board of Education (DBE), and reciprocally bishops should canvass the possibility of a DBE representative or other nominee of the bishop being invited to become a member of the governing body of independent secondary schools.
- The Church should always be mindful of the independent Anglican schools in its stewardship at national and diocesan level, and in its activities, e.g. in annual services of dedication for Christian teachers and invitations to educational events. The Church should consciously pursue a policy of inclusiveness.
- The Anglican independent schools should be encouraged to engage with the resources available from the National Society on the Character of Anglican Schools in the Independent Sector, as a supplement to material provided by the Independent Schools Inspectorate.

**4.58** To sum up, as part of our advocacy of one cohering Church community in which each part seeks to work with and for the others, we advocate a proactive policy of partnership between the maintained and independent schools. The purpose of this partnership is to nourish the Christian identity and the quality of education and school life the schools offer. The independent schools have much to offer, not least in their sense of community. We remember well hearing from staff and pupils at one we visited, ‘This is a friendly place: we care for one another.’ We concurred with that statement. This development of the capacity for caring and community is an important element in education, which a school with boarding students in particular has an opportunity to understand and live. In a different way, through the wide spectrum of social backgrounds in many maintained schools there is the opportunity to learn the meaning of community in another distinctive way. In both, the basis of community is the shared aspiration of the Christian commandment to love one another.

- *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).