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SECTION A

Your Relationship with the Diocese

'That they may have life, life in all its fullness'

John 10:10



Diocese of Bath & Wells

Changing Lives, Changing Churches for Changing Communities

OUR PARTNERSHIP

The partnership between the Diocese of Bath and Wells and its church schools is both historic and yet still developing. Frequent change, whether in personnel, educational policy or the church, continues to make fresh demands upon each of us. The strength of our partnership enables us to embrace such a change as we continue to work to support the children and young people in our communities.

This handbook, which is designed to be a working and evolving reference document, is intended not only to offer practical support, but to recognise your significant role as spiritual leader within your community.

To this end the Diocese of Bath and Wells Education Department will undertake to:

- Provide support and advice to members of the school community on issues relevant to the school's Christian foundation
- Facilitate partnerships with school, church and LAs / CSAs
- Make appropriate contact with schools
- Make at least one substantive (half day) visit to each church school every 12 – 18 months
- Provide support and advice to governors during headship appointments
- Provide a programme of training to support school staff, governors and parishes
- Work in partnership with LAs on School Improvement Agenda.
- Provide advice and support with building projects (VA)
- Provide advice and support with admissions (VA).

In turn, the Diocese of Bath and Wells Education Department expects head teachers of Church of England schools to:

- Maintain and develop the school as a church school, making provision for this in the school development plan
- Encourage all members of the school community to develop personally, professionally and spiritually maintain and develop links with the local worshipping community/communities
- Maintain links with the Diocesan Education Department and attend diocesan courses as appropriate, in particular those appertaining to church school leadership
- Attend the annual head teachers conference
- Make available to staff and governors all appropriate diocesan information.

**GUIDANCE FOR A BISHOP'S
(OR SENIOR MEMBER OF THE CLERGY'S)
VISIT**

Many schools have found themselves planning special occasions at which the presence of a Bishop or senior member of the clergy would be appropriate. This has a number of benefits:

- aids the school community to feel part of the diocesan family
- enables pupils to encounter the structure of the Church of England
- makes the event/occasion special/memorable
- allows senior clergy to understand and engage with the excellent work of church schools in the diocese
- allows senior clergy to understand the issues surrounding education and church schools.

When planning such a visit there are certain factors that should be taken into consideration to ensure that the visit is a positive one for all concerned.

Due consideration must be given to time scale for planning. Bishop's diaries, like schools, are full and the dates need to be arranged well in advance.

The bishop or clergy member will be happy to perform brief, formal duties

e.g. presentations, opening of a building, but ideally would like the visit to include opportunities to:

- Meet for a private conversation with the head teacher. Suggested areas of discussion would include:
 - Spiritual leadership;
 - The school's relationship with its parish;
 - Particular school issues.
- Talk with a group of approximately 12 children/students, who should have prepared questions in advance rather than tour the school
- Meet informally with parents/carers e.g. at the end of the school day or during a refreshment break.

DIOCESAN BOARD OF EDUCATION (DBE)

The church has a long history of involvement in the establishment of education in this country. The drive to create a system of universal education in England and Wales was initiated by the churches and in particular the Church of England through the National Society.

Gradually the state began to assume greater responsibility for education, but the Church of England at local, diocesan and national level still has a significant part to play in the provision of formal education, especially at school level.

The Diocesan Board of Education is a statutory body regulated by the Diocesan Boards of Education Measure 1991, which assigns to it the following primary functions:

- a. To promote or assist in the promotion of education in the diocese, being education which is consistent with the faith and practice of the Church of England;
- b. To promote religious education and religious worship in schools in the diocese;
- c. To promote church schools in the diocese and to advise on matters affecting church schools;
- d. To promote co-operation between the Board and others concerned with education in the diocese.

In this diocese the remit is broadened to include informal Christian education in church and community settings.

PARISH, DEANERIES AND LOCAL MINISTRY GROUP ADVISERS

The work carried out across the Diocese in Church of England youth and children's provision ranges from pre-school groups to children's bible based groups to open youth work. Some of the groups that put greater emphasis on the faith dimension will obviously attract children and young people who have a faith, or who are sympathetic, whilst other groups attract a wider range of children and young people because it is the only provision in that community.

The aim of all we do is to support the personal, social, educational and spiritual development of children and young people that will enable each one of them to reach their full potential, through:

- **Development** – So as not to stagnate and to meet the challenges of change
- **Partnership** – To engage with others in the planning, strategy and delivery of services
- **Equip** – To equip, train and resource all who work with children and young people in Church of England youth and children's provision
- **Policy and Legislation** – To work within the frameworks of both Church and Government policy and legislation that ensures services provided are safe, accessible and well planned
- **Participation** – To enable those who receive the services, to engage in decision making and have opportunities to actively participate
- **Mission** – To share the Christian faith in positive, inclusive and accessible ways

Church schools working closely with their local worshipping community may well be aware of the work done by the Parishes Advisers who are part of the Diocesan Education Department. The Advisers (listed in the appendices at the back of this document) work closely within parishes, deaneries and LMGs providing support, resources and training for those working with children and young people in informal education.

With Every Child Matters, Youth Matters, Aiming High and the Extended Service agenda many schools and churches are exploring how they can work more collaboratively in their work with children, young people and their families. One of the unfolding areas of collaborative working is in provide joint activities in school in the mornings, at lunchtimes and after school. Both the schools advisers and the parishes' advisers can offer support and advice to any church or school wishing to further explore this avenue.

The Parishes' advisers also work with schools and colleges in developing chaplaincies or employing schools based youth/ children's worker.

Areas of their core work and responsibilities which may appertain to church schools are as follows:-

1. To support, encourage, resource and help seek funding for all those who work with children and young people including:
 - Volunteers
 - Paid staff
 - School chaplains / youth and children's workers
 - Clergy and Readers

2. To provide formal and informal training based on local needs for all those who work with children and young people.
3. To manage, oversee and shape the diocesan child protection policy and procedures:
 - Providing training, advice and support on safeguarding children and young people and those who work with them
 - To deal with incidents and allegations in partnership with other professionals
 - To administrate and monitor the CRB process
4. To oversee the selection, recruitment and employment of paid workers, student placements and gap-year volunteers. The advisers offer advice and support for policy, employment, selection and recruitment and offer non-managerial supervision.
5. To host and be involved in:
 - Youth / children's events
 - Conferences for youth / children's leaders
 - Festivals
6. To maintain a level of "face to face" contact with children young people and young adults through:
 - Events for children and young people, including an annual residential for clergy children (Life to the Max)
 - Visits to individual groups
 - Consultations and raising the voice of children / young people in the diocese that enables them to participate and have their say about the issues and services that affect them at a local and national level
 - Work with schools and colleges
7. To engage in, and help shape strategy, partnerships, policies and legislation through:
 - Maintaining a grip on Government and Church legislation and making it relevant at a local level
 - Shaping, developing and implementing policy
 - Working in partnership with others service providers locally, regionally and nationally

REPRESENTING THE DIOCESE

There exist a number of opportunities for head teachers to get involved in Local Authority committees both in their own right, or as a representative of a group e.g. union, heads association etc.

The Diocese encourages headteachers to act as diocesan representatives on these groups.

The diocese has representation on the Standing Advisory Council For RE (SACRE), The Children and Young People's Scrutiny and Policy Panel and Schools Scrutiny Forum in each of the three Local Authorities.

If you are interested in getting involved please contact Maureen Bollard, Diocesan Director of Education.

Church Schools Headteachers Group

A newly formed Heads Advisory Group made up of a small group of headteachers from the three LAs covered by the diocese, will meet together each term. Some of the aims of this group will be:

- To enable headteachers from the three LAs covered by the diocese to discuss common issues
- An opportunity to share good practice
- To identify areas of concern for both church and non-church schools
- To discuss, explore and resolve current and emerging issues facing schools e.g. succession leadership, community cohesion etc
- To explore ways in which the diocese can be more pro-active and effective in supporting schools

It is envisaged that over the next few years many headteachers will be able to become part of this group for a short period of time (12-18 months) and that it may serve to give further opportunities for leadership development.

SECTION B

The Distinctiveness of Church Schools

'That they may have life, life in all its fullness'

John 10:10



Diocese of Bath & Wells

Changing Lives, Changing Churches for Changing Communities

The Distinctiveness of Church Schools

The report of the Church Schools Review Group, chaired by Lord Dearing, was published on 14 June 2001. *The Way Ahead: Church of England schools in the new millennium* was the first major report into Church of England schools for over fifteen years. It celebrated the achievement of Church schools, set out a vision for their future, and gave the Church a coherent national policy in relation to its schools. *The Way Ahead* states that Church schools should be distinctive and recognizably Christian, inclusive and fully integrated into the life of parishes.

Key Features of Distinctiveness

The distinctive Christian character of a church school is seen through its ethos. The ethos - or culture - of a school has an extensive influence on pupils and adults alike. It is about the 'way we do things here' and why we do those things. It affects the quality of relationships, pupils' aspirations and the way in which the school is perceived by the wider community.

The school's ethos will be derived from its core values and beliefs about its purpose and the aims of education. Values lie at the heart of a school's vision and mission.

There are many aspects of school life that make a contribution to its ethos. They include how a school promotes:

- Spiritual development
- Moral development
- Social development
- Cultural development

Although ethos is, in part, is to do with 'atmosphere', it is also expressed tangibly in a variety of ways. The following are some aspects of school life which will contribute to the ethos of a Church school:

- the manner in which the school's mission statement and/or policies draw attention to the Anglican and/or Christian foundation of the school and are conveyed to parents;
- relationships with the local church;
- the relationships between staff, between pupils and between staff and pupils;
- the standards of behaviour, the policies on discipline and the values inherent in classroom organization and relationships and how these are met within the framework of Christian values;
- the links the school has with the local community, particularly the religious communities near to the school and from which pupils may come;
- how effective the pastoral system is and whether it is effective from the pupils' point of view;
- whether the building is well cared for, is tidy and clean and whether the standard of display is adequate;
- the provision made for pupils with special educational needs and abilities;
- whether it is clear from the ambience of the school that it is a Church school; whether there are Christian symbols in evidence, whether the school notice board and headed paper indicate the Christian foundation of the school;
- whether the school resource areas are equipped to support a Church school education;
- whether the personal, health and sex education programmes are set in the context of Christian values;

CHURCH SCHOOL LEADERSHIP HANDBOOK

- the place of prayer in the life of the school; at staff and governors' meetings; end of day in the classroom

Statutory Inspection of Anglican Schools (SIAS)

Following an inspection by Ofsted, all Church Schools will be inspected as to how distinctive and effective the school is as a Church of England School. The inspection will usually last only one day or two half days and is about investigating and verifying the school's understanding of itself through the process of self-evaluation.

SIAS inspections focus on four key questions the answers to which combine to substantiate a headline judgement in answer to the question, "How distinctive and effective is this school as a Church of England School?" The other questions are as follows:

1. How well does the school, through its distinctive Christian character, meet the needs of all learners?
2. What is the impact of collective worship on the school community?
3. How effective is the religious education? (Not looked at in Voluntary Controlled schools)
4. How effective are the leadership and management of the school as a Church school?

To help schools, the Church of England National Society has produced a 'Toolkit' that can be downloaded from its website: www.natsoc.org.uk . The toolkit is not statutory, but it is a helpful way of self evaluation for Church Schools. A SIAS inspector will need to have evidence of your self-evaluation in relation to your self-evaluation in relation to the different aspects of SIAS if you do not use the 'Toolkit'.

Unlike the Ofsted SEF, the NS 'Toolkit' can not be completed on line, so needs to be saved to your computer, updated regularly with the knowledge and approval of governors and re-saved. It can then be sent as an attachment to your SIAS inspector when appointed.

The diocese run courses throughout the year that will help you prepare for your SIAS; please contact the office for further information.

Training to be an Inspector

The diocese welcomes approaches from headteachers and others involved in the leadership of Church Schools who would like to consider becoming Church School Inspectors. National training is provided to become a National Society accredited Inspector, and following the achievement of this qualification and the 'shadowing' of an inspection, Inspectors are eligible to inspect in dioceses across the country.

Please contact the Diocesan Education Department in the first instance for further information.

SECTION C

Spiritual Leadership - Rediscovering Vocation

'That they may have life, life in all its fullness'
John 10:10



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Spiritual Leadership

Headteachers have a responsibility for spiritual leadership and promoting children's spiritual development within their schools. In essence being a spiritual leader may be seen as being a facilitator of spiritual development. There are many ways in which this can be done including:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives
- encouraging pupils to explore and develop what animates themselves and others
- giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- accommodating difference and respecting the integrity of individuals
- promoting teaching styles which:
 - value pupils' questions and give them space for their own thoughts, ideas and concerns
 - enable pupils to make connections between aspects of their learning
 - encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why', 'how' and 'where' as well as 'what' and monitoring in simple, pragmatic ways the success of what is provided

(Summary taken from Inspection Guidance Papers, OFSTED, September 2002)

In being a spiritual leader in schools, teachers have identified the importance of the following:

- a school's shared vision and shared values
- working together to achieve agreed goals
- establishing a community where all are valued - where schools demonstrate a commitment to building sound relationships between staff, between pupils, and between pupils and staff
- consistency, e.g. in staff responses to pupils, behaviour policies
- having a shared understanding of spiritual development leading to a clear policy that is owned by all, i.e. children, staff, governors, and parents
- planning to allow opportunities for spontaneity
- the use of circle time was a helpful approach in this area

What makes a Spiritual Leader?

During the Church Schools Review chaired by Lord Dearing, the Church of England Board of Education commissioned a report by the Grubb Institute on the particular features of Christian leadership that make a significant effect on school improvement. The report, 'Becoming Fit for Purpose' identifies the following factors:

'Envisioning' the whole school from a Christian perspective:

- i.e. a holistic approach to developing the whole school community;
- supported by a strong sense of vision and direction;
- utilizing an integrative, inclusive approach of 'taking the school with them'.

Valuing individuals within the school:

- through a belief in their potential;
- by forgiveness and in caring for pupils while also challenging them to grow in spiritual, intellectual and emotional maturity;
- and by encouraging the development of self-respect and respect for others.

Fostering the growth of relationships within and beyond the school community:

- based on a commitment to truth and reality;
- underpinned by a sense of accountability (to God, to the school and to the local community).

Headteacher's personal motivation:

- is recognized by pupils as centred upon them;
- is focused on the pupils' best interests as regards their education and welfare;
- and is impelled by an inner strength to turn vision into reality.

Importance of collective worship:

- is recognized by the report as 'the fulcrum by which the transformation of the school was levered'.

CREATING A VISION – ESTABLISHING VALUES

“Where there is no vision, the people perish” is one of the best-known sayings from the Book of Proverbs. Our vision is an expression of our aims or goals and the ideals that we aspire to achieve for ourselves and for those in our care. It should not be so lofty as to be impossible ever to attain, nor should it be so lacking in inspiration as to be unworthy of being called a vision.”

(Vision and Values in a Church School – Diocese of Bath and Wells)

For a church school the core values should be closely related to the Christian faith, with the teaching of Jesus Christ at its centre. Loving God, our neighbour and ourselves is the message from which flow values to do with justice, service, care for those with special needs (in the broadest sense), developing a sense of self-esteem, reconciliation, forgiveness and putting other people’s needs alongside or before our own.

“Of course values cannot and should not be forced onto young people. That is indoctrination. But all schools stand for something; no school is ‘neutral’ or ‘value-free’. To say that a church school stands for and holds dear a Christian vision of life and Christian values is not indoctrination, any more than a school which stands for ‘Equal Opportunities for All’ or ‘Promoting Citizenship’ is indoctrinating pupils.”

(Vision and Values in a Church School – Diocese of Bath and Wells)

A school needs to work together as a whole community to establish its vision and values and to shape these into aims and a mission statement. These should not only reflect current practice but should also be challenging and be known, understood and used by all.

Diocesan Advisers have a wealth of experience in helping schools to develop their vision and values, taking what is already there (which is often good) and developing it further. Their time can be bought in to facilitate an INSET day for the whole school.

Christian Values

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control”

Galatians chapter 5 verse 22.

Below are just some of the many different values that underpin our society and although they can be described as having a Christian foundation it is recognised that those from different faith traditions and those with no faith backgrounds will find common values.

Acceptance
Compassion
Courage
Empathy
Endurance
Equality and Inclusiveness
Excellence & achievement
Faithfulness
Forgiveness
Freedom
Generosity
Honesty
Humility
Justice
Loyalty
Peace
Respect
Self control
Self-esteem
Service
Truthfulness

SHAPING A VISION

Review some of the key documentation and language of the school e.g. prospectus, school rules, mission statement, key policies.

- Which 'buzz' words and phrases are most often used?
- What clues do they give regarding the key values promoted by the school?
- Are these the values you want to promote?
- Are they visible?
- Are they consistent with the Christian foundation of the school?
- Are there any new values you would wish to see incorporated? Are there any you would wish to see dropped?

Identify some ways in which the values of the school can find recognisable expression in the life of the school. Such ways might include:

- The school's code of conduct and its system of rewards and punishments
- Opportunities for service and exercising responsibility
- Times when adults are given space and freedom to explore their own inner selves
- A school's links with its immediate community and the world-wide community
(taken from Vision and Values in a Church School – Diocese of Bath and Wells)

The National Society says that,

“a model of excellence is more likely to occur where all members of the school family are committed to the same aims.

A good learning environment includes:

- A deliberate attempt to link the gospel of Christ with the daily life of the school;
- An atmosphere of encouragement, acceptance and respect;
- A sensitivity to individual needs where children's self-esteem and confidence grow and where they feel able to make mistakes without fear of criticism;
- Partnership between adults and children;
- Sensitivity towards the beliefs, hopes and fears of parents;
- Providing stepping stones to and from the community;
- A curriculum that combines academic rigour with fun, sensitivity and prayerfulness.

Does the school offer the pupils the opportunity to:

- Reflect on the importance of a system of personal belief?
- Recognize the place a Christian faith has in the lives of people?
- Develop a sense of wonder, awe, curiosity and mystery?
- Understand the difference between right and wrong and the consequences of their actions for themselves and for others?
- Be creative, questioning and imaginative within a broad Christian framework that recognizes the importance of experience, personal values and respect for the beliefs of others?
- Recognize, respect and celebrate cultural diversity?

(What Makes a Good Church School? National Society website www.natsoc.org.uk)

ASPECTS OF SPIRITUAL LEADSHIP

DRAWING OUT THE GREATNESS IN OTHERS

'The task of leadership is not to put greatness into people, But to elicit it,' said John Buchan, 'for the greatness is there already.' Jesus and His vision are one of the greatest catalysts of all time for drawing out the hidden greatness in humanity. For those who aspire to that 'still more excellent way' of leadership He pioneered, Jesus is a perennial source of inspiration . . . one who loves, inspires us to love.

From John Adair (2001)
The Leadership of Jesus – and its legacy today

We shall not cease from exploration
And the end of exploring
Will be to arrive where we started
And know the place for the first time.

T S Eliot 'Little Gidding'

SERVANT LEADERSHIP

A person high in spiritual intelligence is likely to be a servant leader – someone who is responsible for bring higher vision and values to others and showing them how to use them.
In other words, a person who inspires others.

From Danah Zohar and Ian Marshall (2000)
Spiritual Intelligence: The Ultimate Intelligence

PRAYERS TO SUPPORT YOU

All of the following prayers are taken from *The Book of a Thousand Prayers*, compiled by Angela Ashwiin (published by Zondervan £9.99) and is available from the Diocesan Resource Centre.

REDEDICATION OF SELF AND WORK

Lord of my life,
I give you my time,
my reputation,
my worries
and my desires.
Thank you
that you receive whatever I offer
and transform it
so that this gift of my life
is taken up
into your great energy of love
A.A.

GOD IN THE MIDST OF OUR WORK

As we plan and make decisions,
God be our way.
As we learn and ask questions,
God be our truth.
As we grow and as we change,
God be our life.
Ruth Burgess

STAFF MEETINGS

Lord give us wisdom before we speak,
Understanding while we listen,
Sensitivity towards those we meet,
And perspective of your kingdom.
John L Bell

OTHERS

Christ our Guide,
stay with us on our pilgrimage through life:
When we falter, encourage us,
when we stumble, steady us,
and when we have fallen, pick us up.
Help us to become, step by step, more truly ourselves,
and remind us that you have travelled this way before us.
A.A.

CHILDREN

O God, we place our children in your hands.
We ask not that you will shield them from difficulty,
but that you will give them the strength to face it;
not that you will protect them from making mistakes,
but that they may be able to learn from them;
not that their lives will be easy,
but that they will deal with its challenges courageously.
Be with them when they are vulnerable,
protect them from lasting harm
and keep them always in your love.
A.A.

LEARN AND TEACH

Grant, Lord, to all who study and those who teach them
the grace to love that which is worth knowing,
to value what is most precious to you,
and to reject whatever is evil in your eyes.
Give them a true sense of judgement
and the wisdom to see beneath the surface of things.
Above all, may they search out and do what is pleasing to you;
Through Jesus Christ, our Lord.
After Thomas à Kemis (1380 - 1471)

LEARNING

Loving God,
May we explore together the territory of knowledge;
May we learn together the mysteries of truth;
May we share together the experience of beauty;
May we release in each other the spark of creativity;
May we always remember you, the author of all knowledge,
Yourself, Goodness, Truth and Beauty, delight to share all experience with us.
Kathleen A Goodacre

SCIENCE AND TECHNOLOGY

O God whose wisdom has set within our hearts
the quest for knowledge and dominion in the natural world,
teach us to use all science, invention and technology
not to hurt, but to heal,
not to destroy, but to build,
not to divide, but to unite your human family in prosperity and dignity together.
And let not our knowledge outstrip our wisdom.
through Jesus Christ, our Lord.
Timothy Dudley-Smith

SLOW DOWN

God help us to live slowly:
To move simply;
To look softly;
To allow emptiness;
And to let the heart create for us.
Amen.

Michael Leunig

WORRY

Loving God, I come to you
With all my anxieties and burdens,
The pressures I face
And the things I have ought to have done.
Enfold me in your love
And keep me close to you.
Forgive me and help me to start anew.

AA (adapted)

SILENCE

Lord, teach me the silence of love, the silence of wisdom,
the silence of humility, the silence of faith,
the silence that speaks without words.
O Saviour, teach me to silence my heart
that I may listen to the gentle movement of the Holy Spirit within me,
and sense the depths which are God,
today and always.

Frankfurt (16th century)

THE POOL OF PRAYER

Silence with God:
we do not create it,
we never 'achieve' it,
we can not possess it.

We simply enter it.
It is a gift.

As we plunge into the clear, tranquil pool of prayer,
the Holy Spirit permeates us
with the quiet surprise of deep peace.

'Be still, and know that I am God.'

Psalm

SILENCE

Silence is not an end in itself.
It is simply the setting in which we leave our hearts open
to the spirit of God.

Lord, you come as gently as the rising tide.
Flow into every opening of my soul
and lift my spirit to praise you
in the wonder of the gift of life itself.
A.A

SHAPED BY GOD'S SPIRIT

Lord, I offer you my life as your working material.
Make of me what you will.
Hold me in the rhythm and movement of your spirit.
Touch my wounds,
transform my fears,
shape me into courage,
mould me into love.
A.A.

A PRAYER FOR CHANGING LIVES

Lord, You are the changeless one,
Who comes to change us into the likeness
Of Jesus Christ you Son:
Grant that we, changed and transformed by your spirit,
May be the instrument of changing lives
In the world You so love.
Amen.

A FEW TRADITIONAL PRAYERS

O Lord, support us all the day long,
until the shadows lengthen,
and the evening comes,
and the busy world is hushed,
and the fever of life is over,
and our work is done.

Then, in Your mercy,
grant us a safe lodging and a holy rest,
and peace at the last.
Amen.

PRAYER OF IGNATIUS OF LOYOLA

Teach us, good Lord, to serve you as you deserve;
to give and not count the cost;
to fight and not heed the wounds;
to toil and not to seek for rest;
to labour and not to ask for any reward, except knowing that we do your will;
through Jesus Christ our Lord.
Amen.

O Christ, the Master Carpenter,
Who by wood and nails wrought man's whole salvation;
Wield well your tools in this, your workshop of the world,
So that we, who come to your bench rough hewn,
May be fashioned by your hand to a true beauty and a greater usefulness.

O God, grant us the serenity
To accept what can not be changed,
The courage to change what can be changed,
And the wisdom to know the difference.
Reinhold Niebuhr (1992 - 1971)

A BLESSING

May the road rise up to meet you,
May the wind be always at your back,
May the sun shine upon your face,
And the rains fall softly on your fields
And, until we meet again,
May God hold you in the palm of His hand.
Ancient Irish blessing

GIVING OTHERS SPACE FOR PERSONAL REFLECTION

The workload for all staff in schools continues to be subject to continuous accountability and change. The government has gone some way to address this by requiring schools to provide PPA time for staff.

In our hectic schedules we all recognise the needs and benefits in creating space and time for personal reflection. The following are suggestions you might like to explore for yourself and with your staff.

- Organise a day's 'retreat' (overnight is better!) at an appropriate venue e.g. Ammerdown Centre (Radstock, Bath). Email: centre@ammerdown.org or website www.ammerdown.org The Diocesan Education Department can help you with this.
- Ensure all staff have the opportunity to participate in school collective worship.
- Ensure the staff room and facilities are of good quality and provide space for rest and refreshment.
- Begin staff, governors and school council meetings with a short prayer, music or even silence.
- Organise a 'pampering' evening for staff / governors / parents – this could also be a fund raiser!

SECTION D

Schools and Parishes in Partnership

'That they may have life, life in all its fullness'

John 10:10



Diocese of Bath & Wells

Changing Lives, Changing Churches for Changing Communities

SCHOOLS AND PARISHES IN PARTNERSHIP

Possible ways in which schools might serve their parishes:

- Offer prayers written by pupils in school to the church for use in its worship e.g. a book of prayers produced and sold for charity,
- Occasionally contribute to church worship e.g. Education Sunday, beginning of the school year, patronal and other festivals.
- Exhibit pupils' work in the church.
- Offer regular contributions to the parish magazine.
- Support fund raising activities for the parish
- Develop reciprocal arrangements with parishioners e.g. IT support / hearing pupils read.
- Plan opportunities throughout the curriculum that promote the church
- Ensure that parishioners are invited to special school events.
- Seek to incorporate hymns and prayers used by the church in school worship.
- Invite church members to an 'open day'.
- Share school facilities where possible.
- Clean the church before / after school use.
- Staff sharing with parish children's workers current methods used in schools and resources.
- School governors share reports of school activity / developments with parish.
- In partnership with parishioners, the development of a 'quiet garden'.
- Work alongside the parish to develop links with the wider world.

Possible ways in which parishes might serve their schools:

- Pray for the school. Pray for individual classes, teachers and non-teaching staff, as well as the whole school.
- Collective worship: observe how collective worship is done in school first. If you are not confident, start small and work up to bigger assemblies.
- Church visits: let the school and the pupils set the agenda. There are many curriculum opportunities with church visits; these include DT, history, community studies as well as RE. These need to be well planned, creative and stimulating.
- Lunchtime clubs.
- Assisting with pastoral support for Year 6 moving to Year 7.
- After school clubs: these can be focused on art, drama, sports, games, music, etc.
- Class room support: hearing children read, working with individuals, etc.
- Games support.
- Holiday clubs.
- Choir or other music group.
- Invite children to All Age Worship: use similar music, books, etc to school.
- Invite children to take part in special services throughout the year.
- Joint events.
- Make up boxes of Christian artefacts that school can borrow.
- Godly play.
- Serve staff, not just the pupils. Take in wine or cakes to the staff room in February or March (rather than Christmas or end of term!)
- Regular communication: include school items in the Parish Newsletter, PPC agenda and church notices.
- Use the gifts in the parish to serve the school in whatever way will be beneficial to the school.
- Serve the school by learning from them, about the ethos, life and culture of the church.
- Start slowly to build a mutually beneficial relationship between the parish and the school.
- Keep listening and learning.

SECTION E

Governance

'That they may have life, life in all its fullness'

John 10:10



Diocese of Bath & Wells

Changing Lives, Changing Churches for Changing Communities

SCHOOL GOVERNANCE

The Diocese has statutory duties in relation to governance at VC, VA and Church of England Foundation schools. Bath & Wells offers the following:

1. Guidance on the appointment and replacement of foundation governors, including ex-officio governors. Contact Linda Penny.
 - Foundation governors must be approved by the DBE
 - New legislation requires that ALL school governors must have enhanced CRB clearance
2. Advice on the constitution of governing bodies and the Instrument of Government. Variations and new instruments of government must be approved by the DBE before going to the LA for sealing
3. Advice and support for governing bodies experiencing problems (working in conjunction with LA governor services where appropriate).
4. Guidance and support for governing bodies in relation to school organisation issues, including collaboration, federation, amalgamation and closure.
5. Guidance and training for governing bodies in relation to school policies.
6. Training packages delivered in conjunction with LA governor services covering topics specific to church schools:
 - Church School Distinctiveness
 - SIAS
 - VA Buildings and Admissions
7. Bespoke training to whole governing bodies
8. Specific support and training for foundation governors.

Training is offered locally through CLPs in Somerset and at centres in Weston and Nailsea in North Somerset. Bespoke training will take place at the individual school. Some central courses continue to be offered in the unique ambience of the Old Deanery.

CAPITAL INVESTMENT AND SCHOOL BUILDINGS

VC SCHOOLS

VC schools are maintained by the LA and benefit from capital investment in line with the LAs capital priorities. Permanent buildings, hard play area and car parks should belong to the Diocese and will have either the vicar and churchwardens or the Diocesan Board of Finance as trustees. (This is the model, but there are countless permutations!). Playing fields at both VC and VA schools are the responsibility of the LA.

VC Schools have an annual allocation of Devolved Formula Capital which the governors can spend in line with their asset management priorities.

Schools should have access, via their LA, to reports on the:

- Condition
- Suitability
- Sufficiency
- DDA compliance (Disability Discrimination Act)

of their premises. Based on the information in these reports, the school should develop a prioritised plan which should form part of the School Development Plan, addressing the issue of raising standards as well as preserving and developing the fabric of the buildings and the school environment.

Capital investment should only take place with the knowledge and approval of the LA.

All LAs work closely with the Diocese and provide information on VC capital investment.

VA SCHOOLS

The ownership of VA schools sites has the same division between Diocese and LA as for VCs and remain part of the maintained sector. Responsibility for capital investment and funding are quite different and are as follows:

- The governing body is responsible for capital investment at the school and must meet a 10% cost liability for all capital works
- DFCG (Devolved Formula Capital Grant) is allocated according to the same formula as for VC and Community schools but comes either to the Diocese or to the school rather than to the LA
- The school must obtain the agreement of the Diocese before making any capital investment
- Capital investment must be made in line with AMP (Asset Management Plan) priorities as agreed with the Diocese
- It is desirable to inform the LA of plans in order to maintain up-to-date information, especially that relating to changes of net capacity and IAN (Indicated Admission Number)
- At the end of the financial year, an assurance form must be completed for the DCSF in order to satisfy audit regulations and the requirement to account to Parliament for all expenditure
- Additional funding streams are available. LCVAP (Locally Controlled VA Programme) – this is a capital allocation made to each LA on a VA per-pupil formula (ie. LAs with the

CHURCH SCHOOL LEADERSHIP HANDBOOK

most pupils at VA schools of any denomination get the highest allocation). This funding is for capital projects up to £500k and is decided by the Dioceses in an authority, in conjunction with the LA, who notify the DCSF of the decisions.

- VA TCF (Targeted Capital Fund) – A major funding stream for projects over £500k. This funding stream is being reviewed as BSF (Building Schools for the Future) and the Primary Capital Strategy come on line.

The Diocese of Bath & Wells works with the Hookway Partnership to offer a wide range of services to schools in relation to capital investment and buildings. This service includes:

- Drawing up of condition and suitability surveys
- Guidance on the development of a prioritised asset management plan
- Full surveying service
- Project management
- Advice on strategic development
- Advice on the role of the AMP in relation to the school's SIP (School Improvement Partner)
- Full accounting services in relation to schools' capital funding
- Up-to-date information and records on all building projects and expenditure
- End of year return of DCSF assurance form
- Day-to-day advice and support to schools

Currently, professional fees are only charged on capital projects that proceed. These are charged at a total of 10% - 9% to Hookways and 1% to the Diocese (in relation to the work of the School Development Adviser and the Accounts Department).

Contacts:	Tess Robinson	Diocesan School Development Adviser
	Jim Corrigan	Hookways (Senior Partner)
	Elaine Davis	Hookways Tel: 01179 554545

SCHOOL TRUST DEEDS

As a church school, there are times when you need to refer to your trust deed such as when extended services are wanting to come on to the school site, looking to federate with other schools in your locality, writing your school's admissions policy or if there is a dispute about ownership of land. If you don't know the whereabouts of your school's trust deed, here are some suggestions to help you locate it.

Some copies of school trust deeds are held here at the Old Deanery, others are held by our solicitors Gould & Swayne in Street. It's always a good idea to check here at the Old Deanery in the first instance. If we find that Gould & Swayne hold your trust deed, they can supply you with a copy but there will be a charge involved. This will be discussed with you before any work is carried out.

An alternative way of finding a copy is to contact The National Archives Office in Kew (www.nationalarchives.gov.uk). This service will also incur a fee of approximately £50.

If no trust deed can be traced, Gould & Swayne can arrange to have one drawn up for you, but again this would involve a cost which would be discussed with you in advance.

Before attempting any of the above, it is also worth checking with your vicar or churchwardens, as many are trustees of schools and may well hold a copy of the trust deed.

SCHOOL ADMISSIONS

VC Schools The LA is the admissions authority for all VC schools. LAs vary as to their criteria for VC and Community schools but some do include criteria relating to church attendance within their oversubscription criteria and ask for supporting evidence from the parents of prospective parents to prove their relationship with the church. The LA has a statutory duty to carry out all procedures in relations to school admissions, including acting as respondent at appeals hearings for VC schools. All admissions arrangements must be compliant with the School Admissions Code of Practice and are scrutinised by the School Admissions Forum. Please contact your LA admissions team if you have any queries.

The Diocese issues guidance for both VC and VA schools in relation to the supporting evidence for parents applying for a place under the church attendance criteria.

VA Schools and Church of England Foundation Schools

The governing body is the admissions authority for both VA and foundations schools. While the LA remains liable for fulfilling certain statutory duties, the governing body must:

- Formulate admissions arrangements in accordance with the Admissions Code of Practice and Diocesan guidance early in the first term of each academic year
- These arrangements must include oversubscription criteria
- Send the proposed policy to the Diocese in the first instance by October half term
- When agreed by the DBE, the policy must go out for the statutory 6 week consultation period finishing 1st March
- The governing body must sign off the final determined arrangements and these must be with the DCSF on 15th April

Schools can buy into LA services if they do not wish to undertake their own consultation and appeals processes. Both the Diocese and the LAs are available to offer advice and guidance, though the service offered by Somerset for any schools who have not bought back their Blue Book package may be limited to issues relating to their statutory duties.

When parents apply for a place at a VA or Foundation Schools, all applications must be returned to the LA by the stated closing date using the common applications form, or on-line. All authorities must now comply with the Code of Practice requirement of equal preference with ranking. The LA will forward all preference to the governing body after the closing date and the governors must then rank **ALL** applications in accordance with their admissions criteria (oversubscription criteria). The governing body will **NOT KNOW** whether they are 1st, 2nd or 3rd preferences.

The ranked list must then be returned to the LA whose admissions software will allocate the highest available preference for each pupil. **Only ONE place will be offered. The LA will make the offer on behalf of the governing body.**

Early Years, Extended Services and Children's Centres

Falling rolls in schools has prompted many to consider bringing pre-school groups onto the school site in order to encourage parents to send their children on to the school. In the past, these groups have been in temporary buildings on the site, but increasingly are coming into surplus accommodation in the permanent buildings. Governing bodies are beginning to move towards fully integrated foundation stage units which are under their control, rather than having a third party operating on the site. Where third parties are involved a legal agreement must be in place before they are allowed on site in order to prevent unintentionally giving security of tenure. The following checklist may be of help:

- Has your proposal been agreed by the LA?
- Have you discussed it with the Diocese?
- Have you carried out an audit of need?
- Are you sure that the provision will be viable?
- Is the provider a registered charity or not for profit organisation?
- Are they a commercial enterprise?
- Has funding been identified and secured for any additional accommodation or changes to existing accommodation?
- Has the ownership of the building to be used been established?
- Are you sure that you won't be needing that space for statutory school aged children in the future?
- Have questions of access been addressed?
- Have issues of site security been considered?
- Have Child Protection issues been considered?
- Is the ethos of the provider in sympathy with that of the school?
- Has an appropriate legal agreement been agreed?
 - Lease
 - License
 - Transfer of Control Agreement
 - Hiring Agreement
- Has Ofsted registration been considered and actioned?
- Has any necessary business plan been drawn up?

Extended Services and Children's Centres

The Diocese is working with schools and LAs to ensure that church schools are able to meet the statutory requirement to deliver or signpost to the core offer by March 2010. The Diocese has developed a toolkit for schools to use to develop services in partnership with their local parishes and to help ensure a spiritual dimension to every aspect of the Every Child Matters agenda.

The extended services agenda and the development of a children's centre for every community offer a unique opportunity to incorporate the Diocesan 'Changing Lives' policy into the statutory remit and to develop and enhance links between parish and school and between the statutory and voluntary sectors. The Diocesan children's adviser will act as the link to facilitate church involvement in the delivery of services.

The delivery of extended services and children's centres faces the same set of practical questions as for bringing a pre-school onto the site. In addition, specific leases must be used where funding has been provided for specific facilities such as for early years or children's centres in order to ensure their continued future use for that purpose.

It is vital to check the trust deed of the school to ensure that there are no covenants limiting the use of the building. In the case of any lease, an application must be made to the Charity Commission and the time necessary must be factored into the project delivery time. The approval of the trustees must be sought for any such development.

It is essential to contact the Diocesan Education Department at the earliest point and for the Diocesan solicitor and land agent to be involved in the drawing up of any lease (a pro-forma has been developed to help reduce timescale and cost).

Contacts:	Tess Robinson	School Development Adviser
	Jane Tibbs	Children's Adviser
	Somerset:	
	Lorraine Davey	Early Years and Managing the Market
	Sarah Love	Extended Services
	Julia Bailey	Children's Centres
	Sue Burgess	Third Parties on School Sites
	North Somerset:	
	Tracey Wells	Early Years and Managing the Market
	Richard Blows	Extended Services
	Paul Tompkins	Children's Centres
	B&NES:	
	Bridget Wells	Early Years and Managing the Market

SCHOOL ORGANISATION

The principles of school organisation are to ensure that there are sufficient pupil places where they are required, that surplus places are removed, and that the standard of provision is such that the curriculum can be effectively delivered in order to ensure high educational standards.

There are currently a number of significant drivers affecting school organisation. These include:

- Falling roll
- Changing demography
- Changes to funding
- Recruitment and retention of headteachers
- Primary Capital Programme
- Building Schools for the Future (BSF)

The number of pupils at primary school has dropped by around 10% nationally in recent years and this fall has been reflected in the numbers on roll at primary schools in this Diocese. The situation is exacerbated in rural areas where property prices are beyond the scope of most young families, leading to a change in the demographic landscape and a paucity of primary age children. The flip side of this coin is the move towards more affordable housing in urban developments and a need to build new primary schools to meet this need.

Pressure on LA budgets is forcing them to review funding for schools, with the removal of protected funding for small schools and a more equitable distribution of per pupil funding across schools of all sizes. This will make the sustainability of schools with less than 60 pupils increasingly questionable, not least because it will mean a more significant teaching commitment for headteachers at small primaries and all indications are that recruitment to these posts is ever more difficult. With an aging headteacher population, headteacher recruitment plays a critical factor in establishing the future of schools.

The Diocese has been working closely with the LAs to look at alternative ways of sustaining schools within their community. These methods include the full range of informal and formal collaboration, soft and hard federation and amalgamation. The presumption against the closure of rural schools, the duty on schools to promote community cohesion and the Diocese's 'Changing Lives' policy all work together to encourage all stakeholders to explore every possible avenue to keep small schools open. Only where every effort has failed and a school is not serving children from its local community will closure be considered.

The government's Primary Capital Programme of investment is looking to rebuild or remodel 50% of all primary stock over the next 14 years. Final proposals for each LA's 'Strategy for Change' had to be signed off by the DBE and submitted to the DCSF by mid June 2008. This programme of investment offers the main opportunity for significant change and is being developed in conjunction with BSF to enable the school estate to deliver the curriculum in the 21st century.

CHURCH SCHOOL ORGANISATION

The Diocesan Board of Education has recently taken stock of developments in school organisation and implications for the future. The DBE welcomes and is fully supportive of the very positive collaborative work between all schools. Where a hard governance federation is being considered the DBE would like each church school to have, in the first instance, regard for the needs of other *church* schools, perhaps in the deanery or Local Ministry Group, so that their distinctive Christian foundation and features can be supported and developed. This is particularly important where there is a possibility of ‘amalgamation’ in the future. You may wish to ask the Diocesan education staff to facilitate such discussions.

Since there is a statutory responsibility for the LA and individual governing bodies of church schools to consult the Diocese over issues relating to school organisation, it might be helpful to be reminded of the principles that undergird the Board’s perspective when considering any restructuring:

- To consider flexible and innovative solutions in relation to: leadership, age range, sites, governance and use
- To assure a high quality and breadth of education with particular regard to its spiritual dimension
- To uphold in Church of England schools, the Christian Foundation and tenets of the Trust Deed
- To support formal federation between church schools of similar status
- To maintain the proportion of denominational places in such a way as it reflects the current local distribution of such places
- To consider the length of school journey in relation to the needs of children and environmental sustainability
- To take positive steps to redress the imbalance between primary and secondary Church of England school places
- To ensure that governors and especially foundation governors are central to local and area discussions
- To facilitate consultation with the Local Ministerial Group(s) and other community partnerships

We will, of course continue to offer support to governing bodies and other key personnel through the process of change.

Voluntary Aided & Voluntary Controlled – Differences

Voluntary Aided	Aspect	Voluntary Controlled
<ul style="list-style-type: none"> Owned by trustees New building & repairs are the responsibility of the governors (supported by DCFS grant up to 90% of approved expenditure) Playing fields provided by LA 	Buildings	<ul style="list-style-type: none"> Owned by trustees All replacements, repairs and other building costs fall on the LA
<ul style="list-style-type: none"> Employed by governors Paid by the LA Governors may seek evidence of Christian commitment 	Teaching Staff	<ul style="list-style-type: none"> Appointed by governors Paid by LA
<ul style="list-style-type: none"> Foundation (church) governors have an absolute majority Parish priest may be 'ex-officio' a member of the governing body 	Governing Body	<ul style="list-style-type: none"> Foundation governors in a minority Parish priest may be 'ex-officio' a member of the governing body
<ul style="list-style-type: none"> Reflects the Anglican tradition Can include worship in the parish church 	Collective Worship	<ul style="list-style-type: none"> Reflects the Anglican tradition Can include worship in the parish church
<ul style="list-style-type: none"> Governors determine a syllabus that reflects the Anglican traditions Diocese recommends to use the Agreed syllabus with Christian emphasis 	RE	<ul style="list-style-type: none"> Schools follow the LA agreed syllabus unless parents request a denominational one Foundation governors have rights in the appointment of a 'reserved' teacher to teach denominational RE
<ul style="list-style-type: none"> LA LMS formula Governors' costs for building work raised locally (10%) 	Funding	<ul style="list-style-type: none"> LEA LMS formula
<ul style="list-style-type: none"> Governors determine pay policy They must consult the LA and all other admission authorities in the area each year 	Admissions	<ul style="list-style-type: none"> LA responsible for admissions but must consult the governors each year
<ul style="list-style-type: none"> LA Chief Education Officer has certain rights to attend governor meetings to give advice Diocesan Directors of Education have parallel rights 	Advice	<ul style="list-style-type: none"> LA Chief Education Officer has certain rights to attend governor meetings to give advice Governors may give similar rights to Diocesan Director of Education
<ul style="list-style-type: none"> Section 48 inspectors inspect Worship, School Ethos and RE 	Inspection	<ul style="list-style-type: none"> Section 48 inspectors inspect Worship and School Ethos

CHANGING SCHOOLS

The Diocesan Advisers can help church schools look carefully at the issues of:

- Wrap around care
- Sure Start projects
- Extended schools

The Diocese can offer advice on how these can best be implemented in the context of a church school, including such matters as ethos, insurance, employment and changing use of buildings.

EARLY YEARS TRAINING

In relation to pre-school, the Diocese can offer:

- Training on the use of Godly Play in pre-school or foundation settings.
- Expertise on changing the use of buildings for pre-school and other legal advice.
- Guidance on maintaining the church school ethos in pre-school.

SCHOOL REORGANISATION

As you will be aware, most schools are facing a considerable reduction in numbers of pupils over the next five years. All concerned with schools have to think about this creatively, exploring such options as collaboration, federation and amalgamation. For some schools with no admissions, this is a matter of great urgency.

The Education Department of the Diocese of Bath & Wells is full involved in the review of school provision in a number of areas, especially in Somerset, Bath & North East Somerset. It may be helpful for all our partners, schools, Local Authorities, governors, parishes and wider communities to be aware of the principles that underpin our resources to the unprecedented situation faced by schools.

In working with our partner authorities to review the future of education provision within Somerset, North Somerset and Bath & NE Somerset, the Diocesan Board of Education has adopted the principles listed below.

There is an expectation that should a Church of England school formally amalgamate with a community school, then the newly created school would be a Church of England school.

Diocesan Principles

The principles that follow, outline the basis upon which the Diocese would consider any restructuring involving church schools. Advice on any aspect of school re-organisation is available from the Diocese, from initial enquiry about future possibilities through to the full processes of federation and amalgamation.

Representatives of the Diocese are charged with responsibility:

- To consider flexible and innovative solutions in relation to: leadership, age range, sites, governance and use.
- To assure a high quality and breadth of education with particular regard to its spiritual dimension.
- To uphold in Church of England schools, the Christian Foundation and tenets of the Trust Deed.
- To maintain the proportion of denominational places in such a way as it reflects the current local distribution of such places.
- To consider the length of school journey in relation to the needs of children and environmental sustainability.
- To take positive steps to redress the imbalance between primary and secondary Church of England school places.
- To ensure that governors, and especially foundation governors, are central to local and area discussions.
- To facilitate consultation with the LMG (Local Ministry Group) and other community partnerships.
- To offer support to key personnel through the process of change.

For in-depth discussion or clarification of any of these principles, please contact the Diocesan Education Department for advice. Full details of the regulations governing collaboration, federation and amalgamation are available from the DfES website with additional links: www.standards.dfes.gov.uk/federations

HEADTEACHER APPOINTMENTS

The appointment of a Headteacher is the single most important task of a governing body. The Diocesan Board of Education makes the support of Headteacher appointments a priority of its work. It is therefore very important to ensure that the Diocese is notified as soon as the resignation of a Headteacher is known.

Background

The Church of England schools in this diocese were primarily founded to provide education for all the children of their community, regardless of faith. Over half the children in schools across the diocese of primary age – in Somerset, North Somerset, Bath & NE Somerset and the edge of Dorset – now attend church schools. They continue to be inclusive schools, whilst recognizing their Christian foundation, as expressed in the Trust Deed.

‘ The justification for church schools lies in offering children and young people
An opportunity to experience the meaning of the Christian faith’
(*Dearing 3.9*)

Although there are some technical differences between Voluntary Aided and Voluntary Controlled schools, most features of the church foundation are common to both and there is little to differentiate them in their day to day working. Both are subject to a SIAS inspection (Statutory Inspection of Anglican Schools), in addition to the inspection conducted by OFSTED. It is a key assumption of the (Section 48) SIAS framework that,

‘ all church schools must be distinctively and recognisably Christian’

In practice, church schools are supported by their foundation governors and enjoy a special relationship with the clergy and their local worshipping community. They seek to promote shared values based on Christian teaching through all aspects of school life. Unlike community schools, where collective worship is,

‘wholly or mainly of a broadly Christian character’ (*DFE 1/94*)

in keeping with the Trust Deed, worship in Church of England schools should be *distinctively* Christian with some Anglican elements. Religious education and spiritual, moral, social and cultural development should also be strong features of the school.

Recent Developments

When appointing a new headteacher, governors should have regard to recent developments in church schools, notably Lord Dearing’s review of church schools, ‘The Way Ahead’ (2001). This report has had a significant impact upon the agenda for church schools in the 21st Century.

Significantly, Dearing concludes that the following contribute to the distinctive nature of an Anglican school:

- A headteacher committed to the Christian character of the school.
- Christian worship every day.
- A school life that incorporates the values of the Christian faith.
- 5% of curriculum time given to religious education.
- Observation of Christian festivals.
- An active and affirming relationship with a parish church – maintained and developed.
- Proclamation that it is a Church of England school.

Implications for Headship Appointments

The Dearing review maintains that

‘church school headship involves religious and spiritual leadership.’ (8.1)

As the Headteacher is such a key figure and has a large part to play in determining the ethos of the school, it is clearly important that candidates should fully understand and be prepared to take a lead role in developing the school’s Christian focus. This is also reflected in the Schools Standards and Framework Act (1998), which states that,

‘ in connection with the appointment of a person to be headteacher of a foundation or voluntary controlled school, regard may be had to that person’s ability and fitness to preserve and develop the religious foundation of the school’ (Section 60)

Governors appointing headteachers to VA schools have additional powers in determining the religious commitment of candidates, as detailed in the Act. Further guidance in this area is available from the Diocesan Education Department.

Inevitably, each school will be at different stages in its exploration of what it means to be a church school within its particular community. The point at which a new headteacher is selected is often a time for governors to acknowledge recent developments and ensure that the person appointed has a sound understanding of what it means to lead a church school into the future.

SECTION F

Collective Worship and Religious Education in Church Schools

'That they may have life, life in all its fullness'

John 10:10



Diocese of Bath & Wells

Changing Lives, Changing Churches for Changing Communities

COLLECTIVE WORSHIP

This is the correct and legal term for what many schools often call 'assembly'. Some refer to it as 'our service' and of late more and more schools are using the terms 'collective worship', 'our act of worship' or 'school worship'.

Legal Matters

The Education Reform Act 1988 reaffirmed the place of a daily act of collective worship for all schools, strengthened some provisions and gave greater flexibility in others. More recent education acts have made no further changes. DFE Circular 1/94 published in 1994 gives both general and particular guidance to schools and SACRES.

The law requires:

- That schools provide a daily act of collective worship for all pupils and students up to the age of 19. This is a pupil's/student's entitlement
- That all community schools provide collective worship that is wholly or mainly of a broadly Christian character
- That church schools provide worship in accordance with their school's Trust Deed and follow the guidance of their denomination. In B&NES this will be from the Diocese of Bath and Wells for Church of England schools and from the Diocese of Clifton for Roman Catholic schools

The law allows:

- Schools to provide collective worship in appropriate groupings within the school. The whole school does not have to meet together.
- Schools to provide collective worship at any suitable time during the school day. It does not have to be first thing in the morning
- Schools to hold collective worship in other places than school eg a local church in the open air, at a school camp/residential centre.

Parents' Rights

Parents of any child at the school have the legal right to withdraw their child from collective worship. This is usually done after consultation and discussion with the headteacher.

CHURCH SCHOOL LEADERSHIP HANDBOOK
COLLECTIVE WORSHIP IN CHURCH SCHOOLS

In Church Schools – Aided and Controlled

Collective Worship should be:-

“ according to the Trust Deed” i.e. following “the principles and practices of the Church of England” to quote most Trust Deeds. Therefore collective worship should be “distinctively Christian with some Anglican elements”. Also, because it is a Church School there can be appropriate elements of Anglican Worship Practices too.

So . . . In All Church of England Schools

- Distinctively Christian means Collective Worship needs to take place:-
- In a Christian context (with cross, candle and other Christian symbols visible and explained regularly).
- Using Christian hymns, songs and prayers.
- With the involvement of the Vicar and others from the parish (joint planning!), people from other local churches (and other Christian visitors as leaders (as well as school staff).
- Using some aspects of Anglican worship e.g. Lords Prayer, sentence and response, blessing, seasonal prayers and liturgy (e.g. Advent wreath, Candlemas, Ash, etc) and possibly regular communion services.

Some practical implications:

- A policy appropriate to its own circumstances
- A calendar of themes for each week of the year
- Resources of all sorts to present collective worship well
- The participation of pupils/students
- Leaders who are trained and willing to lead both from within school and visitors from the local community and beyond
- A budget
- A person to coordinate the school collective worship programme
- A regular system of monitoring and evaluating the school collective worship by staff, pupils, students, governors and visitors/advisers.

CHURCH SCHOOL LEADERSHIP HANDBOOK
RELIGIOUS EDUCATION IN CHURCH SCHOOLS

Below is a section from the National Society document “Excellence and distinctiveness - Guidance on RE in Church of England schools”

The full text can be found on the National Society website www.natsoc.org.uk

2 RE in a distinctively Christian school

In an Anglican school, the educational process is rooted in the living faith of the school. This goes beyond the ethos of the school to affect the planning and teaching in every curriculum area. Religious Education is not just an academic subject, but, lying at the very heart of the curriculum, has an important role in reflecting and conveying the distinctively Christian character of the school.

In developing this distinctive approach to RE shaped by the National Framework, schools should consider what lies at the heart of the Christian faith. This can be expressed in relation to the Framework’s two attainment targets.

Learning about religion

We learn about:

- The God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- The God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- The God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

Learning from religion

We learn from:

- An empathetic response to the Christian faith and a critical engagement with it;
- Responding personally to the transforming power of Jesus Christ;
- Developing a vision for life that transcends a dull materialism and recognises the reality of the spiritual realm;
- Understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement;
- Examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

RE does not exist in a vacuum; it comes as a challenge to the learner's existing values and practices. It involves and confronts the individual in a way no other subject can. As Rowan Williams has observed, RE should help pupils see why religion is a deep and serious matter. A vision of education inspired by Jesus Christ is a catalyst for a process of formation for the whole person and the whole human family.

RE is key to fulfilling the purpose of a church school as described by the late Lord Runcie when he was Archbishop of Canterbury:

- to nourish those of the faith;
- to encourage those of other faiths;
- to challenge those who have no faith.

Maintaining the balance between these intentions will always require skill and tact and will need to reflect local circumstances.

Therefore RE in church schools should help pupils to:

- think theologically and explore the great questions of life and death, meaning and purpose;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post modern society;
- develop the skills to handle the Bible text;
- recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world;
- respond in terms of beliefs, commitments and ways of living;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain them in difficult circumstances and in the face of opposition.

3 Teaching about world faiths and world views

As ‘schools of faith’ Church of England schools recognise the common search of all humanity for ultimate truth and relationship with the divine. The secular assumption that there is no reality beyond the physical world is ultimately sterile. There is a divide between those with a religious faith and those for whom religion is meaningless. It is entirely appropriate and necessary in today’s world, therefore, that respect for the great world faiths is fostered in RE within a church school. This respect must be based on an accurate and sympathetic understanding of the other faiths which is consistent with the school’s loyalty to its Christian foundation.

A positive outcome of this approach is to provide learners with a greater understanding of the world and society in which they are growing up. Another outcome is that learners will be able to see the faith of others in relation to their own. Both of these outcomes contribute to building up harmonious relations within communities, promoting inclusion for all and combating the evils of racism. Parents not of the Christian faith who seek a place for their children at a church school often express the view that here faith itself is respected. In a church school there should be opportunities for their children to grow in the understanding of their own faith.

The non-statutory Framework has also introduced the deliberate study of secular world views where appropriate. This is a welcome recognition that such positions are indeed matters of ‘faith’ rather than commonly accepted certainties. RE should equip pupils for the critical evaluation of such world views.

Therefore RE in church schools should also help pupils to:

- learn *about* other faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions;
- recognise the common human quest for justice, peace and love and the common goal of the survival of life on this planet.

(“Excellence and distinctiveness - Guidance on RE in Church of England schools” – *National Society 2005*)

RE AND INSPECTION

Although RE is only inspected under a separate heading in VA schools in both VA and VC it is an important part of the Statutory Inspection of Anglican Schools (SIAS). Under the section on “How Effective is Religious Education” you will be ensuring:

- 5% of curriculum time is given to RE,
- Christianity takes up between 66 and 75% of the RE time
- The main world faiths are covered well.
- That the school is assessing the impact of the teaching programmes on learners.

To support your audit of current practice you should download a copy of the SIAS framework and Self Evaluation toolkit for Anglican schools www.natsoc.org.uk

USING THE AGREED SYLLABUS

It is important to recognise the responsibility of Foundation Governors to uphold the school’s Christian ethos and in a VA school to determine the nature of the teaching of RE.

The school should be using the Locally Agreed RE Syllabus- Awareness, Mystery and Value. By law community schools and VC schools must follow this syllabus and we would expect VA and Foundation schools to follow this too.

The Agreed Syllabus outlines the religions that need to be taught and the balance of Learning Opportunities for each religion.

The last page of this section outlines the requirements for VA schools.

DIOCESAN EXPECTATIONS

RE should have a special place at the heart of every church school. The Diocese is committed to supporting schools to provide excellent RE for their pupils.

RE in a church school needs to be exemplary; inspirational, challenging, informative and enjoyable for the pupils and staff. It should be as rigorously planned as any other subject and should be well resourced.

Staff should receive adequate training to ensure that they are confident in the teaching of RE and the diocese provides materials, courses and staff meeting units to enable this to happen.

DFE Circular 1/94 reiterates the assumptions on the time allotted to RE made in Sir Ron Dearing’s final report on the National Curriculum. These are:

- KS1 36 hours per year
- KS2 45 hours per year
- KS3 45 hours per year
- KS4 40 hours per year

This is the MINIMUM amount of time that church schools should be spending on RE. (When RE is taught using a cross curricular approach care needs to be taken to ensure that the RE is not ‘lost’ or subsumed by the other subjects.)

Diocesan advisers work closely with other diocesan advisers across the South West as well as with advisers from the Local Authority sector thus ensuring that their knowledge of RE remains current and relevant.

COVERAGE OF RELIGIONS IN AIDED SCHOOLS

This guidance adheres to the Agreed Syllabus, but seeks to address the needs of Church of England voluntary aided schools

KEY STAGE 1

Of the 33 statutory learning opportunities, at least 20 illustrative examples should be taken from Christianity. A further 8 should be taken from at least ONE other religion chosen from Hinduism, Islam or Judaism. The remaining 5 can be taken from human experience, Christianity or any of the three religions above.

In an aided school, whilst acknowledging the background of individual pupils, the following study units might best be tackled by using exclusively Christian material:

Unit 6 Rules and Choices
Unit 8 The World Around Us

At least one of the learning opportunities in the following study units could also most appropriately USE Christian material:

Unit 3 Special Books
Unit 5 Milestones in Family Life
Unit 7 Special Places

KEY STAGE 2

Of the 51 statutory learning opportunities, at least 26 illustrative examples should be taken from Christianity. A further 18 should be from at least THREE other religions- Hinduism, Judaism and Islam (ie 6 each). The remainder can be chosen at the discretion of the school.

In an aided school, whilst acknowledging the background of individual pupils, the following study units might best be tackled by using exclusively Christian material:

Unit 6 Barriers and Bridges
Unit 8 Questions and Mysteries

The following clearly offer good opportunities to study elements of three world faiths:

Unit 10 What's it Like to be a Hindu
Unit 11 What's it Like to be a Muslim

CHURCH SCHOOL LEADERSHIP HANDBOOK

Unit 12 What's it Like to be a Jew

It might be helpful to teach the units below with attention to the religions indicated, as well as Christianity.

Unit 3 Writings	Islam
Unit 7 Expressions of Belief	Hinduism
Unit 9 Life Stories	Judaism

SECTION G

Training and Resources

'That they may have life, life in all its fullness'

John 10:10



Diocese of Bath & Wells

Changing Lives, Changing Churches for Changing Communities

TRAINING

TRAINING AND SCHOOL DEVELOPMENT

High quality training is at the heart of our professional development programme. The experienced staff of the Bath and Wells Education Department offer a wide range of training opportunities that are open to all teachers, support staff, youth leaders, clergy and governors. We regularly provide a range of courses in the following areas:

- Church School leadership
- Collective worship
- Religious education
- Spiritual and moral development
- School values, ethos and mission
- Building and legal matters
- Governance
- School/Parish partnerships

Most of these events are held in the Old Deanery in Wells, but other venues across the diocese are used as well. Many courses are open to community schools. We also organise training with, or for, our Local Education Authority partners.

TAILORED IN-SERVICE TRAINING

As well as the regular training programme, our staff can come to work with you in your school, cluster-group, college or parish.

In addition, many schools have now enjoyed a training day for their staff/governors/clergy in Wells. Staff can relax and think more creatively in fresh surroundings – especially if they are set in the shadow of Wells Cathedral and are as good as the facilities in the Old Deanery.

We can provide:

- Fully equipped conference room for up to 60 delegates
- Smaller seminar rooms
- Buffet or restaurant lunches to suit your requirements
- Access to the Education Resource Centre
- Tailor-made training & support from Diocesan advisers

For further information, please contact your Diocesan schools adviser.

EVENTS AND TRAINING AT THE CATHEDRAL AND BISHOP'S PALACE

The Cathedral church of St Andrew and the Bishop's Palace are extraordinary places, not just for worship and concerts but also as venues for study and interest. History, technology, art and maths can all be explored in these places.

- Visit and study tours suited to your group, staff or pupils, can be arranged by the Bath and Wells Diocesan Education Department
- The Department, in partnership with the Cathedral, organises an Annual Leavers' Day programme for Year 6 pupils and Cathedral days for Year 4 pupils in First schools. These are open to all Church of England schools in the Diocese
- The Children's Festival is an annual event to welcome children from all over the Diocese to their home cathedral. Members of church-based groups meet in Wells for activities, fun and a celebration
- Other occasional services of celebration, festival and worship are also organised for schools in and around the Cathedral
- For groups of over 60 the Bishop's Palace is also available as a training and events venue.

For further information contact your schools adviser.

SCHOOL VISITS TO THE CATHEDRAL

The Cathedral has its own education department which is able to organise a tailored programme for your school.

This Department is led by a teacher, and the majority of Education Guides and Assistants are from teaching backgrounds with expert knowledge of the Cathedral.

For further information, please visit the Wells Cathedral website:

www.wellscathedral.org.uk/education/schools

THE PARISHES, DEANERIES AND LOCAL MINISTRY GROUP ADVISERS

The Education Department includes Advisers who work largely to offer support and training for those working with children and young people in the parishes, deaneries and LMGs. These Advisers can be available to:

- ❖ Help schools link with their parishes children's work including developing Extended Services and linking creatively with the ECM Five-Outcomes
- ❖ To advise on developing chaplaincies or employing schools based youth / childrens worker
- ❖ Provide positive play or team building workshops
- ❖ Provide training in Godly Play
- ❖ Provide reflective sessions or retreat days

The parish advisers also provides a wide variety of other services, training and events for further details see section on parish, deaneries and LMG advisers.

PARISHES TEAM

Church schools working closely with their local worshipping community may well be aware of the work done by the Parishes team of the Diocesan Education Department. The team (listed in the Who's Who section) work closely within parishes and deaneries providing support and training for those working with children and young people in informal education.

With the extended schools agenda many schools and churches are finding that they can work successfully together to provide activities in school in the mornings, at lunchtimes and after school. Both the schools team and the parishes' team can offer support and advice to any church or school wishing to further explore this avenue.

The Parishes' Team also works with chaplains within schools and colleges. Areas of their core work and responsibilities which may appertain to church schools are as follows:-

- To support, encourage, resource and help seek funding for all those who work with children and young people including:
 - Volunteers
 - Paid staff
 - School chaplains
 - Clergy and Readers
- To provide formal and informal training based on local needs for all those who work with children and young people.
- To manage, oversee and shape the diocesan child protection policy and procedures:
 - Providing training, advice and support
 - To deal with incidents and allegations in partnership with other professionals
 - To administrate and monitor the CRB process
- To oversee the selection, recruitment and employment of paid workers, student placements and gap-year volunteers. The advisers offer advice and support for policy, employment, contracts and offer non-managerial supervision.
- To host and be involved in:
 - Youth / children's events
 - Conferences for youth / children's leaders
 - Residential experiences
 - Festivals
 - Overseas exchanges

- To maintain a level of "face to face" contact with children young people and young adults through:
 - Events for children and young people, including an event for clergy children
 - Visits to individual groups
 - Consultations
 - Schools work and FE / HE

- To support and oversee a young adults network in the diocese that enables young people to participate and have a voice in the issues and services that affect them at a local and national level.

- To engage in, and help shape partnerships, policies and politics:
 - Maintaining a grip on Government and Church legislation
 - Shaping and implementing policy
 - Working in partnership with others service providers locally, regionally and nationally

ADDITIONAL POLICY GUIDANCE

In any school, policies should reflect the schools unique ethos and values.

In a church school policies must reflect the church school foundation and its Christian values and beliefs and detail how these are lived out in the day to day running of the school.

This is particularly important in policies such as; Inclusion, SEN, G&T, Sex and Relationship, Behaviour, etc.

It is equally important to ensure that policies dealing with staff matters reflect the Christian ethos of the school.

Included in the appendices of this handbook are the following policy guidelines:

- Sex and relationship policy
- Collective Worship policy
- Racial Equality policy
- Religious Education policy

THE DIOCESAN RESOURCES CENTRE

The Diocesan (Education) Resource Centre is on the ground floor of the Old Deanery in Wells. It is open for anyone who either lives or works in the Diocese of Bath and Wells.

The Resource Centre has:

- over 6,500 books
- cassettes, CDs and CD Roms
- slides and over 600 videos and DVDs
- OHT
- posters
- training packs
- study packs
- boxes of artefacts from world faiths

The staff at the centre are extremely experienced and knowledgeable and will spend time with you to make sure that you get the resources that you require.

We are constantly updating our resources and new resources are regularly reviewed in our newsletters and on the website.

www.bathandwells.org.uk/resources/index/php

You may borrow up to ten items at a time. Loan periods are flexible, but there is a fine system for overdue items of 5p per item per day to encourage people to respect the deadlines!

Long distance borrowing:

All items are catalogued on the Bath and Wells website and can be ordered over the phone or by email – resourcecentre@bathwells.anglican.org. These items can then be sent to you via the postal system if you are willing to pay the costs. Alternatively you can have items delivered to and returned from your nearest public library – please telephone us for details of this service.

There is a section of the website where resources are listed under each of the KS1 units in Awareness, Mystery and Value – the RE agreed syllabus and KS2 units will be completed soon.

For more information on any of the above please contact Sue Bloomfield.

Education Department Publications

The department produces its own materials for use in schools and these can be obtained from the Resource Centre. At the present time these include:

The Easter Pack	£10
The Christmas Pack	£10
The Pentecost Pack	£10
Harvest	£3
All Hallowstide	£3
Mitres and other Matters	£10
Planning for Collective Worship	£10

Websites

The Education Department recognises the benefits from using current websites in the areas of School Leadership, Religious Education and Collective Worship. Below is a list of some recommended sites.

www.natsoc.org.uk

The National Society, with links to collective worship, church school inspection, church school legislation

www.bathandwells.org.uk

Site for the Diocese of Bath & Wells; see links to education and resources

Useful sites to support RE and collective worship:

www.request.org.uk

www.REonline.org.uk

www.culham.ac.uk/cw/

www.re-xsucsm.ac.uk

APPENDICES

'That they may have life, life in all its fullness'
John 10:10



Diocese of Bath & Wells
Changing Lives, Changing Churches for Changing Communities



Diocese of Bath & Wells

Changing Lives, Changing Churches for Changing Communities

**WHO'S WHO IN
THE EDUCATION DEPARTMENT**

Providing Services for Children & Young People

'That they may have life, life in all its fullness' John 10:10

*The Old Deanery, Wells, Somerset, BA5 2UG
Tel: 01749 670777 Fax: 01749 674240*

<http://www.bathandwells.org.uk>

Church Terms – A Quick Guide

Archdeacon	In charge of a particular area of the diocese known as an Archdeaconry. In this diocese, Wells, Bath & Taunton.
Bishop	In charge of a diocese e.g. Bath & Wells. Normally assisted by a Suffragan Bishop, e.g. Taunton
Bishop's Council	Often an influential body for shaping the work of the diocese, with Bishop's nominees and representatives of the Diocesan Synod.
Canon or Prebendary	Associated with the cathedral. This is often an honorary title, through there are also resident Canons who assist the Dean in the running of the cathedral, normally with a defined area of responsibility.
Dean	In charge of the cathedral. Can sometimes be in charge of a particular area of diocesan life e.g. Dean of Womens' Ministry.
DBF	The Diocesan Board of Finance: Propose the annual budget to Diocesan Synod, which is formed by two representatives from each Deanery Synod.
Rector / Vicar	Heads up a particular parish or group of parishes known as a benefice. Normally there is no difference in seniority, merely that historically the Rector would have kept the great tithes of the parish (quite valuable up until the 19 th Century).
Rural Dean	Heads up a local group of parishes and can play an important communication role between the diocese and local clergy.
Senior Assistant Priest	Currently where a second priest who has completed their 'curacy' or first post, but has chosen to come to a post where there is a colleague senior to them, either the Rector or Vicar. Normally they will have a defined area of responsibility, geographic or otherwise.
Synod	Means 'meeting'. The 'Synodical Form of Government' within the Church of England means that there are Deanery Synods which all parishes are obliged to send representatives; Diocesan Synod which has representatives from all Deaneries and General Synod which has representatives from each diocese, elected by members of all Deanery Synods within that particular diocese.
Team Rector	Heads up a Team Ministry, assisted by two or more Team Vicars. Normally the team is made up of several different parishes who have agreed to work together in a formal legal way.
Training Curate	Someone who has finished their training at college or on a course - is then sent to a parish, firstly as a Deacon, and then (normally after twelve months) as a priest. This normally lasts 3 - 4 years.

Diocesan Policies:

For examples of our current policies – please download from the Bath & Wells website www.bathandwells.org.uk – entering the site under the heading ‘Services for Children and Young People’.

- Collective Worship
- Religious Education
- Race Equality
- Sex and Relationships Education

ABBREVIATIONS USED

VC	Voluntary Controlled
VA	Voluntary Aided
LA	Local Authority
DDA	Disability Discrimination Act
DFC	Devolved Formula Capital
AMP	Asset Management Plan
IAN	Indicated Admission Number
DCSF	Department for Children, Schools and Families
LCVAP	Locally Controlled Voluntary Aided Programme
TCF	Targeted Capital Fund
BSF	Building Schools for the Future
SDP	School Development Plan
DBE	Diocesan Board of Education
SACRE	Standing Advisory Council for RE