



## *The Church in Wales*

# Education Review





# *The Church in Wales Education Review*

*Final report of the Church in Wales Education Review Group  
for the Bench of Bishops and presented to  
the Governing Body of the Church in Wales*

*The University of Wales, Lampeter, 17 September 2009*

*Chair of the Review Group: Mr Ian Miller  
Secretary and Report author: Dr David Lankshear*

The Most Reverend Dr Barry Morgan  
Archbishop of Wales  
Llys Esgob  
Cathedral Green  
Llandaff  
Cardiff  
CF5 2YE

Dear Archbishop,

It was an honour and pleasure to be asked by the Bench of Bishops to chair this review of the contribution of the Church in Wales to education.

The task of the Review Group has been made easier by the willing contribution of many people to its work and the working groups that it established. It is appropriate that, on behalf of the Review Group, I should extend thanks to all who have assisted our work including those who responded to the consultation. It is also appropriate that I should single out three individuals whose contribution was central to the Group's work and the recommendations now presented to the Bench of Bishops:

Penny Snowden, Education Support Officer, for her able and cheerful administration of the group's meetings;  
The Reverend Edwin Counsell, Church in Wales Education Officer and Diocesan Director of Education, Diocese of Llandaff for his enthusiasm and well-informed advice to the group's deliberations;  
Dr David Lankshear, Research Fellow, St Mary's Centre for his diligence in undertaking the research commissioned by the Group and for volunteering to take on the onerous task of writing our report.

We have been conscious throughout of the need for our recommendations to be realistic and achievable. We have identified timescales for action where appropriate and urge that a review of progress is undertaken in five years, so that the Church in Wales can measure what has been achieved and adjust its plans for the future.

In commending the report to the Bench of Bishops, the Review Group urges the church to reflect prayerfully and practically on the mission statement that we propose: 'Serving Christ through education in Wales'.

Yours sincerely,



Ian Miller  
Chair of the Education Review Group



Mr Ian Miller  
Chair of the Education Review Group

Dear Ian,

I am delighted that the Education Review Group has now completed its task and is now ready to report its findings and recommendations to the Bench of Bishops.

This is the first major report on our Province's work and involvement in education in modern times, and comes at a time when the political landscape of Wales is being re-shaped in the wake of devolved government. I believe it sets out very clearly that not only has the Church in Wales a voice and a stake holding in education, but the responsibility and aspiration for every child and young person for their future, and recognition of the true value in God's sight of all who are called to teach.

The outcomes of the Review are far reaching and pose a very real challenge to all of us who care for the well-being of children and young people in Wales. The issues you raise are both affirming and demanding of our Church, and also of the wider education and political community across Wales. My hope is that all will rise to the challenge.

Thank you very much for the considerable work that you and others have contributed to the process of the Review and I look forward to thanking the Review Group members individually for their contribution. I hope those who have contributed so much to the Review thus far will be able to play a part in its implementation over the next few years. The real work begins here.

Yours sincerely,

Llys Esgob, Lawnt y Gadeirlan, Llandaf, Caerdydd CF5 2YE  
Llys Esgob, Cathedral Green, Llandaff, Cardiff CF5 2YE

☎ 029 2056 2400

📠 029 2056 8410

✉ [archbishop@churcheinwales.org.uk](mailto:archbishop@churcheinwales.org.uk)

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# Executive Summary

The Review's final report presents a work programme for a five year period from the date of publication of the report. It is informed by research conducted for the Review, existing policies within the Church in Wales and the education service in Wales and the practical experience of all those who have contributed to the Review process.

The main themes are

- 1 The creation of a formal structure at provincial level to enable the Church in Wales to participate fully and effectively as a partner in the provision of education in Wales.
- 2 The strengthening of diocesan education teams and their oversight in leading education in the diocese and the management of the Church in Wales' contribution to that process in partnership with local authorities.
- 3 The creation of deanery working groups on education to develop the church's work with secondary schools, Further Education and university chaplaincy.
- 4 Clarifying the support that the Church in Wales offers to all schools and its areas of specific curriculum interest.
- 5 The development of Church in Wales schools in terms of the quality of the education that they provide, their identity as Christian communities of service and their contribution to the educational provision in Wales.
- 6 The development of chaplaincy in Further Education colleges and universities.
- 7 The support of the Christian vocation to teach and to serve within schools and colleges.

Although these themes have been numbered in this presentation, this should not be understood to indicate a hierarchy of ideas or a priority within the work. All the themes are important.

The detailed recommendations are presented at the end of the chapter from which they derive. We repeat them in chapter nine where they are ordered:

- according to the institutions to which they are addressed;
- within that grouping in the order in which the Review Group believes that they could be achieved.

The final recommendation calls for a small working party to be created in five years time to report on the progress that has been achieved towards the full implementation of the recommendations.

The Review proposes that this work should be underpinned by the Mission Statement  
*“Serving Christ through education in Wales.”*

# Introduction

1.1 To be involved in education is to work within an environment where the sense of tradition is strong, but the need for change is a recurring theme. Changes are needed because of changes within society, such as the growth of new technologies. Change is needed because of developments in human knowledge and the way in which such knowledge and the skills and understandings that accompany it can be communicated to children and young people. However the most important driver of change is the needs of the pupils themselves. Education has a role to play in providing pupils with all that they will need to become adult members of society in the context of their aptitudes and abilities and their present level of maturity. Those seeking to lead or guide education have also to remember that while many of the desired outcomes of education are expressed in terms of the future, the pupils are children and young people now and are entitled to a life as a child or young person and are not just adults in training.

## Partnership with parents and families

1.2 While these understandings of education have guided the work of the Review, in seeking to reflect on the Church in Wales' contribution to education in Wales, we have also been guided by the traditions that we have inherited and the current commitment to the work of schools and colleges. This is expressed, for example, in the statements included in his presidential address to the Governing Body by The Most Reverend Dr Rowan Williams, then Archbishop of Wales speaking on education in April 2002.

### *Extracts from the presidential address to the Governing Body given by The Most Reverend Dr Rowan Williams on 10th April 2002.*

If we are properly confident in our faith, we shall be glad to venture it in the realm of statutory education, and glad to encourage other faiths to the same task.

The discussion of 'faith schools' should be part of our general reflection on how we should be involved in the whole pattern of state education.

If education is going to equip us for society as it is, it shouldn't just be treating us as abstract people who have no loyalties and beliefs to start with, but as people who already have affinities with living communities of concern.

Responsible Religious Education is about helping students see why religion is a serious, deep matter.

The remit of the Review Group was contained in our terms of reference

### *Church in Wales Education Review - Terms of Reference*

To review the contribution of the Church in Wales to the education of our nation, making proposals for the further development of this role and relationship with Wales as a learning country.

In assessing the contribution to lifelong learning in Wales today, the Review Group should consider...

1. The role of the Church in Wales as a stakeholder in education in Wales, including the dioceses and their use of diocesan trust funds.
2. The impact, standards and effectiveness of Church in Wales schools in serving the children and young people of Wales and their communities
3. The personal and professional development of teachers and school leaders
4. Structures of pastoral care, support and nurture in Further and Higher Education

## Structure of the main committee and sub-committees

1.3 The Review Group held its first meeting on 22<sup>nd</sup> November 2006 at the Dean's Library, St Asaph. The full membership of the group is listed in Appendix A. At the first meeting the Review Group set up four working groups. These groups focussed on:

1. Primary schools
2. Secondary Schools
3. Further and Higher Education, Initial and On-going Teacher Training
4. Education and the local church community in Wales

For details of the Chairs and Link Diocesan Directors of Education for each of these groups see Appendix A.

1.4 Further meetings of the Review Group were held in March, July and October 2007 and February, May and November 2008 at which the final recommendations of the Review were agreed. The Review was formally launched with a presentation to the Governing Body of the Church in Wales on 12<sup>th</sup> April 2007 and its work is completed with the publication of this report.

## Information gathering process

1.5 The following collections of data and views have been undertaken at the request of the Review Group by its Research Officer.

- Interviews with every Diocesan Bishop and Diocesan Director of Education in the Church in Wales
- A survey of parental views.
- A survey of the views of PCC secretaries.
- A survey of the views of clergy.
- Examination of school brochures and admissions policies.
- Parental focus groups.
- Pupil focus groups.
- A survey focussing on the vocation to teach.
- Collation of data in the public domain from diocesan and local authority web sites.
- Collation of school performance data.

A survey of the views of teachers in Church in Wales schools on educational issues was also attempted but the response rate was so low that the results have not formed part of the data considered by the Review Group.

1.6 All these activities have been reported to the Review Group through a series of papers from which data has been used in this document. Over the period of the Review some of the data may have changed slightly, but as much care as possible has been used to ensure that the data was accurate at the time when it was first reported to the Review Group.

1.7 In June 2008 the Review Group published a Consultation report and invited responses from a wide range of individuals, groups and institutions. During the consultation period representatives of the Review Group also held informal discussions with representatives of a number of the key organisations whose involvement will be essential during the implementation of the Review's recommendations. 43 individuals or organisations responded to the consultation using the report form provided with the consultation document and a further five provided responses in the form of letters. A summary of the responses to the consultation document is provided within each of the chapters of this report. A list of those who responded is provided in Appendix C.

1.8 The Church in Wales has a major commitment to the support of education within the principality. This is principally expressed through;

- the time that is given by many Christians to the support of all schools in their locality;
- the number of Christians who express their own discipleship through the work that they do in schools and colleges as teachers, as members of staff or as volunteers;
- the work of the Church in Wales clergy;
- the development of Church in Wales schools and Trinity University College, Carmarthen;
- the work done by those inspecting Religious Education and school worship in Church in Wales schools
- the support provided, particularly to Church in Wales schools, Religious Education and school worship by Diocesan Education Teams;
- chaplaincy in Further and Higher Education;
- pre-school provision.

1.9 The experience of all this work informs what appears within this document. At various points within the text different aspects of the work listed above will be addressed in more detail. Within some chapters there are stories or descriptions of situations which are included to illustrate the ideas contained in the main text. These are drawn from the experience of members of the Review Group, diocesan education teams or those who responded to the consultation document.

1.10 We are aware that one of the consequences of the consultation process is that, in some places, progress has already been made towards the implementation of some of the recommendations that appear in this document. We welcome and are encouraged by this and the general support that our emerging recommendations received. As a result, while we have not significantly altered the approach that we outlined in the consultation document, we have developed some of the ideas in more detail and adjusted others to reflect concerns that were expressed to us. Between November 2008 and January 2009 we have also undertaken a further very limited consultation on the new list of recommendations that emerged from our final formal meeting.

1.11 We have given consideration to the wording of a mission statement that would encapsulate the essence of the work of the Church in Wales within statutory education in Wales and propose that the Provincial Board for Statutory Education (see Chapter 2) should adopt

*“Serving Christ through education in Wales.”*

## Recommendation

1. We recommend that the mission statement “Serving Christ through education in Wales” should be adopted by the Church in Wales for its work in education

## 2. The Church in Wales and Education

2.1 The Christian Church has a long history of involvement with education in Wales. From the time of the early institutions, established by the Catholic Church before the reformation and centred on religious houses, through to the time of Griffith Jones to the present, the Church has had a significant influence on the development of education in the country. The Church's role has, at times, caused controversy, but its commitment to the children and schools of Wales, both before and after disestablishment, has remained constant over the centuries.

2.2 A reading of the history of the establishment of Church Schools in Wales reveals the real dedication and commitment of those who became the original trustees and benefactors of these schools. Nowhere is this better summed up perhaps than in the words of the Rev. Morris Latimer Jones of St. Peter's Parish in Carmarthen as the foundation stone of the Church School was laid in June 1869 : *' We are here for the purpose of doing good and, God willing, we will never lose sight of that purpose'*

### **Griffith Jones of Llanddowror**

**Griffith Jones was rector of Llanddowror in Carmarthenshire in the early eighteenth century and one of the earliest pioneers of Church education in Wales.**

**Inspired by the belief that everyone should have the opportunity to read the scriptures, he was the main instigator of the Circulating Schools movement. Thanks to this, between 1737 and 1761 there were 3225 schools in 1600 locations, made up of more than 200,000 scholars. This movement reached, therefore, half the population of Wales and adults as well as children attended. Supported by rich patrons, the movement made the scriptures available to the people in their native tongue. This is one of the earliest examples of literacy for the masses. So well known did the work of Griffith Jones become that Catherine the Great of Russia sent emissaries to Wales to investigate the methods used by Griffith Jones and the teachers of the Circulating schools. The Circulating Schools movement came to an end when the will of its major patron (Madam Bevan of Laugharne) was contested over a period of thirty years in the Chancery Court.**

2.3 The story of Church schools has its roots more than a century before the foundation of the school in St Peter's Parish, Carmarthen. Griffith Jones (who began his work in about 1736) and the movement for the establishment of circulating schools brought education to the working classes in an unprecedented way and were widespread throughout Wales. The focus was on reading and the learning of scripture in order to 'save souls'. By the end of the eighteenth century, these schools had, to a large extent, died out. However the Anglican Church's commitment to bringing education to the people was still very real. The National Society, devoted to the provision of schools and resources, was founded in London in 1811. The Church provided 230 schools in Wales by 1826 and 336 by 1831. The 1851 census showed that Anglican Schools provided instruction for 11,000 children between the ages of three and ten years within Wales. This meant that the church was providing for one third of the total number of children in education. The years after 1850 saw a strengthening in the power and fortunes of the established church as the governing classes of the coalfields and other heavy industry began to be associated with the church. The Church schools of the Llandaff Diocese are still placed to the south of the M4 representing the Church domination in the south of the County of Glamorgan and the prevalence of non-conformity in the valleys to the north. Very often these industrialists and wealthy landowners from all over Wales were the benefactors of Church schools as they sought to educate their workforce.

2.4 The education report of 1847, the 1848 revolutions and the Chartist and Rebecca Riots of the time, as well as a horrific cholera epidemic in 1849-50, proved to be a driving force for education in Wales. For example, the beginnings of the Llandaff Diocesan Board of Education are found at this time under the direction of Alfred Ollivant and this saw the number of church schools in Glamorgan grow from 48 in 1851 to 112 in 1868 and those in Monmouth from 56 to 97.

2.5 The Education Act of 1870, which sought to provide elementary education for all, meant that a concerted effort was made to provide education for all children under the age of 11. The number of schools provided by the School Boards rose rapidly. However controversy arose when the government brought forward proposals to bring church schools and Board schools together under one system under the leadership of Local Education Authorities. The 1902 revolt was unique to Wales but very significant in terms of the place of Church education. At that time, the majority of schools were affiliated to the Church and there were at least 300 school districts where the only elementary education available was through the local Anglican schools. However, two thirds of the population saw their religious allegiance as being non-conformist. Therefore, there was significant opposition to the Balfour Education Bill which related to the funding of schools. Many objected to giving money to support the work of the Church of England. This was a bitter battle and its legacy still prevails, most notably in the areas of Wales where there are very few Church schools. Disestablishment of the Church in 1920 went a small way to overcoming these issues.

### **Founding a Church School**

**Research into the founding of Church Schools in Wales during the nineteenth century reveals that the people behind their establishment were highly motivated individuals who saw the education of children as being essential to the pupils' spiritual well being as well as necessary to the development of the skills needed in a fast changing world. The Industrial Revolution and the increase in the urban population were major factors in the drive to provide new schools and a study of the School Trust Deeds of the nineteenth century reveals a high level of involvement from Church Clergy and Parishioners. These benefactors were very specific in the aims that they had for these new Church schools. As was said at the opening of Priory Street Church School in Carmarthen in 1869, 'we are here for the purpose of doing good, and God willing, we will never lose sight of that fact' and 'the church school is planted here that education shall be associated with religious truth and that education shall be of the highest character'.**

**Many of our schools still proudly reflect the values and aims promulgated by these pioneers and these powerful intentions continue to remain relevant to the Christian mission of Church Schools in Wales today.**

2.6 The Education Act of 1944, which created the three tier structure of primary school, secondary school and Further Education that we have today, also provided the option of increased funding for Church schools through the establishment of Voluntary Controlled as well as Voluntary Aided Schools. It was this same Act that made Religious Education and a daily act of worship compulsory in all schools.

The process of rationalisation of school provision, begun following the 1902 Act was given further impetus in the process of implementation of the Education Act 1944. The Church in Wales has only been involved in the establishment of secondary schools in very limited numbers.

2.7 In the period since the Education Act 1944 was passed they have been many changes to the organisation in Wales, including the introduction of comprehensive education, but the basic structure created in 1944 has remained. In 1988, with the passage of the Education Reform Act, provision was made for a National Curriculum and for regular external assessment of pupils' progress. The way in which schools were managed financially was also changed. In 1998 the Schools Standards and Framework Act clarified the position of schools with a religious character within the overall provision of schools and created the category of Foundation schools.

2.8 Throughout this period, in order to be able to respond effectively to the changing nature of educational provision and the new understandings of children's needs that develop within the provision of education, all dioceses have a committee within their formal structures that has the

oversight of the work with schools and other parts of the statutory provision. This committee is usually referred to as the Diocesan Board of Education, but there is no consistent practice in the use of this title. For the purposes of our report we are using 'Diocesan Boards of Education' to cover the committee structure within the diocese dealing with these matters.

2.9 In 1999, the National Assembly for Wales was formed and a new era for education in Wales began with the development of new systems and a new curriculum for the country. Virtually all central government responsibilities for education and training were devolved to Wales at that point.

2.10 While these developments have been welcome we need to draw the attention of both the Welsh Assembly Government and the Church in Wales to a significant discontinuity in legislation which if it is not addressed may affect the future effectiveness of the partnership between the state and the Church in the provision of Education. In England where the Anglican Church is still the Established Church the framework for the partnership between church and state in Education is provided for by the Diocesan Boards of Education Measure, 1991. This measure approved by church and parliament formally establishes the Diocesan Boards of Education and the post of Diocesan Director of Education. Since 1991 successive governments have amended the Measure to ensure that it continues to be in line with current education, particularly in the context of the roles and responsibilities of the Diocesan Director of Education and the Diocesan Board of Education. As a result there is a clear understanding of the roles and tasks undertaken by the church within the education system. In Wales most of these tasks have been assumed to exist as they are necessary to the effective working of the partnership, but if they are not formally acknowledged and developed as legislation changes over time, difficulties and disputes may easily occur. The Church in Wales and the Welsh Assembly Government need to work together in order to ensure that the roles of Diocesan Boards of Education are clearly understood. To assist in this process we have included extracts from the Diocesan Boards of Education Measure 1991 that deal with the roles of the Diocesan Director of Education and the Diocesan Board of Education as Appendix D.

2.11 We have two particular proposals to add to the general points that have been made in the previous paragraph. Firstly we have noted the impact of the publication by the Department for Children Schools and Families in England of *Faith in the System*, which is a joint statement with all the religious groups involved in the provision of publically funded schools in England on the role and importance of this partnership. We suggest that the Welsh Assembly Government could meet with representatives of the Church in Wales, the Roman Catholic Church and other denominations and faiths to consider the extent to which a publication in Wales would help to clarify the way in which faith groups engage with and support schools and learning in Wales.

2.12 Our second proposal addresses the differences between the colloquial phrases often used in the media about Church in Wales and Roman Catholic schools and the phrase used in law to describe such schools. We believe that the use of the colloquial phrase 'faith schools' contains judgements about the nature of Christian schools which are not borne out by the facts. We prefer the phrase *schools with a religious character*, which stems from the School Standards and Framework Act, 1998, and more correctly describes the role of Christian schools within the education system. It would be helpful in maintaining clarity and avoiding conflict in the system if all statutory and church bodies could use the description enshrined in law rather than that used in some areas as a shorthand way of referring to schools which are serving the nation's children.

2.13 The advent of the Welsh Assembly Government and its impact on the education system in Wales calls for a rethinking of the way in which the Church in Wales organizes its involvement in the development of educational policy and the way in which the National Society supports the Church in Wales in this work. Until 1999 The National Society provided representation in Westminster for the concerns of the Church in Wales about legislation and the administrative

decisions that flow from changes in legislation and policy. In order to do this effectively National Society officers attended meetings of the Diocesan Directors of Education in Wales and provided similar support for the dioceses to that provided to English dioceses. Since 1999 the effectiveness of this way of working has changed with the focus for policy and administration moving increasingly from London to Cardiff.

2.14 It is clear to the Review Group that the Church in Wales, as a full partner in the education system of the country, must now be in a position to develop its own responses to the legislative and administrative policies of the Welsh Assembly Government and must be in a position to participate in their development. This implies that it must be able to develop policy in the name of the Church in Wales as a whole and to negotiate on the basis of this policy with the Welsh Assembly Government and its other partners in the education system. Currently this is achieved through the termly meeting of the Diocesan Directors of Education with the Provincial Education Officer (who is also Diocesan Director of Education for the Llandaff Diocese).

2.15 Up until now this arrangement has worked well, but it has the disadvantage of any informal arrangement, in that there is no clear accountability for the joint work that is done, nor is there a system of ownership of their policies by the Church in Wales as a whole. For these reasons we are recommending the creation of a formal structure at the provincial level to take responsibility for the Church's national framework of policy and for those important practical issues that are currently undertaken by the Diocesan Directors of Education jointly, on their own authority, such as the system of inspection under Section 50 of Church in Wales schools. This is not to suggest that the Diocesan Directors of Education are in need of supervision in the work that they do for the province as a whole, but rather that the work is becoming so important that it is time for the Church in Wales as a whole to support and own the work and to embed it securely within the Church's structures. For the purposes of this report we are referring to this new body as a Provincial Education Strategy Group. It is not the name, but its work and channels of accountability which are important. We propose that this accountability should be to the Bench of Bishops.

### ***Proposed membership and role of the Provincial Education Strategy Group***

#### ***The membership of the Group could be:***

The Bishop responsible for Education (Chair)  
One representative of each diocese nominated by the Diocesan Board of Education  
(probably the Chair of the diocesan Board)  
The General Secretary of the National Society

In attendance at meetings  
The Provincial Education Officer (Secretary)  
The Diocesan Directors of Education

#### ***The main tasks would be:***

- To develop educational policy for the Church in Wales in respect of its role in the statutory education system in Wales.
- To ensure that this policy is represented at the national level.
- To take responsibility for the Section 50 inspection system in Church in Wales schools.
- To maintain national data on the Church in Wales involvement in statutory education and to make this available to diocesan education teams and other parties with a legitimate interest in it.
- To oversee the development of the Religious Education Curriculum for Church in Wales schools.
- To support the work of Diocesan Education teams in their dioceses.
- To develop a national scheme for leadership development in Church in Wales schools.

2.16 Such changes will also affect the way in which the National Society supports the Church in Wales. It will continue to be important that the Church in Wales works closely with the Society in order to ensure that its work is related to what is happening in England and also that it can avail itself of the services that the Society is able to offer in relationship to the UK parliament in its role as a legislative body for the whole of the United Kingdom. In proposing the make up of a new Provincial Education Strategy Group we are including a role in it for the National Society, which is intend to give formal expression to the developing new relationship between the Society and the Church in Wales' educational work. We also suggest that the National Society should consider designating or creating a post with the title Deputy General Secretary (Wales) as a clear commitment to its changing role in respect of the support that it offers to the Church in Wales generally and to Church in Wales schools in particular.

2.17 These developments should be seen alongside our recommendations about the need to embed the role and responsibilities of Diocesan Boards of Education and Diocesan Directors of Education more clearly within both the structures of the Church in Wales and the legislative framework for education in Wales which are detailed in section Chapter 8 of this report.

## What our research tells us

2.18 Currently the Church in Wales provides 168 primary schools (representing 10.9% of primary schools in Wales), 3 Secondary schools and one shared secondary school with the Roman Catholic Church (representing 1.5% of all secondary schools in Wales). These schools educate 21,261 children and young people (4.4% of pupils in Wales) (Appendix B Tables 1-4)

2.19 A survey of Church in Wales incumbents suggests that they commit the equivalent of 3,760 working days to Church in Wales schools, 5,640 working days to community schools and 200 to Roman Catholic schools. In addition allowance should be made for the time committed by assistant clergy and diocesan team members to the enterprise of education in Wales. These figures imply that, on average, every cleric in the Church in Wales is committing at least half a working day each week of the school year during the year to work in schools. (Appendix B table 5)

2.20 The Review Group wishes to thank all those who have contributed to the gathering of data for the purposes of this Review and it believes that it is important that the information now in its possession should be used to create a systematic set of information about the Church's involvement in education that can be used by Diocesan Education Teams and diocesan committees and councils to inform their work.

2.21 However the collection of data about the work of the Church in Wales in education has proved to be more complex than expected. A number of factors contribute to these problems. These include;

- the pressure on the small Diocesan Education Teams, and their natural tendency to retain information in their memories rather than commit scarce time and energy to systematic record keeping;
- inconsistent policies across the Church in Wales as to the detail about Church in Wales schools contained in Diocesan Year Books;
- inconsistent policies across Local Authorities about the way information on schools is made available;
- the instinct of those organisations that hold data to protect its confidentiality, even from those with whom it should be shared, either on the grounds of confidentiality alone or from a fear of the impact of data protection legislation;
- the time pressure on teachers and other practitioners which limits their ability to respond to requests for information.

2.22 We received a paper from *Gwella* (Church schools inspection forum) which identified their desire to have better data on Church in Wales schools. We have shared some of their difficulties

and frustrations.

2.23 These difficulties have led us to recommend a role for the proposed Provincial Group in holding or accessing data on behalf of the Church in Wales and ensuring that this is shared with Diocesan Education Teams and others with a legitimate interest in it. Having a single body responsible for this should make accessing data, such as that on school performance easier than the current system where each diocese must seek it for their own schools.

## What the responses to the consultation tells us

2.24 In our consultation document our proposals for a Provincial Education Strategy Group were not clearly signalled, because to an extent these proposals crystallized through the consultation process. It became apparent to us as we discussed our proposals with various interested parties that the formation of a Provincial Group was the most effective way of securing the national status and the national initiatives that we believe the Church in Wales needs to ensure that it continues to be a dynamic and effective partner in the provision of education in Wales.

2.25 In terms of the tasks that were clearly identified the creation of a national data base was supported by 88% of all our respondents who used the response forms and the recognition of the roles of the Provincial Education Officer and Diocesan Directors of Education within the statutes of the Church in Wales by 81% of all respondents who used the response form.

## Conclusion

2.26 It is clear from the brief summary of the history of the Church in Wales in the education system in Wales and the current statistics of the Church's continuing involvement in the provision of schools that there is much to celebrate. We are concerned that the traditional Education Sunday focus on the work of schools and colleges which is linked to Septuagesima and therefore usually falls in late January is not well supported in some areas, both because of its timing and also the way the date changes each year because of its link to the date of Easter. We also note that in many places there are services towards the end of each school year particularly focussing on the needs of those who are leaving school and moving on to a new stage in their education or into the work place. We wish to propose that a Welsh Education Sunday be considered to take place during the second half of September, to celebrate the work of schools and colleges at the beginning of the academic year and possibly incorporating the commissioning of new teachers, staff and governors for their work or sending out those who are going on from school to colleges of Further or Higher Education.

2.27 It will also be apparent from the history outlined at the beginning of this chapter that the National Society will be celebrating its bicentenary in 2011. This is a remarkable achievement in the service of education and it is proper that these celebrations should reflect the full range of its work. Therefore we wish to ensure that during this year the work of the National Society in Wales is reflected in the events.

2.28 The whole of this chapter has focussed on the role of the Church in Wales as a partner in the education system in Wales. We have drawn attention to some of the challenges that face the church in continuing to develop that partnership in the future. Partnership in the provision of schools carries many responsibilities. If the partnership is to be dynamic it must be prepared to embrace change; change in the nature of schooling, change in the way that schooling is provided and development in the quality of the educational experience for all children in Wales. Much of what will be said in future chapters address these topics, but it is important to state at this stage that the Review Group is committed to a view of the Church in Wales' contribution to

the national education system that is growing, not declining. In this context we would expect that in reorganisations of school provision in response to the growth or decline of child populations in different areas, while there may sometimes be closures of Church in Wales schools where they are no longer viable, there will also be new Church in Wales schools or new ecumenical schools with a strong Church in Wales presence. In making these comments we assume that all parties to any Review of school provision will be committed to approaches which take a strategic view of education. Given the commitment of the Church in Wales as a whole to bilingualism we see no reason why there should not be new Church in Wales schools that use Welsh as the medium of instruction for some or all of the pupils attending.

## Recommendations

2. We recommend the creation of a Provincial Education Strategy Group. The group should consist of the Bishop who has the lead responsibility for Education (chair) and one representative of each Diocesan Board of Education. The Diocesan Directors of Education and the Provincial Education Officer should be invited to attend all meetings of the Board.

3. We recommend that the Provincial Education Strategy Group should be responsible to the Bench of Bishops for the framework of policy that guides relationships between the Church in Wales and its partners in the provision of education at the national level and for taking such initiatives at national level as may be most expedient for support of the development of the work of the Dioceses in this field.

4. We recommend that the General Secretary of the National Society should be a member of the Provincial Group in order to recognise the historic and continuing role of the National Society in Wales and ensure that there is co-ordination of policy on legislative matters.

5. We recommend that the Provincial Education Strategy Group should have responsibility for the work of the Provincial Education Officer and such other staff members of the provincial schools team as may from time to time be appointed.

6. We recommend that the Provincial Education Strategy Group should take responsibility for the co-ordination of 'Section 50' Inspections in Church in Wales schools at the provincial level.

7. We recommend that the Provincial Education Strategy Group should take responsibility for the development of schemes of leadership training and succession planning for all involved in the work of Church in Wales schools. (See paragraph 3.44)

8. We recommend that the data collected on behalf of this Review Group should form the basis of a data base on Church in Wales schools.

9. This data base to be held under the supervision of the Provincial Education Strategy Group within the provincial office, which will need to have sufficient resources to manage the data effectively and make it available to diocesan education teams and other bodies with a legitimate interest. A report on progress on this matter should be given to the Bench of Bishops within twelve months of the publication of this report.

14. We recommend that the Provincial Education Strategy Group should discuss with the Welsh Assembly Government whether opportunities may arise in the future to establish a clear definition of the roles and responsibilities of Diocesan Boards of Education in law.

15. We recommend that the Church in Wales should seek opportunities to develop new schools and new involvement in schools as a result of re-organisation imaginative developments in school structures or the development of the Church's contribution to the teaching of Welsh (see also recommendation 32)

16. We recommend that every diocese within the Church in Wales should have a formally designated Diocesan Board of Education.

17. We recommend the Welsh Assembly Government should initiate work with the Provincial Education Strategy Group and the Roman Catholic Church and other denominations and faiths to consider the extent to which a publication in Wales would help to clarify the way in which faith groups engage with and support schools and learning in Wales.

## 3. The School, the Parish and the Community

3.1 The Church in Wales is a committed partner in the system of statutory education in Wales. Therefore it is interested and concerned for the whole of education in Wales not just those schools for which it has a direct responsibility. This interest finds expression through a concern for the people, pupils, staff and volunteers, who work within the education system and also for certain specific areas of school activity. Therefore this chapter first addresses issues for all schools in Wales and then issues specific to Church in Wales schools.

### All schools

3.2 Schools exist to provide the best possible educational experience for all the children entrusted to their care. This means ensuring not only that the school meets the criteria set by national curriculum documents, examination syllabuses or inspection regimes, but also how the school finds the means to enable each student to reach his or her potential as far as possible, in the present and in the future. Schools can only achieve this aim by working in partnership with the parents and carers responsible for these children. Parents and carers provide the home in which the children are nurtured and in which they learn from their family and friends. Where this learning and the education provided by the school are closely related, then children are most likely to thrive. Everything that is written about schools in this and following chapters should be understood within this relationship of partnership between home and school. Having made this point it has to be accepted that schools have a responsibility to their pupils which may, at times, put this partnership with parents and carers under strain. Schools have to find the best ways of managing the potential conflict that arises when the needs of the pupils bring the school into debate with the views and beliefs of the parents. Church in Wales schools can expect to be supported in developing relationships with parents, carers and the wider community by the Church at local, diocesan and national level.

### Starting with the local

3.3 Relationships between the local church and the schools serving the same area are normally expressed in a number of ways of which the following are the most common.

- praying - local churches ensuring that the school and its needs are sustained by prayer within the church;
- befriending- the church's representatives establishing friendly and constructive relationships with the school's leadership;
- welcoming - encouraging local schools to visit the church as part of their curriculum or for services or other activities contributing to the spiritual development of pupils;
- contributing - being willing to provide people who can assist in the leadership of school worship, or as visitors for the Religious Education programme, or in other curriculum areas, or in other roles including membership of the governing body;
- pastoral support - being willing to provide pastoral support to individuals or to groups within the schools in response to school requests;
- linking – enabling and encouraging links between the school and the wider local community.

Not every church can contribute all of these, nor would every school wish to make use of them, but there are many examples of all these activities taking place

### How does the wider church support schools?

3.4 The support offered to schools by the Church in Wales is mainly focussed through the work of Diocesan Education Teams and in most dioceses by the 'Bishop's visitors' who work with them. In every diocese there is a Diocesan Director of Education (DDE) whose task is to provide

leadership to the education team, to represent the Church in and to education and to represent education in and to the Church. The DDE will need to ensure that parishes and deaneries are encouraged and supported in their work in education as well as working directly with schools. The DDE will also undertake the support of leadership teams in schools and the support of Religious Education specialist teachers in secondary schools. S/he will also provide support for school governors. In some dioceses s/he will have colleagues to assist with this work and to offer their specific expertise. A critical role is that of the Schools Officer, providing curriculum support for primary schools in the diocese. The Schools Officers will have a current or recent experience of schools and the curriculum, and could be a serving teacher sharing this role with the diocesan responsibility. Where those supporting the school curriculum are volunteers they may be appointed by the bishop and carry the title 'Bishop's visitors'. Usually the task of the Bishop's Visitor is to embody the bishop's pastoral concern for the schools in his diocese. In one diocese further support is provided to the DDE by a Buildings and Legal Officer.

## Inspection

Gwella is the body established in 2006 to oversee the statutory inspection of the Christian character of Church in Wales schools. The Education Act of 2005 reaffirmed the commitment in legislation to denominational inspection, alongside Estyn's common inspection framework. Gwella oversees the initial and ongoing training of inspectors, while liaising with Estyn to ensure the highest standards throughout the inspection process.

The Church in Wales has now embedded an inspection regime that overlays the Estyn process. Predicated on three Key Questions, it makes a judgment, first, on the impact of the school's Christian character on its learners, before going on to consider the effectiveness of the school's pastoral care and community context, with a final focus on the effectiveness of the school's leadership and management.

There is a high expectation of denominational inspectors, that they will be equipped to guide the school through inspection as part of an ongoing journey of school improvement. To this end, self-evaluation materials have been produced to guide schools.

Meanwhile, a positive relationship with Estyn is developing, with an agreed protocol for Church school inspection pending.

3.5 Amongst the other tasks undertaken by the Diocesan Director of Education will be supporting schools through the inspection process and ensuring that there are enough people who are trained to inspect the Religious Education in Church in Wales Voluntary Aided schools and the worship and school ethos in all Church in Wales schools. Inspectors trained in this way may also contribute to the work of the diocese in supporting all schools in these areas of the school curriculum. The work of Diocesan Education Teams in respect of all schools in Wales focuses on the following areas of the school ethos and curriculum.

## A. Collective worship

3.6 The Church in Wales supports Collective Worship in schools through:

- the work of local clergy in visiting schools to lead worship and in welcoming school visits to their churches for this purpose;
- the work of the members of diocesan education teams and, in some dioceses, Bishop's Visitors;
- statutory inspection of Collective Worship in Church in Wales schools and the framework that it supports for this inspection process;
- the significant contribution of expertise, support and resources through partner institutions and organisations (for example The National Society, Trinity University College, Carmarthen and charitable trusts such as the St Mary's Trust.)

3.7 The Review Group believes that worship in school is important as it contributes significantly to developing the ethos of the school, makes the values of the school explicit, contributes to the spiritual development of pupils and provides opportunities for pupils to learn about worship and have access to the great worshipping traditions of faiths in general and specifically those traditions which have been and continue to be important in Wales. Therefore we believe that the provision of school worship should continue to be a statutory requirement on all schools.

## **B. Religious Education**

3.8 The Church in Wales supports Religious Education within schools through:

- the commitment of its representatives on Local Authority Standing Advisory Councils for Religious Education (SACREs);
- the work of local clergy in visiting schools to contribute to the Religious Education curriculum, in welcoming school visits to their churches for this purpose and, where they have the expertise contributing to school based curriculum development;
- the work of the members of diocesan education teams (recognising in particular the work of diocesan Schools Officers) and, in most dioceses, Bishop's Visitors;
- the Religious Education syllabus that it has developed for Church in Wales' schools;
- inspection of Religious Education in Church in Wales Voluntary Aided schools and some Church in Wales Voluntary Controlled schools;
- the work of Trinity University College, Carmarthen to support teaching and learning in Religious Education;
- the significant financial contribution of charitable trusts such as the St Mary's Trust.

3.9 The Review Group is committed to encouraging high quality Religious Education that aims to enable children to learn about and learn from world religions and the distinct Welsh inheritance of religious practice and commitment. This should be an entitlement for all children in all schools in contemporary Wales. For children who are growing up within families or communities where faith is important, Religious Education should enhance their understanding of their beliefs. For children who are growing up in families or communities where faith is not important, Religious Education is important in helping them to understand what is significant in other peoples' lives. This should lead to better understanding within and between communities. For all students it has significance in terms of understanding the heritage and cultural richness that surrounds them in Wales and in the world. Those who deny the importance of Religious Education and Religious Studies risk denying their students access to this heritage.

## **C. Spiritual and Moral Development**

3.10 Spiritual and Moral development are cross-curricular topics and therefore one of the areas where the Church in Wales' specific interests in education touches the whole of the activity of a school. The Church in Wales supports the Spiritual and Moral Development of pupils in Welsh schools through:

- the commitment of its representatives on Local Authority SACREs, where they deal with Spiritual, Moral, Social and Cultural development;
- the work of local clergy in visiting schools to lead worship and in welcoming school visits to their churches for this purpose;
- the work of the members of Diocesan Education Teams and, in some dioceses, Bishops Visitors;
- inspection of Collective Worship in Church in Wales schools and the framework that it supports for this inspection process
- the work of Trinity University College, Carmarthen to support the nurture and development of teachers in a context of Christian faith and practice;
- the significant financial contribution of charitable trusts such as the St Mary's Trust.

3.11 The Review Group believes that the spiritual and moral development of all pupils is an important task to which schools make a significant contribution. It is concerned that there may be a tendency in some schools to believe - having focussed on this area during the 1990s - that the task can now be left to established custom and practice. The Review Group believes that spiritual and moral development contributes greatly to the education of the whole child, and that schools should be encouraged to share and develop best practice in this area. Diocesan Education Teams should be equipped to support them.

## **D. Education in Personal Relationships**

3.12 Relationships Education is not just what is discussed during personal, social and health education (PSHE) lessons, although it may gain a focus during these lessons. Rather it is what is learnt about relationships between people by being a member of the school community. It is not just about the relationships that exist between partners, but extends to relationships with members of the extended family, the work place and friends. It is not just about short term issues, but is rather about relationships that have the potential to last for life. Therefore it lies at the heart the school's contribution to the preparation of their pupils for adult life. The Church in Wales supports Relationships Education in schools through:

- the work of local clergy in visiting schools
- the work of the members of Diocesan Education Teams and, in some dioceses, Bishop's Visitors;
- identification of distinctive Christian character in Church in Wales schools and the framework that it supports through the inspection process
- the significant contribution of expertise, support and resources through institutions and organisations working in partnership with the Church in Wales.

3.13 The Review Group believes that more needs to be done to create frameworks for Relationships Education that take account of people's beliefs, encourages commitment to each other as human beings and develops the capacity for forgiveness and reconciliation as part of the essential nature of human relationships.

## **E. Environmental Responsibility**

3.14 For Christians the Biblical imperative to show responsibility towards the natural world and the riches that it provides begins with the earliest chapters of Genesis. Therefore schools will find ready support from the Church for programmes of teaching that encourage or develop responsible living in harmony with the rest of creation. Furthermore schools which take action to support such teaching programmes through active steps to reduce their energy consumption, or to ensure that new developments in school technologies or school buildings use sustainable approaches in their consumption of materials and in school design, will be encouraged. The Church in Wales supports good stewardship of the environment in schools by:

- encouraging its own schools to participate in schemes that promote environmental learning;
- ensuring that the buildings that it commissions are based on sustainable use of materials as far as possible;
- making clear the relationship between such work in Church in Wales schools and their Christian ethos.

## **F. Safeguarding children**

3.15 The Education Act 2002 places a duty on all governing bodies to safeguard and promote the welfare of the children in the school. Safeguarding needs to go beyond ensuring that children are physically safe. Children should be able to enjoy their education in a place where

they can feel confident and secure and where they receive respect as valuable human beings. This respect must extend to include their religious beliefs, if they have these or are being brought up within a family or a community which has such beliefs. The Church in Wales supports the safeguarding of children through:

- the standards that it sets for the people that represent the Church in schools and in other educational settings;
- the practices established in Church in Wales schools for safeguarding children;
- the work of the members of diocesan education teams and, in some dioceses, Bishop's Visitors.

3.16 The Review Group believes that, while there is good practice in many areas, more needs to be done to ensure that children are safe within the school environment. In particular it is concerned, in this context, that in a survey of over 30,000 13-15 year olds reported by Francis and Robbins in '*Urban Hope and Spiritual Health – the Adolescent Voice*' (Epworth, 2005) the authors reported that a significantly higher proportion of young people who claimed religious affiliation were worried about being bullied at school than those who claimed no religious affiliation. All schools need to take seriously any form of bullying that may occur in or around their school community. Following this research, school policies on bullying should recognise and respond to instances that have religious belief as a factor in the selection of victims.

3.17 In the paragraphs above, all of which have considered issues that affect all schools in Wales, we have indicated where the Church in Wales is engaged with the issues. We should not close this section without drawing attention to the number of members of the Church in Wales who express their Christian discipleship through their commitment to their work, whether as teachers, support staff, governors or volunteers, in schools of all types. We shall have more to say about this significant group in chapter 6.

## What our research tells us

3.18 In the previous chapter we made reference to the commitment of Church in Wales clergy to work in and with local schools. It is clear from this research that the fundamental relationship between the Church in Wales parish and the primary school or schools within the parish is clearly working effectively in most places. This was demonstrated both in our survey of PCC secretaries as well as our survey of incumbents. What was also clear is that the same is not necessarily true of relationships between parishes and secondary schools in their area. This is to be expected given that secondary schools serve wide areas and have many individual churches to which they could relate. It may be helpful if relationships with secondary schools are seen as a task for deaneries to co-ordinate, working through the churches best placed to represent them, either because of geographical factors or because it is clear that particular individuals have the gifts that particularly suit them for this work. If this work can be co-ordinated ecumenically this may be even stronger. (Appendix B table 8)

## Church in Wales schools

3.19 A number of the areas of support for Church in Wales schools are mentioned in other areas of this report, in particular in the sections on teachers and buildings. The Review Group has the expectation that all Church in Wales schools will be effective Christian communities dedicated to the provision of the best possible education in the service of all those children and young people in attendance. The church offers support to these schools through:

- the work of local parish clergy in visiting schools to lead worship, in serving on the governing body and in offering pastoral care to the staff, children and their parents;

- the work of members of the parish or local church community who give their time as members of the governing bodies;
- the work of the members of Diocesan Education Teams and, in some dioceses, Bishop's Visitors;
- inspection of Religious Education, Collective Worship and school ethos together with the framework that it supports for this inspection process;
- the significant contribution of St Mary's Trust historically through its funding of the Welsh National Centre for Religious Education and now through its funding of the St Mary's Centre at St Deiniol's Library.

3.20 One of the ways in which the nature of the school community can be communicated is through the school prospectuses or brochures that are published every year. As part of the work conducted at the request of the Review, the school prospectuses of 80% of the schools were collected and carefully analysed. The points discussed in the following paragraphs all arise from or are informed by that analysis.

## Parental choice

3.21 All Church in Wales Voluntary Aided and Foundation schools are the admissions authority for their school. This means the governors have the responsibility of determining the admissions policy of the school in consultation with the local authority. In some Voluntary Controlled schools similar powers have been delegated by the Local Authority which is the legal admissions authority for all Voluntary Controlled and Community schools. Many Church in Wales schools serve the village or area in which they are situated and where for many parents there is no realistic choice of school at primary level, because the issues involved in transporting young children to the next nearest primary school are too great. Other Church in Wales schools are in areas where parents have a choice of school. In such areas it is important that all parents are aware of the admissions criteria that the admissions authority for the school will apply in the event that the school has applications for the admission of more children than it can accommodate. It is unfortunate therefore that some Church in Wales schools do not include these criteria in their school brochures despite the fact that it is a legal requirement to do so. This may be because there is confusion between 'admissions criteria' and 'induction arrangements'. Induction arrangements which refer to when and how children are welcomed into the school community are important, but are not the same as the admissions criteria or policy. In order to aid parental choice, schools should review their brochures to make sure that they comply with the law in this respect.

3.22 We undertook a small project into the reasons why parents chose Church in Wales schools for their children. Responses were received from 708 parents from Church in Wales schools in two dioceses. Although most of the respondents came from schools situated where there is choice, 54% of the respondents indicated that the school that their child attended was their local school and 80% indicated that it was within two miles of their home (the statutory walking distance for primary children). Many of those respondents for whom this was the local school indicated that they were active members of their local church. This suggests to us that the dichotomy sometimes presented about schools with a religious character - either that they serve a local geographical area, or they gather children of Christian families from a wide area - is not in fact the case for Church in Wales schools. Parents' reasons for choosing a school for their child are always complex but two principal reasons were identified by three quarters of respondents. These are the distinctive Christian character of a Church in Wales school and the perceived 'high standards' of the school. The governing bodies and staff of Church in Wales schools will be aspiring both to demonstrate a clear Church in Wales religious character for their school and to achieve the highest possible standards of education for their pupils. They should be encouraged that such a high proportion of the parents share these aspirations.

## Admissions

3.23 The admissions criteria of all Church in Wales primary schools were examined in order to explore the extent to which different categories were being used to determine which children should be admitted, in the event of a school being oversubscribed. The admissions criteria of those schools whose brochures were not available or whose criteria were not included in the brochure were checked through local authority sources, usually their websites.

3.24 The data that follows needs to be carefully introduced. If priority is given to siblings of children already in the school then the nature of the school admissions is determined by the other criteria in use, because these will have been used to admit the first member of that family. If a defined geographical area is given the highest functional position in the criteria, then the school will serve all the local children whose parents wish them to come, in other words it is a neighbourhood school. Only if the school gives the highest priority to children of church attending parents and there are sufficient children of church attending parents to fill the majority of the places, could the school be said to be operating a policy that is selecting on the basis of religious affiliation.

3.25 Of all Church in Wales primary schools 77% give priority to the admission of children who live in the area that the school serves. Only 23% indicate that priority will be given to children whose parents attend church. In some of these schools, in practice, this may be only a very small number of children, and some of those who fall into this category may well be living locally, as is evidenced from our research into the reasons that parents give for choosing a Church school. It is important that those who seek to debate the role of Church in Wales schools within the education system take account of these facts.

### Admissions

**Despite falling roles across Wales, a number of Church in Wales schools are oversubscribed. This invariably leads to disappointment among parents who are not able to secure a place for their child in the school of their choice. Such a situation must be handled carefully and sensitively by schools and governors.**

**Urban secondary schools face a particular challenge, sometimes drawing their pupils from over 50 different primary schools. Finding the balance between serving the needs and wishes of students and their families, while ensuring that the school is not overloaded with pupils, is a task that governors and dioceses take very seriously.**

**The statutory appeals process is usually managed by Diocesan education authorities, and a core of expertise to handle school admission appeals has built up over recent years. Working to the Welsh Assembly Governments's Code of Practice, admission appeal panels have proved their worth, providing a sensitive and just process that is rigorous, even under the scrutiny of the Public Services Ombudsman for Wales.**

## Additional learning needs (ALN)

3.26 Our research has demonstrated that it is comparatively rare for the text of school brochures to make the links between the school's policies on children with additional learning needs, however these are defined, and the school's distinctive Christian character. This is surprising because it should be apparent that a school being founded and sustained on Christian values will demonstrate that they believe that every individual is a unique human being who is loved by God. From this it follows that the school will be seeking to provide a programme of education that is specifically arranged, not to the needs of the average in the class, but rather to the needs of each individual child with all their idiosyncrasies. The additional learning needs policy, which is needed in every school, is not something separate from the rest of the school's policies but should derive from the heart of them. (Appendix B table 9)

3.27 There should be no hesitation in a Church school about admitting those children with additional learning needs who meet the criteria for entry to the school or for whom the school has the space and the specialist provision. Every school should ensure that the admissions criteria reflect this willingness. It is our hope that Church in Wales schools will be active in seeking to develop their specialist provision. (See paragraphs 4.10 & 4.11)

## **‘Looked after’ children**

3.28 Children who are in the care of the Local Authority including those who are in foster homes need access to education on precisely the same terms as all other children. This means that where a Church in Wales school has an admissions policy which is driven by geographical location there should be no difficulty in such children finding a place in the school. Problems can occur where the school is oversubscribed or where the governors make their decisions on admission early in the year preceding the child’s planned entry into the school. These problems arise because some of these children may arrive in the area served by the school after the governors have already completed their admissions process.

3.29 Where the Church in Wales school has an admissions policy that gives priority to children whose parents are active in the Church, governors should ensure that the practical outworking of this policy does not produce a situation that discriminates against the admission of ‘looked after’ children.

3.30 ‘Looked after’ children may appear in the school’s area at anytime and it is important that their entry into school is as easy as possible. All governing bodies should ensure that their policies have been reviewed to ensure that the needs of ‘looked after’ children are properly reflected in them.

## **Welsh bi-lingual provision**

3.31 It is difficult to discern from the school brochures that we received whether there is a coherent and consistent policy of bilingualism across the schools in the Province as a whole. This is to be expected because Church in Wales schools operate within twenty-one of the local authorities in Wales and most Church in Wales schools serve the community around the school. Given that each authority is likely to interpret the overall policy of bilingualism to reflect the circumstances within their area, and each school needs to interpret the policies that it receives in the light of their immediate area and the needs of their pupils, it should not be surprising that the brochures are not consistent. Nevertheless we are concerned that there should be clarity on this issue within the Church in Wales. It is the view of the Review Group that all children in Wales by the age of eleven should be making substantial progress towards being able to converse easily in both Welsh and English and that, by the time that they leave full time education, they should have made substantial progress in bilingualism and appreciate the cultural richness and heritage of both languages and the different ways of thinking that the regular use of each language represents. To this end we believe that it would be helpful if all Church in Wales schools could review their school brochures to ensure that they contain not just the Local Authorities’ policy on bilingualism but also how, in the context of the school, progress towards these goals will be achieved. We accept that in some schools this may lead to a review of the balance of work in the two languages being shifted and we would be encouraged by that result where this means that both languages are taught more effectively. For detail on the number of Church in Wales schools using English, Welsh or both languages as the medium of instruction see Appendix B Tables 3, 5 and 6.

3.32 There is an aspiration within the Review Group that the Church in Wales should be able to extend the number of its schools where Welsh is used as the medium of instruction. This can only be achieved following the policy reviews suggested above, where it is apparent that

such a change is needed and supported by the parents, and working with the local authority and the Welsh Assembly Government. Larger Church in Wales schools may wish to consider the formation of two separate streams within the school, one using Welsh and one English as the medium of instruction.

3.33 The Church in Wales is a bilingual church and it should be clear to those who are involved in the planning of new provision that, where it is appropriate and supported locally, a new Welsh medium Church in Wales school could be as useful an addition to the range of parental choice in a locality as any other type of school being considered as an option.

3.34 In the responses to our consultation a small number of respondents drew our attention to the difficulties sometimes experienced by adults, who have not had the opportunity of learning one of the official languages of the country, in playing a full part in the school, as an employee, a volunteer or as a governor. Within a Church in Wales school we would expect there to be a spirit of encouragement and generosity towards those who are still learning one or other of the languages so that these difficulties are minimised.

## School Worship and Religious Education

3.35 These are areas in which Church schools may be expected to excel or at least to demonstrate significant commitment. While the school brochures may not give a true picture of the importance of these areas in the life of the school, it is disappointing that so little space is given to these topics in many of the brochures other than bland statements about the vicar coming in to school. School brochures represent the opportunity to communicate to parents and prospective parents that which is of greatest importance to the school. It is apparent from the research undertaken for this Review that many schools are not taking advantage of the opportunities that they provide. (Appendix B tables 9 & 10)

3.36 In particular, almost no school mentions in their prospectus the relationship between the school's programme of worship and the Anglican tradition, or the educational value and justification of worship within school. In paragraph 3.7 we present some of the ways in which the presence of well prepared and well resourced school worship adds value to the school as a community and to the educational experience of every pupil. We should not need to repeat them here as they will be well known in Church in Wales schools. However there is an additional benefit of worship within Church in Wales schools to which we feel the need to draw attention. Where the school has an explicit religious identity and good links with a local worshipping community, there is a strong argument for relating material (such as hymns, songs, prayers and responses) that is used in school worship with what is used in the Church. Where this is done it is likely to provide a resource of spiritual material on which children attending the school may build throughout their lives. In Church in Wales schools, that spiritual resource will reflect the Anglican tradition as it is given expression in both English and Welsh in Wales. We believe that in many such instances, the school's policy on school worship may cover these issues. If not, then we would expect those conducting the inspection of the Church in Wales schools under the Section 50 inspection arrangements to draw attention to this in their report. Where the problem is only a mismatch between the school's policy and practice and what is said in the brochure, this is a comparatively simple matter for the governing body to address.

3.37 We are aware that the Diocesan Education Teams, in particular through the work of Schools Officers and Bishop's Visitors, have taken initiatives to support and develop school worship within Church in Wales schools. We believe there is a significant need to undertake further work in this area to raise the level of understanding and practice in the field of school worship to a higher level. This can then be reflected in the school brochure and associated documentation.

## International Links

3.38 The Review Group is aware of the good practice that exists in many schools with regard to the development of international links with other schools. It is essential to the good education of all children that they become aware of the range of peoples and countries in the world and have an experience of contact with them. We hope that all Church in Wales schools understand the importance of such links and are active in their development. The Church in Wales is part of the world wide Anglican communion, which has a strong tradition in the provision of education wherever it is active. This provides a wealth of opportunity to develop international contacts ranging from highly developed societies such as the United States of America and Australia to many third world countries in Africa and elsewhere. Many dioceses have established relationships with Anglican dioceses in other parts of the world or with dioceses of churches that are in communion with the Anglican Church. It would seem natural that such links could and should be extended to include links between schools, where this is not already being done.

## School Performance

3.39 A key part of any review of schools is a consideration of their current performance. It will be clear that this Review takes a very broad view of the role of schools and therefore of the range of indicators that should be used to measure it. These include data on public examinations and test results alongside the outcome of inspection and a range of other measures. Unfortunately there are too few Church in Wales secondary schools to ensure that any consideration of their examination results would provide statistically significant comparisons with all secondary schools in Wales. This is not the case for Church in Wales primary schools. We are grateful to the Fischer Family Trust for making the Key Stage 2 results for the past three years available to us and to the Welsh Assembly Government for providing the approvals for this to take place. The results show that, for English, Science and Mathematics Church in Wales schools, as a group, have slightly higher 'Value Added' and 'Contextual Value Added' scores than other primary schools in Wales. Tables 11 to 15 in Appendix B also demonstrate that these statements remain true when schools are grouped according to type of area served or status. An analysis of the data for each diocese separately (tables 16 to 21 in appendix B) highlights some significant differences. They indicate that there are highly effective Welsh medium Church in Wales schools, but they also indicate areas where local authority and diocesan teams will need to increase their focus on supporting school improvement.

3.40 The situation with regard to the assessment of Welsh is more complex. This is probably explained by a combination of the proportion of Church in Wales schools in Welsh speaking areas and the comparatively small proportion of Church in Wales schools that use Welsh as the medium of instruction. A puzzling factor is that the scores for Welsh achieved by Church in Wales Voluntary Controlled schools are not as high as those achieved by Church in Wales Voluntary Aided schools.

3.41 The Review Group has been surprised to learn that this data on Church in Wales schools, even at the broadest level is not made available as a matter of routine to Diocesan Education Teams. If they had access to this data, preferably at the level of individual schools, they would be better equipped to work with the schools and with colleagues in local authorities to support and develop those schools whose performance needs improvement, and to encourage those schools whose performance is already satisfactory or better. We acknowledge the tension that exists between the need to collect data from schools only once and ensuring that what is confidential is respected on the one hand and ensuring that those who need the data to play their part in developing education in Wales have access to it on the other. Our experience suggests that the current solution to these issues is not satisfactory.

## School Leadership and professional development

3.42 It will be clear that the Review Group has high expectations of Church in Wales schools and by implication of the leaders within them. Leading a school which has the Christian faith at its core requires a clear understanding of the theology of leadership and how this is exercised as well as a clear understanding of how such phrases as 'respect for each individual as a unique human being, made in the image of God and beloved by God' may be reflected in the day to day life of a school. This does not mean that theological understandings can be substituted for high levels of professional competence in the leadership of schools but rather that these competences are informed by clear theological understandings in those who provide the best leadership of Church in Wales schools. These bald statements imply that there exists a programme of professional development which will enable teachers who aspire to or are suited to lead a Church in Wales school to develop personally and professionally to fulfil these responsibilities.

3.43 Much work has been done to ensure that there is a sound programme of professional development for teachers that equips them with the skills to lead a school. The Review Group is concerned to ensure that within this programme, or in ways that are complementary to it, those teachers who are best suited to leadership in Church in Wales schools are enabled to develop professionally. This development should aim to enable the teachers to reach the stage where their leadership will ensure that the school entrusted to them flourishes and that they experience the level of professional satisfaction that comes from a clear understanding that they have been enabled to fulfil their vocation.

3.44 We see two ways forward. Firstly the opportunities to include elements relevant to the leadership of Church in Wales schools should be built into existing programmes of professional development. This requires careful negotiation with current providers and sufficient space and flexibility within their programmes to allow for this aspect to be taken seriously. Secondly the Provincial Education Strategy Group should seek to co-ordinate and develop a nationwide programme of professional development for teachers working in or interested in Church in Wales schools that complements existing programmes from other providers. This would require there to be sufficient easing of the pressure from other types of professional development to make the space for teachers to participate. In practice we believe that these two ways forward are best understood not as alternatives but as complementary parts of a whole, which can be developed in partnership with the General Teaching Council for Wales and the National Professional Qualification for Headship Centre.

### **Church in Wales and Roman Catholic Diocesan Education Teams**

The strong collaboration between the Church in Wales and the Roman Catholic Diocesan Education Teams has been one of the ecumenical success stories of recent years. The statutory foundation of Church schools provides a shared agenda for the two churches, and with more than 250 schools serving over 50,000 pupils, the Church school sector is larger than any Welsh LEA.

The education teams meet together each term to share information and expertise. The scope of these meetings extends to all areas of education work, and officers from the Welsh Assembly Government and other partner bodies are frequent visitors.

Meetings with the Minister for Children Education, Lifelong Learning and Skills are another important feature, bringing together both the strategic and the operational aspects of the work of Diocesan Directors of Education and their teams across Wales.

## Working with Roman Catholic Schools

3.45 The Review Group welcomes the close working relationship between Diocesan Education Teams and their counterparts within the Roman Catholic Church. In particular we are very

encouraged about the development of St Joseph's Roman Catholic and Anglican High School in Wrexham, which we visited for our meeting in February 2008. We believe that such co-operation is very important. We hope that the close working relationships that exist will lead to further concrete areas of co-operation in the future, building on the example and experience of St Joseph's. The presence of Roman Catholic members within the Review Group demonstrates the importance that both churches place on this collaboration as well as being a further practical outworking of it.

## Recommendations

19 We recommend that every deanery area in the Church in Wales should establish a working group, perhaps working collaboratively with other deaneries, of people with appropriate experience of or ability in the relations between churches and educational establishments to co-ordinate the church's ministry to secondary schools.

20 We recommend that Church in Wales Diocesan Education Teams work in close partnership with Local Education Authorities to support the holistic personal development, spiritual development and academic achievement of all children in Church in Wales schools.

21 We recommend that Diocesan Education Teams should seek to ensure that their contribution to school improvement is clearly focussed on working with Local Authorities as catalysts for school improvement in Church in Wales schools.

22 We recommend that the Provincial Education Strategy Group seeks to ensure that Diocesan Education Teams have access to school performance data on a continuing basis.

23 We recommend that the Diocesan Directors of Education should produce Provincial guidance on the admissions process for Church in Wales schools. This should include guidance on the administration of admissions, the framing of admissions criteria and induction arrangements. Such guidance should be produced within twelve months of the acceptance of this report by the Bench of Bishops and that this should be circulate to every Church in Wales school governing body as soon thereafter as possible. The guidance should reflect the new codes on school admissions and admissions appeals currently being developed by the Welsh Assembly Government.

24 We recommend that within the new guidance on admissions criteria (Recommendation 23), Diocesan Directors of Education ensure that full guidance is given to governing bodies on the admission criteria as they apply to children with additional learning needs and 'looked after' children.

25 We recommend that the governing bodies of all Church in Wales schools review their policies on such matters as additional learning needs, to ensure that they are clearly placed within the framework of the identity and character of the school, as a Church in Wales school.

26 We recommend that Diocesan Education Teams set up a working group to review the practice of school worship in Church in Wales schools. The working group should develop a clear strategy to develop collective worship building on best current practice. Progress in this work should be reported to the Bench of Bishops within two years.

27 We recommend that training opportunities be provided for all Church school leaders to engage them in the exploration of the relationship between school worship and the Anglican tradition of worship and the educational justification for worship in school.

28 We recommend that the Diocesan Directors of Education produce guidance for Church in Wales schools to reflect their distinctive Christian character in their school's brochure.

29 We recommend that all Church in Wales schools, when they are planning or reviewing their international links with other schools, should consider how they may be able to use diocesan and parish links with others in the Anglican Communion as a starting point for creating links with other schools in the Anglican Communion.

30 We recommend that in the light of the above recommendations, all Church in Wales schools review the text of their school brochures to ensure that they adequately reflect the school's own practice and beliefs, set in a context of the policies of the Local Authority and the Diocese. Particular attention should be paid to statements in the brochure about Religious Education, Collective Worship, bilingualism and the school's admission policy.

31 We recommend that the Provincial Education Strategy Group should be responsible at national level for the active promotion of the policies outlined in Chapter 3 particularly those on Collective Worship (paragraph 3.7) and Religious Education (paragraph 3.9)

32 We recommend that the Church in Wales seek opportunities to open new Church in Wales' Welsh medium primary and secondary schools in places where there is a demand for Welsh medium provision. We also recommend that Church in Wales schools that are of sufficient size and do not currently provide instruction through the medium of Welsh should consider the possibility of creating a Welsh medium stream.

## 4. At all times and in all places: Engagement in difficult times

4.1 Much of what has been covered so far in this report has been focussed on the main education task of schools - that is education. In this chapter we wish to turn to a different area. That concerns those who are in need of help or who are undergoing times of crisis in their lives.

### The structure of pastoral care

4.2 Within the normal work of the school there will be times when the educational progress of a particular child will be weakened because of concerns that the child has either about some aspect of school life, or about what is happening to them beyond the boundaries of the school. Schools understand that if they are to help the child to succeed educationally they will need to have in place systems of pastoral care that provide the support that the child needs.

4.3 Every member of the school's staff is responsible for the pastoral care of the children in the school. In primary schools, much of the care will be focussed through the class teacher and in secondary school through the form tutor. This can be demanding work and, in the context of the training usually provided for those working in schools, one for which many staff feel themselves ill prepared. Schools need to consider how they ensure that their staff are equipped to undertake these supportive roles. Where arrangements have been made in a school for there to be a chaplain or a chaplaincy team, those involved in the work will be well placed to provide support in this area to pupils and staff.

4.4 We are aware that, following the Clywch Inquiry report prepared by the Children's Commissioner's for Wales, the Welsh Assembly Government is developing a school based counselling service, in the first phase focussed on secondary schools. Despite this welcome development, there will still be many members of staff who find themselves in quasi-counselling roles. While this is not ideal and can place a considerable strain on teachers some of the stress involved could be alleviated by having proper support systems in place for these members of staff

4.5 Schools also recognise that at times, in order to provide the support that a child needs, they may also have to provide support for the child's parents or carers. In primary schools this role often falls to the headteacher. In secondary schools it will be shared amongst a number of staff, and will usually fall to the individual member of staff with whom the parent has the closest relationship. This may be a role for which the staff involved feel ill prepared, whether they are a point of contact between the parents or carers and those best equipped to help and assist, or whether they act in a quasi-counselling role, because the need is urgent and there appears to be no-one else available. In these circumstances many may also lack the personal support that such work requires. Those involved professionally in counselling others will almost always have provision for 'supervision'; that is, someone who provides support to them personally and with whom they can share the burdens that have been shared with them by those to whom they have been offering support. Such a system of 'supervision' is often omitted from the informal 'counselling' work undertaken in schools whether this be with children or with their parents and carers.

4.6 Church in Wales schools should ensure that they have in place appropriate support for those who are in a supportive or quasi-counselling role for children or their parents. This pastoral care and support of those doing this caring may fall to members of the school's governing body, in particular those who have pastoral skills themselves. In Church in Wales schools this work will most usually be led by the parish priest. This is one of the reasons why the parish priest should not be the chair of governors as this may conflict with his/her pastoral role.

## Times of Pastoral Crisis

4.7 All educational institutions are about the people within them, staff and pupils or students. Without people, institutions have no purpose. Almost all educational institutions have within their aims 'the development of a community of learning' however that may be expressed. As all human beings experience difficult times when things go wrong or when there is loss or bereavement, so also institutions have times of stress and difficulty perhaps during times of change or when an accident or bereavement closely affects those who are part of the community of learning.

4.8 It is at times of crisis that the normal patterns of pastoral care within the school may come under great stress. Here the special expertise available from or through the local clergy can be engaged to help and support the normal systems of pastoral care outlined in the previous section. For example bereavement within a class is likely to affect the teacher as well as the pupils and it will be important that all those touched by the death are given help and support as they also strive to help and support each other. In this context some schools have found it helpful to develop protocols for such events.

4.9 In our recommendations in the previous chapter (recommendation 19) we proposed the formation of an education working group by each deanery conference. Such a group could form the means of providing additional help and support to schools at times of greatest need.

## Pupils with additional learning needs

4.10 Some Church in Wales schools have developed significant expertise in their care and support of children with additional learning needs (ALN). A number of teachers and headteachers have spoken of the positive impact on the school community of welcoming most children with ALN into main stream schools. This has helped to develop expertise among staff and, in some instances, brought a positive challenge to the values of the whole school. Headteachers and teachers have spoken of work with pupils with ALN as being a key part of their purpose as schools with a religious character.

### **Including pupils with hearing impairment in a mainstream Church school**

At the Archdeacon John Lewis Church in Wales Primary School in Bridgend, pupils with additional learning needs (ALN) are fully integrated into mainstream classes. The children have many and various additional needs; cerebral palsy, autistic spectrum disorder, social, emotional and behaviour difficulties, dyspraxia, specific and general learning difficulties, visual impairment and hearing impairment. Additional needs pupils flourish in a supportive and encouraging environment, while mainstream pupils learn to live, work and cooperate with others who are less fortunate and are empowered and equipped to live in a diverse society.

Having hearing impaired pupils in school has encouraged the whole school community to learn sign language. Pupils and staff have become more and more competent in British Sign Language as hearing impaired pupils have moved through the school. Teachers have also undertaken training to improve their knowledge. Sign language is used at all times and in all places throughout the school. Hymns and prayers, as well as conversations which may take place throughout the school day, are practised, spoken and signed.

An illustration of the competence and confidence of the pupils was shared by a very surprised parent. She and her child were in the checkout queue at a well known supermarket. The lady in front of them had a hearing impairment and was trying, without success, to communicate with the checkout operator who was finding it equally difficult to understand, and was getting very embarrassed and obviously ill at ease with the whole situation. The child stepped in and very confidently took charge of the situation. She assumed the role of communicator between the lady and the checkout operator and the problem was resolved.

4.11 The Review Group proposes that within the planning or the development of the Church in Wales school provision, consideration should be given to the possibility of some Church in Wales schools taking on particular responsibility for children with particular types of learning needs by the creation or further development of special units within the school. Clearly such responses would need to be developed in close consultation with the Local Authority and the local Diocese, so that the full financial and educational implications of such a step can be evaluated and appropriate planning undertaken.

## What our consultation showed

4.12 In our consultation document we highlighted two emerging recommendations, one concerning the issues around the pastoral care of children and the second concerning issues related to additional learning needs. The first of these received support from over 90% of respondents and the second from over 85%. In the responses that we received that did not make use of the response form there was also welcome for our proposals, as well as some helpful suggestions which we have tried to reflect in developing our final report. We have been particularly encouraged by the response of Local Authorities to this chapter.

### Recommendations

33 We recommend that the governing body of every Church in Wales school review its policies and arrangements for pastoral care to ensure that they understand how the carers within the school are themselves being given the support to undertake this part of their work effectively.

34 We recommend that the Deanery Education Groups consider what help and prayerful support they are able to offer schools at times of crisis.

35 We recommend that every support be given to Church in Wales schools in their work with pupils with additional learning needs (ALN). Recognising the existing good practice, we urge schools to look for opportunities to develop expertise in work with children with ALN and dioceses to strengthen partnerships in support of this. Consideration needs to be given to the practical resourcing and training implied in this statement.

36 We recommend that the Church in Wales, in conjunction with Local Authorities, looks into the possibility of establishing a school or unit that meets the needs of children with ALN in areas where that need is not met currently.

## 5. Beyond the school: Further and Higher Education

5.1 Government policy is moving in the direction of the involvement of all young people in continuing education at least until the age of 18 and for many beyond this age. Currently 263,000 students are enrolled in courses at Further Education institutions in Wales and there are 123,000 young people in Higher Education in Wales. The numbers of students involved in the areas of Further and Higher Education mean that the Church in Wales' commitment to both these sectors needs to be considered seriously. The two sectors are distinct in their approach to learning and the way in which they cater for the needs of their students. Their different approaches call for different emphases in the way in which churches organise the pastoral care and support which they offer to these institutions.

### Resourcing Further Education

5.2 Traditionally Further Education has focussed on providing vocational courses or alternate places to schools to take 'A' levels for those who need to change institutions at the age of sixteen. In some areas this work has developed into a much wider provision driven by local needs and has largely been offered to local students. A significant proportion of these students will have been combining their studies with working full or part time and living at home. It is natural therefore that the Church will have responded to these institutions at the local level. There is a strong case for this to be undertaken through the deanery rather than the parish or parishes in which the buildings of the college happen to be situated (recommendation 19).

5.3 The role of Chaplaincy, whether exercised by an individual or a group of Christians, within a Further Education College is conditioned by the nature of these institutions. Amongst the models commonly found are:

- focussing the Christian presence - that is, ensuring that there is a visible Christian presence within the institution to which Christians working or studying there can relate;
- Industrial Chaplaincy - that is, regarding the institution as a place of work and seeking to provide the ministry of Chaplaincy to all those working in the place and to the institution itself;
- pastoral care - that is, focussing on the pastoral needs of the whole community and working closely with or even as part of the college's provision for student counselling and support;
- visible and personal presence – that, is having a visible presence so that those who wish to talk with the chaplain or chaplaincy team are enabled to do so.

#### Chaplaincy in Further Education

FE Chaplaincy can be frustrating and/or joyful in almost equal measure. On two of the campuses of our very large FE College we run Christmas carols services in the reception area (largely because there's nowhere else big enough). I started them some years ago, with little hope that they attract much positive interest. Both have been astoundingly successful – on campuses that are determinedly secular. The organisation of one was taken over the following year by the Independent Living students and staff, resulting in every available space in reception and on the stairs being used – people hanging from banisters and peering round doors. It was – and remains – on both campuses a powerful and living witness of one of the most important functions of faith: to bring joy, hope and meaning in any context, place or time.

5.4 Many variants and combinations of these approaches seem to be operating effectively and we are aware of the range of practice that has been recorded by the Further Education specialist officer working within the Church of England's Education Division. We believe that the local deanery or deaneries working together are best placed to consider what is already happening in consultation with those working within the college. Where this is good it should be owned, encouraged and supported. Where it is in need of development then, using the range of possibilities as a resource, the college could be approached to explore how it feels that it can

best be supported through the development of Chaplaincy in the future. Such approaches may be supported by the Diocesan Education Team or by the Provincial Education Officer where there is a need to explore models that go across diocesan boundaries.

5.5 In order to be in the best position to support the deaneries with this work, we propose that the Provincial Education Officer should request assistance from the Church of England's specialist officer in Further Education in the provision of a range of models of chaplaincy in Further Education. This advice should be combined with examples of existing good practice in Wales, to develop a resource to assist those representing the deaneries in their discussions with local Further Education Colleges about the most useful and practical way of moving forward.

## Resourcing Higher Education

5.6 Traditionally Higher Education has admitted students only after they have taken 'A' levels and has usually provided a first experience of living away from home for most of its students. Students choose the University or College because of the appropriateness of the course being offered to their needs or talents and sometimes the attractiveness of the environment, even if this means moving long distances to study. Most of the students will study full time for a first degree after which they will move on to further study or to employment. This collegiate approach to education has usually meant that Chaplaincy has been understood to consist of appointing someone to a full time post to take full pastoral care of those working and studying in the institution, often including providing a pattern of worship within that institution.

5.7 One of the changes that has been taking place in Higher Education concerns the way in which students are funded or are funding themselves. This has led to a pressure on students to fit more into their day, perhaps combining part-time work with their studies. Similarly staff, particularly those whose principal role is teaching, are under pressure to be more flexible in their working practices to accommodate the changes in student availability and also to accommodate the needs of mature, part-time and distance learning students. Staff whose main role is in research will be under great pressure not only to conduct the research for which they have funding, but also to bring in further funding to ensure the continuity of their own work and that of their unit or department. It is particularly important that, as students and staff come under ever greater pressure to fit more work or study into their day, the pattern of worship and more generally the chaplaincy provision ensures that time and space is available for reflection generally, and a consideration of how what is being done can reflect and inform the individual's beliefs.

5.8 In some institutions the Chaplain may also contribute to the teaching where they have the appropriate educational background and this is seen as appropriate by all concerned. Such Chaplains while working in a geographical area do not always seem able to make regular contacts with the clergy working in the local parishes, often not being active members of the local chapter or fraternal, and may feel a sense of isolation from their church as a whole, except through the contact that they have with their bishop.

5.9 In what has been written so far it might appear that we understand chaplaincy in higher education in purely denominational terms. This is not the case. In many institutions of Higher Education, chaplaincy will be inter-denominational and at times multi-faith. The precise ways in which these arrangements are created will reflect the needs of the institution, the resources available and the best person or persons to provide chaplaincy. It is more important that the person best suited to the work is appointed, regardless of their denomination, than that someone less suited to the work is appointed simply because their particular denomination fits with the traditions of the institution or the sources of funding. Whoever is undertaking the role, sustaining appropriate contacts with the local Christian communities will be very important.

5.10 The number of students choosing to study at Higher Education level locally while living at home, and the number following higher degrees or studying part time, is increasing. For this

reason, if for no other, it is important that this traditional separation between university chaplaincy and the local church is bridged.

5.11 Many universities are providing opportunities for students from overseas to study for a first or higher degree. While those studying for a first degree may become involved with the rest of the undergraduate population, the students from abroad working for higher degrees may not fit into this group so easily. If they are mature students they may well have their families with them and they may not be resident in standard student accommodation. There may be a particular ministry to these students and their families that is exercised between the university's chaplaincy and the local churches or faith groups. Such links can best be developed where there is good contact between the university chaplaincy and the local churches.

5.12 The Deanery Education Group which has already been mentioned in this report (recommendation 19) could have an additional role in fostering the links and ensuring that the local university chaplains working in Higher Education, together with members of university chaplaincy teams, have the support and encouragement that they need. Other roles for the deanery group relating to Higher Education might include:

- encouraging local churches to maintain links with the young people of church families who are currently away from home at university so that there is never a sense that when someone goes to college they have both 'left home' and 'left the church'.
- encouraging local churches to consider their ministry to the staff of the local university or college who may be members of their congregations.
- fostering links between students, particularly those from overseas studying for higher degrees, and the local congregations.

5.13 A further small group of people needs to have special consideration at this point. In many institutions of Further or Higher Education there will be Governing Bodies. Amongst the governors who serve on these boards there will be Christians, some of whom are there specifically because of their connection with the Church, and some for whom their nomination relates to activities which are not directly associated with their church commitment. Where these governors are active Christians, they should know that their work is valued by the church and they should be helped and supported to see it as part of their discipleship. They will have some challenging decisions to make and it may be important to them to know that their work is the focus of prayerful support from their own church and from others associated with it. Those working in Diocesan Education Teams should be available to provide help, support and encouragement to Christian governors in Further and Higher Education institutions when this is needed.

## **Trinity University College, Carmarthen**

5.14 The existence of Trinity University College, Carmarthen is important to the Church in Wales for two major reasons. Firstly it is the only Anglican institution of Higher Education in Wales and, as such, is an important witness to the contribution of the Church to education at this level. Secondly its role in the education of teachers in Wales is a major contribution to the work of schools in general and Church in Wales schools in particular throughout the province.

5.15 The Review Group is aware of the co-operation which exists between the Diocesan Directors of Education and the staff of Trinity University College in the preparation and delivery of training for teachers and leaders in Church in Wales schools. The presence of the Principal of the college on the Review Group is further evidence of the close co-operation which exists. In this context the Review Group is disturbed to learn that the College has recently suffered a reduction in the number of places that it can offer to potential teachers who are preparing for teaching through the medium of English. Given that the Church in Wales has a majority of its schools using English as the medium of instruction, the Review Group believes that it is important that the College has a place for both languages in its provision of Initial Teacher

Training. We would wish to see further discussions taking place to ensure that the removal of these places is only temporary.

5.16 We have given consideration to how the collaboration between Diocesan Directors of Education and their teams and Trinity University College could be strengthened. It seems to us that, where this cooperation is serving a provincial strategy, the work should ultimately fall within the overview of the Provincial Education Strategy Group proposed in Chapter 2 of this report. Where it focuses on the particular needs of individual dioceses it will naturally remain within the overview of the Diocesan Boards of Education and the Diocesan Directors of Education of the relevant dioceses.

5.17 Trinity University College is also making an important contribution to education in Wales by the work that it does to broaden the access to Higher Education for those who have left school without the traditional level of qualification necessary to enter undergraduate courses. The importance of widening access is a key contribution to ensuring that all those who could benefit from courses in higher education, whatever their age, are enabled to do so.

5.18 The news that Trinity University College and University of Wales, Lampeter have agreed to work together to establish a new university came too late to be part of the Review's formal discussions. We trust that, as this develops, the significance of the Anglican identity of Trinity University College will be appropriately retained in the arrangements that are made.

## Recommendations

37 We recommend that the Deanery Education Groups (Recommendation 19) should include within their brief the development and support of Chaplaincy provision in Further Education working ecumenically where appropriate.

38 We recommend that the Deanery Education Groups (Recommendation 19) should provide the support at the local level of Chaplaincy in Higher Education working ecumenically where appropriate.

39 We recommend that the Provincial Education Officer obtain from the Church of England Education Division a range of job descriptions for chaplaincy in Further Education and Higher Education that can be used to provide a resource for deanery and diocesan education groups. The resource should also indicate the level of support needed to enable this work.

40 We recommend that where work is undertaken for the whole Province the existing co-operation between Trinity University College, Carmarthen and the Diocesan Directors of Education be developed and given further strategic impetus by placing this work within the remit of the Provincial Education Strategy Group.

41 We recommend that the Church in Wales at Provincial level should initiate discussions, as a matter of urgency, with the appropriate bodies to ensure the retention of teacher training places at Trinity University College, Carmarthen in both languages. It is important that the college does not lose its capacity to prepare teachers, in the context of their vocation, to work in all schools, but particularly in those with a religious character.

## 6. Nurturing of Vocation

### The nature of vocation

6.1 There is often confusion between the use of the word *vocation* and the concept of recruitment into a particular area of service. Many assume that the sense of vocation or calling develops for the individual before they seek access to training for the service to which they feel drawn. Recent research suggests that, for teaching at least, not all those who enter the profession have a clear sense of vocation at that stage, but rather the understanding that they are doing the work to which God has called them grows with experience and prayerful reflection on that experience. Hence, when consideration is given to how the vocation to teach can be nurtured, it must go beyond the idea that this involves only issues of recruitment.

6.2 Within this chapter our focus will be on the vocation to teach or to serve within an educational context. Within these areas, which we believe fall within our brief, we will inevitably refer to the training and professional development of clergy as well as teachers and others working in schools. This is because our research clearly shows the extent to which clergy devote time to work in and with schools and also we wish to see clergy enabled further in their ministry of support for those working in schools (Appendix B table7). Some of those contributing to our consultation process criticised our failure to address the wider issue of the support provided by the church to the range of Christian vocations, for example in health or social services. We are well aware that many express their discipleship in these and other fields. We do not believe that arguing for the church to take vocation exercised in the context of education seriously in any way weakens the argument for the church to take all Christian vocations seriously. Rather it may serve to highlight the significance of the vocation to Christian service demonstrated by many lay members of the church in their everyday lives.

### Clergy professional development for work in and with schools and teachers

6.3 Clergy usually come into work in schools when they are appointed to their first post after training. A few may have had experience of work in schools in their training and some may have worked in schools before they entered ministerial training, but for most it seems that the initial experience will be when they are already in the position of being a formal representative of the church. Some clergy may find or develop a particular talent for working in and with schools; others may discover that this is an area outside their 'comfort zone'. Given that the research commissioned for this Review demonstrates that almost all incumbents are involved to some extent in work with schools and many give considerable time to the various tasks that this can involve, it is important that those responsible for training and supporting parochial clergy are aware of the significance of these activities in the working patterns of those in the parishes.

#### **Pendoylan Church in Wales Primary School in the Vale of Glamorgan**

**Pendoylan Church in Wales Primary School in the rural Vale of Glamorgan has a long established link with its parish church and local community. The school's strong and distinctive Christian character is embedded and is a significant feature of the school's impact on its pupils.**

**The school's ethos comprises a series of features that are easily identified in its daily life. The curriculum is imaginative and nurtures the children to develop knowledge and skills in the context of open and thoughtful reflection. Collective worship in school spills over into the parish on Sundays, where the school family becomes more than a community of learners.**

**Less visible but highly effective is the mature pastoral support shared by teachers and local clergy, with strong liaison and shared responsibilities of pastoral care for the children and their families.**

**This ongoing relationship feeds back into the everyday life of the school, with children eager and confident both to challenge and embrace ideas and experiences of faith, worked out in a community of openness and mutual trust.**

6.4 Our research demonstrates that 77% of incumbents in the Church in Wales undertake work in community schools on a regular basis and almost 43% of incumbents also give time to Church in Wales schools. Clearly some incumbents work in both types of school each week. This means that, although there are a few incumbents who do not give time to work in schools on a regular basis, the vast majority do so. When asked for their views 58% of incumbents made it clear that they do not feel adequately trained with only 11% believing that they have been adequately prepared for this role, the remainder being uncertain. This suggests that time needs to be found within the Continuing Ministerial Education of clergy for these issues. Time spent in the theological colleges and courses in providing initial experience and reflection in this area would prove extremely beneficial to those clergy now in training, who would otherwise learn about work in school only once they are already a formal representative of the church, at least in the eyes of the school.

6.5 During our consultations we were encouraged by the willingness of St Michael's Theological College, Llandaff, which is currently the main source of training for parish ministry in the Church in Wales, to address these issues and the recommendations that we are making in this report reflect these discussions. In our consultation process two of the emerging recommendations referred to the preparation of clergy for work in schools. In both cases over 90% of respondents supported the general proposals that we offered.

6.6 We believe that part of any programme of theological training and formation designed to prepare people for parish ministry in the Church in Wales, should contain opportunities to experience work in schools and, particularly but not solely, the leadership of worship in schools. There should be two practical aims for these opportunities:

1. beginning to equip ordinands for their future role in the leadership of school worship;
2. enabling ordinands to make the change in thinking involved in the move from knowing *about* school through experience as a pupil or parent to beginning to understand, in adult terms, the task of the school that serves a local community.

If both these aims are achieved the acceptance of clergy, particularly inexperienced clergy, by schools would be enhanced and more clergy might approach this part of their ministry with confidence.

6.7 In the previous paragraph we discussed the programmes designed for ordinands. We must now turn to the issues of Continuing Ministerial Education (CME). Clearly making changes in the way in which clergy are prepared for their role in schools is a long term strategy. It is the current incumbents who are saying that they feel underprepared for work in schools and therefore we believe that their needs must also be addressed. In our recommendations we lay out a programme of work, which we believe would assist with this perceived need.

6.8 In the early years of their ministry, we suggest that the most urgent need is for clergy to receive help and support with school worship, as this is one of the most common activities that bring clergy into schools. Therefore we propose that this should form part of CME years 4-7, which generally corresponds to the period of curacy.

6.9 Thereafter we believe that CME for those who are established incumbents should include opportunities to reflect on the way in which the work that they do, or might seek to do, in their local schools plays a part in their overall thinking about their ministry in the parish. This would include their role or roles on the governing body of schools and the support of the vocation of

teachers and others working in schools. This is a mission-orientated recommendation as our research confirms the findings of a number of other studies. These studies demonstrate that where relationships between the local church and local schools, particularly local primary schools are well developed, those churches experience greater involvement in their activities by children young people and adults, than do the churches where relationships with the local schools are not strong.

6.10 Alongside these two strands should be opportunities to learn about and reflect on the developments and changes in education that reflect the changing needs of pupils and of society.

6.11 We have focussed this opening section on clergy, but we are aware of many others who represent the church and minister on its behalf to the schools in their area, in particular Readers and members of Deanery Education Groups. We believe that much would be gained from ensuring that within their training opportunities similar topics and approaches were adopted. Indeed we see value, particularly when resources are scarce, of offering some of the training opportunities that we envisage to both clergy and to those who, although not ordained, still minister to schools in the name of the church.

## Teacher Recruitment, Initial Training and Professional Development

6.12 Teachers have three main routes to enter the profession. The first is by taking a three, or sometimes four, year degree in education which carries with it qualified teacher status. Such programmes are designed for those who are already committed to teaching when they enter Higher Education. The second is by undertaking a one year Post Graduate Certificate in Education following their first degree. This has been the traditional route for teachers planning to work in the secondary phase of education but is increasingly being used for entry to the primary phase as well. The third route usually offered to those who are already well qualified and have been working at another profession or occupation since completing their initial education is an 'on the job' training scheme which provides training in the school or through a consortium of schools where the teacher is already undertaking a teaching role. Historically prospective teachers could train in either England or Wales and then seek employment in either country. In the last few years, as a result of the development of bilingual policies in Wales and the introduction of *Cwricwlwm Cymreig*, this pattern has been changing and it is now much more likely that teachers will train and work in the same country.

6.13 From the Church in Wales' perspective this makes the contribution of Trinity University College, Carmarthen to the initial and continuing education of teachers in Wales particularly important. All institutions involved in teacher education in Wales should be able to demonstrate their understanding of the contribution of the Church in Wales and the Roman Catholic Church to education in Wales, and how that is reflected and valued in the work that they do with intending and serving teachers. However it is in the Church colleges that the best practice and developments in these areas are to be expected.

6.14 Other school staff are usually recruited locally to the school and while many bring with them a wealth of useful experience it is not clear how far there is a systematic attempt in every school or local authority to ensure that such staff are given the initial training that they need. It is clearly the responsibility of Church in Wales schools to provide training for such staff in those areas of school ethos and policy which directly derive from their being members of the staff team in a Church school. While many schools might look to the Diocesan Education Team for help in this area it is clear that at current levels of resourcing the diocesan education teams are unlikely to have the resources to meet this particular training challenge.

6.15 Many members of local churches serve as governors of schools in their locality. In Church in Wales schools these will include local clergy who commit considerable time to this task and the nominees of the Parochial Church Council or Diocesan Board of Education who make up

the foundation governors. In all schools church members may join the governing body by being elected representatives of parents or being nominated by a local authority. While most Local Authorities will offer training to first time governors it is not clear that this always takes into account Church school issues. Diocesan Education Teams have delivered training for governors in Church in Wales schools and have been financially supported to do this on some occasions from the Welsh Assembly Government. Diocesan Education Teams are the sole source of training for governors in this area. The contribution of governors to the strategic leadership of the school is very important, not least in the appointment of the head teacher and other senior members of the staff team. Despite the good work that has been done in some places there is still need for a consistent approach to the training, development and support of governors in Church in Wales schools. This requires action by dioceses to ensure that there are the resources available to Diocesan Education Teams to lead in this area, but Local Authorities and the Welsh Assembly Government could assist this process by ensuring that what they offer to governors reflects consistently not only the situation in Community schools but also those in Voluntary Aided, Voluntary Controlled and Foundation schools most of which will have a religious character.

6.16 The development of good teachers into effective deputy headteachers and headteachers is a process that should be seen as starting from initial training and continuing beyond first appointment all the way to headship. It is partly about career patterns, and partly about training and preparation for the next task. However it is also about giving teachers the time to reflect on their own current practice and how this relates to:

- the best practice in education;
- the theoretical and research background from which best practice derives;
- their own professional and personal beliefs.

Teachers need the opportunity to consider how these three factors interrelate. This can provide a foundation for the professional resources necessary not only to manage a school successfully, but to lead and develop their school in the direction that will most benefit their pupils. Alongside this, the professional skills to undertake the leadership role, on which so much of the National Professional Qualification for Headship seems to be focussed, can also be developed.

6.17 Some space has been taken to summarise the recruitment and initial training issues of all those involved in schools, because the Review Group believes that considerable gaps exist in the current provision for the initial preparation and training for all these groups, particularly in some of the curriculum areas that have been discussed in Chapter 3 above, in the area of Church school ethos and the importance of schools with a religious character in the system of education in Wales.

6.18 We have heard the arguments about the pressure on the curriculum of initial training programmes and the impossibility of providing training in all areas and, to some extent, we accept them. However it is simply not acceptable for those involved in the planning or the delivery of initial training in any of the areas listed above to hide behind these statements. We feel it is legitimate for those who have to work with the results of these curriculum deficits to ask about the criteria that are used by initial trainers in making their decisions about what to include and what to omit. We also believe that those charged with providing the continuing professional development, which will have to address these issues, have their own time and resource pressures (see below). As a consequence many in the professions, on which schools depend, are left short of the skills and understandings which their professional formation and continuing support should provide.

6.19 Fostering the sense of vocation in all the areas of service covered in the preceding paragraphs is not just a matter for those selecting for and providing initial training, although the issue of people's motivation for the work will be of importance to them. This is a task for the parishes and for the Church in Wales as a whole. Nurturing the vocation to work in schools has a number of interrelated elements. These include:

- demonstrating publicly that the work is valued as part of Christian discipleship;

- listening to those who are currently serving in this way and hearing their stories both publicly and individually;
- providing pastoral support for those currently undertaking the work;
- praying for the work that is done in public worship as well as private devotions;
- discerning those who might be feeling a call to this work and, where appropriate, presenting that discernment to them.

6.20 None of this is unusual. Almost every church will do all of this and more in the support of the ordained ministry of the church. It is not clear that it is done for work in schools as well as the many other Christian areas of service. People whose vocation has led them to paid or voluntary ministry within the local church, should be given opportunities in their Continuing Ministerial Education to reflect on the various ways in which the vocation to serve Christ through lay occupations and service to community groups is nurtured and sustained by the churches.

## Continuing Professional Development

6.21 All those working with or in schools, be they headteachers, teachers, school staff or governors, will need to take part in programmes of continuing development related to their role. The Review Group believes that participation in such continuing development is the professional responsibility of those individuals who have accepted any of the roles listed above. Providers of any form of continuing professional development are to a great extent market led, particularly when much of the finance to meet the costs of this training is held in school budgets. We believe that there is a duty on those setting school policies, administering school training budgets or making grants, to ensure that the areas of the curriculum and ethos of the school that we have discussed above are properly supported by the provision of training. Members of Diocesan Education Teams will be valuable contributors to the training programmes necessary to address these areas, but, as these are not extras to a training programme but rather areas of mainstream work, schools should be prepared to pay for the contribution of diocesan team members in the same way as they pay for other trainers. For schools not to do so in the long run limits the capacity of the dioceses to provide this support.

6.22 In the paragraphs on recruitment and initial training we highlighted the problem of co-ordination between initial training and continuing professional development. The recommendations that we make below about continuing professional development assume that these problems will be thoroughly addressed. Our recommendations therefore are what we view as necessary even if continuing professional development does not have to 'plug the gaps' in initial training.

## Christian teachers, staff and governors in all schools

6.23 The Review Group believes that the education of children and young people in Wales is best served if there are some Christian teachers and staff present in all schools. This is often the case but there is still some anecdotal evidence that Christian teachers and staff are either unwelcome in some schools or are viewed with suspicion by their colleagues. Given the evidence that motivation of teachers is a significant factor in professional performance, it seems extraordinary if those whose motivation comes from wishing to serve Christ through serving children in school should be made to feel that such motivation was something shameful or hidden. From the pupils' perspective meeting people of faith within their educational experience is as important as meeting people who have no faith: it is simply part of their broad education.

6.24 Recent research conducted in a range of primary and secondary schools in the Diocese of Llandaff found that 92% of all teachers in the area surveyed said that they were Christian and 61% reported that they attended church at least every month, 36% reporting that they attended most weeks. Over 92% said that they were 'dedicated' to their work and 80% asserted that there were links between their faith and their work. The survey was conducted in community

schools as well as Church in Wales schools. Although the proportion of Christians was higher in Church in Wales schools, there were active Christians in all schools. This suggests that, in practice, the balance referred to above is being maintained. It also suggests that those church members who make statements like 'of course there are no Christians working in schools today' are simply mistaken. However there is an issue about how far such teachers are open about their faith. While they should not be seeking to proselytise, they should not be seeking to pretend that faith has no place in their lives. Churches should be considering how they can help and support members of school staffs in their congregation to reflect on the relationship between their professionalism and their faith. Those churches who continue to hold the view that schools have become places where God is not present should reconsider their position in the light of the evidence that we present in this report and ensure that they are listening carefully for the stories of those attending worship week by week

6.25 In any school there must be a balance between different personalities, motivations and characteristics within the staff if the pupils are to benefit most from the experience of being part of the school community. It is for the governors and those responsible for implementing the governors' policies on recruitment into the school to determine this balance and seek to maintain it through the appointments that they make.

6.26 Where schools are enriched by the presence of Christian teachers and teachers from other faith communities it is important that they know that they are valued in their work not despite their faith, but because of their quality as teachers that derives from the motivation to service that their faith provides. While many community schools achieve this, there are some that would find that the quality of education within their school would benefit from ensuring that their staffroom is as safe a place in which to be part of a faith community, or not be part of one, as they would expect their classrooms to be.

### **Staff Retreat**

**A large Church in Wales school had discussed the issue of children's spirituality in several staff meetings. More than one member of staff felt that they, personally, were not making enough time and space within their lives for their own spiritual development which affected their ability to develop the spirituality of others.**

**It was decided that the staff would use one in-service day as a staff retreat where the focus would be on their own spirituality. This involved an overnight stay in a retreat centre in Pembrokeshire. Their focus was entirely on spiritual development and the 34 staff who attended were not required to undertake any 'routine' school work.**

**On the first evening a meal was prepared and shared together. Early the next morning, the staff met for a Eucharist in the retreat chapel. As the weather was beautiful the staff then went in groups for a walk in the countryside. They met again for coffee at the retreat centre and spent the rest of their time in groups; listening to, and reading, poems with a spiritual dimension.**

**For many of the staff, who have busy professional and personal lives, this was one of their few opportunities to focus on their own spirituality in a context which was unpressured and in which their needs were catered for. All the staff concerned felt that the retreat was important to them professionally and personally and allowed them time and space for their own spiritual development. The retreat will become an annual part of the school life in order to affirm to staff that their spiritual well being is of great importance to the school.**

## **Christian teachers, staff and governors in Church in Wales schools**

6.27 In the preceding paragraphs we have made reference to the need to ensure that in every school there is a balance of people with different faith commitments on the staff of the school

and that people are valued for the quality of work that they do and the motivation that they bring to it. In Church in Wales schools a further consideration will influence the governors' decision in making appointments; that is the need to ensure that staff are recruited, who will preserve and enhance the Christian character of the school community. This does not mean that all staff in Church in Wales schools must be members of the Church in Wales, but it does explain why the rights of governors of Church in Wales Voluntary Aided schools to seek to appoint Christian teachers are enshrined in law.

6.28 All staff make their own contribution to the Christian character of the community, but those in leadership positions have a particular responsibility to do so. It follows that within every Church in Wales school programme for staff development there must be opportunities for reflection on the nature of the Christian character of the school community and how this is given expression. One of the simplest ways of doing this is to ensure that the school allocates one of its training days to these issues on a regular basis. In our consultation, this proposal, framed as an emerging recommendation, received a slightly lower level of support than some of our other proposals, apparently because some of the respondents doubted whether it could be done in practice. Nevertheless 86% of those responding support the recommendation. To take account of the concerns we have re-phrased our recommendation. It now talks about embedding this work in their professional development programmes. We believe that no Church in Wales school should ignore this recommendation and we expect Section 50 inspectors to consider the issue in their inspection reports.

6.29 Most Church in Wales schools are primary schools and therefore the provision of Religious Education is a matter for all teachers, unless they exercise their formal legal rights to withdraw. Similarly most teachers in Church in Wales primary schools will be involved to a significant extent in the leadership of school worship. The Anglican Church has long held high expectations of its schools in these areas and this is reflected in the time and energy that have been devoted to the Section 50 inspection regime, since the arrangements were introduced, following the legislation in 1992. Even if these areas commanded sufficient attention in all programmes of Initial Teacher Training, it would still be important for Church in Wales schools to ensure that all their teachers who are involved in the provision of Religious Education and the leadership of school worship take full advantage of the professional development opportunities offered by Diocesan Education Teams and others in this field. It will be appropriate to involve Teaching Assistants and other support staff in such training as well as they are a key part of the school team.

6.30 Governors in Church in Wales schools have an important role to play in the development of the school and in the way in which its ethos is sustained and developed. Their support and training is vital in equipping them to undertake this task. In paragraph 6.15 above we discussed the importance of ensuring that the training and resources offered to governors is well co-ordinated between the different agencies that have a contribution to make. Governors are volunteers and have limited time available to attend courses and undertake training for their role. All providers need to respect this and seek to ensure that the messages that the governors hear are clear, accurate and relevant to their particular circumstances. In the areas covered in the three paragraphs above we would expect the dioceses to lead in the provision of governor training for Church in Wales schools.

## Leadership

6.31 For teachers who are Christians and who are preparing for headship or other leadership roles in school an important consideration will be 'how does my understanding of leadership relate to my faith?' There is much emphasis in inspection reports and elsewhere on 'strong' or 'dynamic' leadership and some of the leadership and management styles portrayed in the media are nothing short of brutal. Within this atmosphere it will hardly be surprising if some school leaders appear to be confused about what their faith may have to say about leadership and how this can be exercised by Christians. For Christians the concept of school leadership

must include an understanding of the *servant leadership* demonstrated by Christ and the ability to be able to relate day to day decisions to both the theological and educational vision that lies at the heart of the school. This is challenging at the best of times and at times of stress it is extremely difficult to ensure that these principles are reflected in every decision and in all the words that are spoken. These issues arise for any Christian in a leadership role in a school, but for those who are charged with the leadership of a Church in Wales school this has the extra dimension of the public expectation that comes with the post. They are expected to exercise Christian leadership in the role and they are expected by their leadership to sustain and develop the Christian character of the school.

6.32 It is a major responsibility of the Diocesan Education Teams to support and develop the leadership potential of those who are leading Church in Wales schools or who may lead them in the future. This does not just require a programme of work with existing headteachers, but rather it implies that there are opportunities for all those who have the potential to lead Church in Wales schools now and in the future to develop this understanding and the skills that flow from them. However Diocesan Education Teams should not have to undertake this responsibility alone. It seems to us that it is reasonable to expect that this responsibility is exercised in partnership with the Local Education Authorities, with Universities and with the wider Church.

6.33 The self-evaluation materials produced for Church in Wales schools are starting to address issues of school leadership. The *Tool Kit for the Self Evaluation of Anglican Church Schools* published by the National Society has a very helpful section on the effectiveness of leadership and management in the school as a church school. This has significant potential as a tool for headteachers and other school leaders to reflect on their own leadership and how the characteristics that they display as leaders can be seen in the practical outcomes that the National Society document lists. We have yet to come across evidence of it being used in this way, but we believe that both within the programme for the National Professional Qualification for Headship (NPQH) and in the provision that Dioceses and Local Authorities make for school leaders this type of work needs to receive more attention.

6.34 The Welsh Assembly Government has recently published a *School Effectiveness Profile*. It is clear to us that this document should be carefully studied to ensure that its relationship to the National Society's toolkit mentioned in the previous paragraph is clear and that advantage is taken of those aspects of the profile which may be helpful in developing new programmes to support those with the potential to lead Church in Wales schools.

6.35 It will be apparent from the discussion of Christian leadership in schools in paragraphs 6.31 and 6.32 that we believe there is significant work in the development of an understanding of the concept of Christian school leadership that needs to be in place before during and after the largely skills based focus of the NPQH. This is not to undervalue the qualification, but rather to point out that it is only one, albeit important, aspect of preparation for leadership in a Church in Wales school.

6.36 Within the research conducted for this Review, the importance of leadership within Church in Wales schools is clearly signalled by the priority given to the selection process of headteachers by Diocesan Directors of Education. All of them report that they make it a priority to be present at all interviews for headships of Church in Wales schools in their dioceses either in person or through a trusted representative. This is a very significant commitment of time in a busy working pattern, most headteacher appointments happening during the spring term. With 168 schools to support between them, our discussions with Diocesan Directors of Education indicate that there are around 36 such interviews every year, each requiring the equivalent of at least three days working time from the preparation phase to the feed back to unsuccessful candidates. Some directors also report that they attempt to ensure that there is a diocesan representative present during the appointing process for deputy headteachers as well. Where this can be sustained it is clearly an important signal of the significance of these posts and the step that they represent in the development of the leadership potential of teachers in Church in Wales schools.

## Pastoral care of staff

6.37 School staff have the same fundamental pastoral needs as anyone else. They are also engaged in professional work that brings them close to the problems of the children entrusted to their care and, particularly in primary schools, to the problems of the children's parents and wider family. This may place them in the position akin to untrained counsellors or social workers. In counselling or social care conducted to professional standards there is a system of 'supervision' designed to enable those in direct contact with the 'client' to talk through their relationship with that client with a skilled colleague and thus to shed some of the emotional impact of the material that they have been sharing. As we have argued in Chapter 4 there is no such structured arrangement for teachers, headteachers or other school staff. At times of crisis in school or when they have been dealing with the outworking of crises in the home, there is no acknowledged system for receiving the support that the teachers may need. Often teachers simply bottle up the emotional impact of what they are doing or their care for the children in their charge. In the best schools colleagues in school may be able to help, but Christian teachers should also be able to look for help within their churches.

6.38 In the research on their understanding and experience of vocation reported above, teachers were asked a number of questions about their sources of support. Over 90% said that 'discussion with experienced colleagues was helpful', 61 % said that worship in school was helpful and 38% said that attending Sunday worship was helpful. Similar percentages found prayer helpful and also the knowledge that others were praying for them. When it came to situations where they might be expected to be able to share their concerns and receive support from church members only 15% found 'house groups' helpful and only 16% found talking with 'faith leaders' was helpful. The Review Group believes that although there is clearly some good work being undertaken, more could be done by the churches to support teachers and others working in schools in their work. Church leaders and Parochial Church Councils should be disturbed by these research findings as they challenge the view that Christians can look to their Church for support. In our consultation 86% of those responding supported our emerging recommendation to Parochial Church Councils on this issue, although a minority argued that it was not the responsibility of such bodies to be concerned with pastoral care in the parish.

## Conclusion

6.39 This chapter has dealt in some depth with the issues around the work and support of teachers and others working in schools. We make no excuse for this because it is on these committed people that the success or failure of the Church's work in schools depends. The Church has high expectations of them. This must be matched by high quality support for them as individuals and in their professional tasks.

### Recommendations

42 We recommend that work with schools should be incorporated within the core skills programme in the initial training of all clergy preparing for ministry in the Church in Wales, preferably through a structured programme of engagement with schools.

43 We recommend that leading and resourcing school worship should be part of the programme of all clergy during CME years 4-7.

44 We recommend that working strategically with the schools in the benefice should be part of mid-ministry courses for all clergy in the Church in Wales.

45 We recommend that ministry to lay people who are following or exploring their Christian vocation through service to the community should be part of ministerial training at all stages.

46 We recommend that there should be continuing training in the purpose and delivery of collective worship in schools for all clergy in the Church in Wales.

47 We recommend that appropriate time should be given to issues related to Religious Education, school Collective Worship and the place of schools with a religious character within the education service of Wales in all programmes of initial teacher training, and in all programmes of initial training for clergy.

48 We recommend that training for those exploring ministry to schools as Readers and members of Deanery Education Groups should be embedded within ministerial training.

49 We recommend that the National Professional Qualification for Headship programme should incorporate elements related to sustaining and developing school ethos and, for appropriate candidates; this should incorporate consideration of the character and ethos of a church school. This should extend to a consideration of how distinctive leadership is exercised in the context of a school with a religious character.

50 We recommend that guidance issued to governors by the Welsh Assembly Government and Local Authorities should always reflect issues of governance of schools with a religious character alongside those of community schools.

51 We recommend that Diocesan guidance for governors be reviewed and Provincial guidance be produced to identify and support key areas of Church school governance.

52 We recommend that the Diocesan Directors of Education create a working group to consider the School Effectiveness Profile published by the Welsh Assembly Government and to recommend the extent to which this should impact on *Self Evaluation toolkit for Church in Wales schools* and the extent to which it contributes to the issues raised in this chapter on the leadership of Church in Wales schools.

53 We recommend that Diocesan Directors of Education, representatives of the Welsh Assembly Government, the Local Authorities and other training providers should work together to ensure that the training needs of governors, school leaders and staff in Voluntary Aided, Voluntary Controlled and Foundation schools are met in ways that reflect the distinctiveness of their status and their religious character.

54 We recommend that all Church schools should commit appropriate time and resources to ensure that the staff involved in delivering Religious Education and Collective Worship receive continuing professional development in these.

55 We recommend that all Church in Wales schools embed reflection on the effectiveness of their Christian Character at the heart of their personal and staff development programmes on an ongoing basis. This might be explored by schools working in collaboration in local or diocesan clusters.

56 We recommend that the next revision of the Section 50 Framework for inspection in Church in Wales schools should incorporate and reflect the relevant recommendations of this report.

57 We recommend that every Parochial Church Council reviews the pastoral care and support it offers to its parishioners who work in schools.

58 We recommend that every Parochial Church Council reviews the pastoral care and support it offers to Christian teachers and the professional school staff in the schools in the parish.

## 7. Funding, Asset Management and Planning for the Future

7.1 This chapter is concerned with the buildings in which Church in Wales schools operate and the maintenance and care of these. It is of necessity technical, but nevertheless it has been an important part of our work because of the financial implications that go with owning and caring for buildings.

7.2 The Church in Wales has 168 primary schools and 4 secondary schools (one of these is a joint school with the Roman Catholic Church). Each of these schools is housed in a building which is held on a trust deed which will date back to the foundation of the school and which will be principally about the gifting or purchasing of the land on which the building has been placed. Usually the trust deed will cover the land for the buildings and the Local Authority will own any playing field attached to the site. The responsibility for the care, maintenance and development of these buildings lies with the governors in the case of Voluntary Aided and Foundation schools and with the Local Authority in the case of Voluntary Controlled schools, although often they will have delegated much of that responsibility to the governors under schemes of financial delegation. The governors of Voluntary Aided and Foundation schools receive support in their work on school buildings from the Diocesan Education Team of their diocese.

7.3 The level of finance available to schools between the mid 1970s and the late 1990s was so low, due to the economic pressures of the times, that in many schools maintenance had to be skimmed and little meaningful development was possible. Church in Wales schools were not exempt from this difficult period and like most other schools they face a situation in which the buildings may be in poor condition and many of them would not meet the standards expected of a modern school building, designed to educate children and young people for the next fifty years. Some educational professionals will question these general statements. This may be because they have found themselves in one of the few buildings which are exceptions to this broad picture, or it may be because, having worked in the system through this long period of difficulty and relatively low investment, they have become adept at working within it. Many currently working in schools have not been helped to develop a vision for what could be and, if we are taking the education of our children seriously as an important national investment, what should be, because they only know what is.

### Asset Management Plans

7.4 Following the School Standards and Framework Act 1998 all schools have been required to develop an asset management plan, which details the state of repair of their buildings and a plan for their maintenance. The plan should also indicate how the governors plan to develop the building to improve its facilities should opportunity arise. These plans are intended to help strategic planning and to ensure that short term minor developments do not get in the way of more major projects and that when major maintenance is undertaken improvements are also incorporated where possible. The production of these plans was supported by local authorities, who usually hold the data that has been collected for all the schools in their area. One of the complexities of this system is in the Voluntary Aided sector where governors have to find 15% of the cost of all maintenance work on the outside of the building and of all capital work. While some school governing bodies hold money for such work, many do not, and have to look for support from the diocesan funds held on trust for this purpose.

7.5 The Welsh Assembly Government has recently set in motion a complete review of school buildings in the Voluntary Aided sector. This will involve new surveys which are intended to ensure that all the data is produced to a common standard and that it is up to date. This is a very important development which we welcome. It should enable decisions about the merits of particular projects to be made in the light of comparable data about all schools in the sector. Therefore there should be greater certainty that the work being undertaken addresses the

highest priorities within the system as a whole and within the buildings that house an individual school. It will also assist dioceses with their need for information to be available at a strategic level. This is particularly the case in areas where governing bodies have not taken the necessary initiatives themselves. Therefore, building on the work being undertaken during 2009 by the Welsh Assembly Government, each diocese will be able to create a new asset management plan which can be used to provide better support to the schools and also a strategic planning tool for diocesan teams and committees. To some extent some of this key information is currently carried in the memories of the longer serving members of diocesan teams, but clearly it is more secure if it is all collated and available to those who need it. At the level of negotiating funding for the Province's schools with the Welsh Assembly Government, the Provincial Education Officer needs the information collated at the national level. All of this becomes a realistic possibility following the initiative of the Welsh Assembly Government.

7.6 Christians are called upon to be good stewards of the environment. It is clear from our research into the contents of school brochures that many Church in Wales schools take these issues very seriously. The governors of all Church in Wales schools should take into account the issues of sustainability and the reduction of emissions when considering what work should be undertaken on their schools and how this should be specified. We expect this to be reflected in the developing Asset Management Plans at school, diocesan and national level.

7.7 It will also be important that, during 2009, the guidance available to all governing bodies on the maintenance of school buildings and their development reflects the existence of the new Asset Management Plans and the exact responsibilities of the governors of each type of school. This will be true whether this guidance is issued by the Welsh Assembly Government, the Local Authorities or the Dioceses.

7.8 Clearly the implementation of the projects and development that will flow from the new Asset Management Plans will be a matter of partnership between all those committed to the development of education in Wales. Careful negotiations will need to take place in order to ensure that there is a fair and equitable distribution of projects and funding across all sectors driven by clear strategic priorities. We believe that there are currently exciting opportunities to ensure that children in Wales are educated in well maintained buildings which are equipped to the highest standards measured by 21<sup>st</sup> century expectations rather than those of the 19<sup>th</sup> or 20<sup>th</sup> century.

7.9 The continuing development of Church in Wales schools and all those schools in the voluntary sector is also dependent on a fair distribution of the capital available for school maintenance and renewal across the whole system. Currently the allocation of capital funds each year provides for the replacement of two medium sized primary schools each year, if all the expenditure was focussed on such projects. Given the number of secondary schools in the Voluntary Aided sector and the number of primaries, it would take at least seventy years at this level of allocation to replace all the Aided school buildings in Wales, even if maintenance costs for the balance of these schools could be reduced to zero for the whole of that period.

## **The Church's own financial contribution**

7.10 This paragraph and paragraph 7.11 focus on the financial resources that enable the governors of Voluntary Aided schools to meet their liabilities for school buildings. This is only one part of the overall financial contribution that the Church in Wales makes to the maintained education system in Wales, much of which comes from the time spent by clergy and others in the service of schools in Wales. In most dioceses the trust funds are managed for the Diocesan Education Teams by the Diocesan Board of Finance or through one of his/her colleagues, who have financial expertise. This system is reported to work well and is built on good relations between colleagues. These diocesan trusts are dedicated to the support of Church in Wales schools and cannot be used for purposes outside the field of education. They have to be skilfully managed, because they are used to pay contractors for the work being carried out in a school

or schools in advance of the grant to cover 85% of the invoice being reclaimed from the Welsh Assembly Government. Thus cash flow management as well as balancing income and underlying net expenditure are demanding issues for those undertaking this work.

7.11 A main source of these funds comes from the sale of former Church in Wales school buildings. Part of the good management of these funds is to ensure that the records of such buildings are well maintained. Many dioceses in England and Wales have commissioned work to ensure that they have a record of all former church school buildings and when they passed out of Church Trust ownership. If there are dioceses in Wales where this work has not been done, then it should be undertaken as soon as someone with the necessary research skills is available. Where property is identified, that is still held on trust for the purposes of education in Church in Wales schools; a review should be undertaken to ensure that it is being put to the best possible use. Where this is not the case, the potential sale of the buildings to enable funds to be released for the benefit of Church in Wales schools in the diocese should be explored. As has been indicated above the need for funds has not always been high as the amount of work that could be undertaken with the funding regime in place at the time may have been quite limited. Now that there is a higher determination to improve the quality and suitability of school buildings, the need for disposable funds is greater and therefore this work has a particular urgency.

## **The future development of Church in Wales schools**

7.12 Currently 8.3% of primary children in Wales attend a Church in Wales School. This figure masks significant variations between authorities and within areas. The Review Group wishes to see the provision of Church in Wales schools developed so that all those parents who desire a place in a Church in Wales school for their child have this option available. We acknowledge that this is an aspiration, which can not be fully achieved in the short term, but we propose that this aspiration should provide the basis for future planning. Any system of schools has to be able to change and adapt to shifting population patterns and the needs of pupils and their parents. The Church in Wales at diocesan level should be willing to take a constructive part in any rational review of the provision of schools and to co-operate with the results of such a review provided that it takes account of and reflects this aspiration.

7.13 There are however exceptions to this general aspiration in two distinct areas. First there is an imbalance between primary and secondary provision and the Review Group would like to see steps taken where possible to redress that balance by an increase in the number of Church in Wales secondary school places available in the system. This can only be achieved either by increasing the number of Church in Wales secondary schools, where there is local support and where doing so increases the extent of parental choice, or by increasing the development of ecumenical schooling at secondary level in which the Church in Wales has a formal stake.

7.14 The second factor concerns those areas of new development or where no parental choice currently exists at primary level. In these places consideration should be given to the provision of new Church in Wales primary schools. Our consideration of bilingualism in Chapter 3 drew attention to the fact that the Church in Wales as a bilingual church should be in a position to develop new Welsh, mixed or English medium schools as the needs of a particular area dictate. We acknowledge the challenge that these aspirations represent in a climate of falling school rolls but we are confident that work in partnership with the Welsh Assembly Government and Local Authorities can resolve the issues.

7.15 We believe that this framework provides for Church in Wales schools to be a dynamic part of the future for education in Wales, working in partnership with Local Authorities and the Welsh Assembly Government. The failure to achieve any part of the above approach is likely to reduce the provision of Church in Wales schools to a declining sector which is increasingly on the periphery of the educational map of Wales.

## Conclusion

7.16 We have heard from a number of contributors that the framework of the *dual system* is imperfectly understood in some quarters. It is important that all involved in education in Wales understand that the Churches that provide schools are partners with a strong investment in and commitment to the state maintained system. It follows that these Churches should be involved in the discussions about the way in which policy is implemented at national and local level, not merely consulted after major decisions have already been shaped. Those occasions when there is a failure to engage effectively with all partners in the system may cause tensions and conflicts that are out of proportion to the issue being decided. It is our hope that one of the ways in which this report will contribute to the development of education in Wales is by helping all those currently working in the system to better understand and value the commitment of the Church to the task.

## Recommendations

59 We recommend that in the light of the proposed Welsh Assembly Government condition survey of Church schools, every diocese should create an Asset Management Plan for its school buildings in close partnership with Welsh Assembly Government's Capital Funding Branch and Local Authorities within two years of the publication of this report. Copies of these plans should be shared with the Provincial Education Officer in order that they should constitute a provincial document. The Provincial Asset Management Plan should thereafter be subject to cyclical review in line with government practice.

60 We recommend that the Provincial Education Strategy Group take responsibility for the co-ordination of the Province's response to the Welsh Assembly Government's initiative on School Asset Management plans.

61 We recommend that Governing Bodies of all Church in Wales schools consider what steps they can take to reduce the environmental impact of their school, particularly in the areas of maintenance and fuel costs.

62 We recommend that the Guide for Governors be reviewed to reflect the current development in Asset Management Planning and the ways in which this will affect the responsibilities of governors in Church in Wales Voluntary Aided schools.

63 We recommend that every diocese should commission research into the former Church in Wales school buildings and related properties which are still the responsibility of the diocese, with a view to ensuring that the benefit of these assets is maximised.

64 We recommend that the aspirations contained in paragraph 7.12 and 7.13 for the future provision and development of Church in Wales schools should be adopted by each diocese and its outworking monitored by the Provincial Education Strategy Group. The Group should report progress to the Bench of Bishops in its annual report.

65 We recommend that the Asset Management Plan is implemented in partnership with the Welsh Assembly Government, ensuring that there is a sufficient level of funding for its implementation and a fair distribution of capital funds available across the different sectors within the maintained system of education.

## 8. Diocesan Education Teams

8.1 Throughout this report reference has been made to the Diocesan Directors of Education and their teams. It is important in the final stages of this text to consider their work directly. Every Diocesan Team within the Church in Wales must be able to provide expertise in:

- Religious Education, Collective Worship, Spiritual Development and the school curriculum and performance generally;
- continuing professional development of teachers and headteachers, their selection and mentoring and the training and support of governors;
- the strategic management of school buildings and finance for their development;
- representing the interests of the church in education in general and specifically the needs of Church in Wales schools to Local Authorities, the Welsh Assembly Government and other concerned bodies;
- representing the interests of education and specifically Church in Wales schools to the church at diocesan, deanery and parish levels
- liaising and developing effective partnerships with counterparts in the Roman Catholic Church;
- supporting those working in the Further and Higher Education sectors on behalf of the church;
- contribute to the development of national policies and resources to support the Church in Wales' role in education.

8.2 These are all challenging professional tasks calling for skill and expertise. Some would argue that they represent at least four or five distinct posts each requiring a different skill set and professional background.

8.3 Until 1999 the work of Diocesan Directors and their teams in Wales built on and made use of the legislation that was passed in the United Kingdom Parliament for education in England and Wales. Inevitably this took account of the framework existing in England as well as that in Wales. In England there is the Diocesan Boards of Education Measure, 1991, which provides the legal status and framework for the work of Diocesan Boards of Education, Diocesan Directors of Education and their teams in England. Although this is church legislation, because the Church of England is the established church, it also stands as part of English law. In 1991 it identified the statutory duties as they then existed. Subsequent educational legislation has amended the Measure to reflect new statutory duties for Diocesan Boards of Education as these have proved necessary. Until 1999 Welsh Diocesan Boards of Education or their equivalent were presumed to have the same duties. As the legislative framework diverges from England this assumption is unlikely to serve. We believe that an essential support for the work of education within the Church in Wales is for this position to be regularised. This could be done by finding ways to formally acknowledge the roles of the organisations for statutory education at Provincial and Diocesan level in the statutes of the Church in Wales, or through discussion with the Welsh Assembly Government (see paragraph 2.10)

8.4 Our research for this Review included an enquiry into the current make up of Diocesan Education Teams in the Church of Wales through undertaking interviews with all six Diocesan Directors of Education during the autumn of 2006. At that time none of the Diocesan Directors were full time appointments in so far as all of them had other duties within the Church in Wales. Three of the Diocesan Directors interviewed in 2006 have subsequently moved on to other posts.

8.5 The enquiry revealed a level of resource which could barely match the expectations of the Diocesan Directors and their teams even if they were full time.

Given this level of resourcing it is valid to ask what is being omitted from the work that should be being undertaken. The teams work with great energy and commitment, and to a great extent use this to compensate for the lack of resource, probably to the detriment of their work/life

balance. Inevitably they tend to work on the projects that are most pressing and the areas where there is a crisis. Therefore the most obvious gaps in what they can achieve will be in the areas of long term strategic thinking and general support for those working currently at a reasonable level of competence who could, with support, develop their practice further, but who, if not supported, may drift towards incompetence, disillusion and failure. This is evidenced in the absence of long term plans for the development of school leaders, to take but one example, despite the commitment to involvement in the selection process for headships in Church in Wales primary schools.

8.6 In some dioceses a key member of the team is the Schools Officer whose main role is to work on curriculum issues, particularly Religious Education. Where the Schools Officer has sufficient time for the duties of the post, the work can make a significant contribution to all the curriculum areas discussed in Chapter three of this report. In some dioceses the Schools Officer also works part-time in a school. This enhances their credibility with other serving teachers and ensures that their work is informed by current experience in schools, but like any shared appointment conflict between the demands and priorities of the two posts can arise if the situation is not well managed. Between the Diocesan Director and the Schools Officer, it should be possible to ensure that all Church in Wales schools in the dioceses are regularly visited and their needs are well known and understood within the diocesan team. Without this regular programme of visits no diocesan team is able to ensure that it is adequately serving the needs of all Church in Wales schools in their area.

8.7 Urgent consideration needs to be given in every diocese to the well-being and professional development of the members of the Diocesan Education Teams and the level of resource being committed to this work. It might appear to some that the emphasis that we have placed on the need for a Provincial Education Strategy Group and for the national resources to enable the Group to do its work, somehow devalues what has already been achieved and commitment of diocesan teams to a national strategy. This is not the case. We believe that, in the changing circumstances in Wales, the Provincial resource is necessary to take the work forward and to build on, support and enhance the work that the diocesan teams have been doing and will continue to do in their own dioceses.

## **Cross-diocesan of province wide services**

8.8 One of the ways of bringing additional resource into the work of the Diocesan Education Teams is to consider how the provision of additional resources at the provincial level could affect the work that they undertake. Currently there is a Provincial Officer for Education. However this post is held by one of the Diocesan Directors of Education, in addition to his other duties as a parish priest. His success in being able to sustain three demanding posts simultaneously should not be taken as a model for the practice that we wish to consider. The National Society's officers have historically contributed expertise and time to the work of the Church in Wales in education as well as publications and inspection frameworks. One of the results of the divergence of the English and Welsh education systems is that such support is increasingly challenging for the officers involved. Alternate ways will need to be considered in future, which could include the creation of service level agreements, through which schools buy into services from a diocese, which are then provided by officers whose posts are funded by the contributions from schools.

8.9 Other alternative views include covering one or more of the areas currently within the remit of Diocesan Education Teams by officers shared between dioceses or by provincial appointees working with the relevant Diocesan Directors of Education. There are examples of full-time Diocesan Directors working for more than one diocese in England and of dioceses working together to appoint specialist team members. Careful consideration needs to be given to the most effective way of creating posts across more than one diocese or at a provincial level. The three most obvious areas are the 'RE' brief, the 'CPD and teacher development' brief and the 'School Buildings' brief. All three of these would still need some local involvement at the

diocesan level, but provincial posts could create the opportunity to appoint people with specialist expertise in the particular areas who could resource the whole of the Church in Wales. The investment in and support of such posts would need to be agreed by the six dioceses working together. It will be clear from a careful reading of the earlier chapters of this report that we believe that some work in all these areas needs to be undertaken at Provincial level, however this is resourced. While we have written about the distinct responsibilities of the Provincial Education Strategy Group and the Diocesan Boards of Education, in terms of ensuring that the Church in Wales is well served by its education specialists, it may be more helpful to consider the Church in Wales Education Service as an entity having the benefit of some provincially deployed officers and some deployed at diocesan level.

8.10 The implication of much of what has been discussed in this report is that the role of the National Society in Wales is changing and will change further as the recommendations of our report are implemented. We believe that as part of this implementation process the Provincial Education Officer and the General Secretary of the National Society should undertake a careful consideration of the best ways in which the Society can make its contribution to the work of the Church in Wales in Education, and that this should be developed into a service level agreement between the Society and the Church in Wales. We have discussed this with representatives of the Society as part of our consultation process and have been encouraged by the Society's willingness to join in these discussions.

## Recommendations

66. We recommend that the Church in Wales, as a significant provider of statutory education in Wales, consider how best the responsibilities of the Provincial and Diocesan Education Teams and the roles of Provincial Education Officer and Diocesan Director of Education may be supported and resourced

67. We recommend that each diocese should review the capacity of its Diocesan Education Team to match the expectations that are made of them in the light of the needs of children and of schools. This should include a commitment to strategic capacity building across the major areas of the work of diocesan teams, giving consideration to the role of provincial resources and opportunities to share resources between dioceses.

68. The Diocesan Directors of Education should report to the Bench of Bishops through the Provincial Education Strategy Group on the progress achieved across the province in the development of Diocesan Education Teams within one year of the publication of this report and every year thereafter.

69. We recommend that the Provincial Education Strategy Group work in partnership with the National Society and the dioceses to establish a service level agreement between The National Society and Church in Wales Education Service as a whole to enable the delivery of key areas of support for Church in Wales schools.

## 9. Summary of recommendations

In this chapter the recommendations have been grouped according to those institutions to which they are primarily addressed. They have been further re-ordered to indicate the timescale within which the Review Group believes that they could be implemented. This timescale is based on the assumption that work begins on most of the issues as soon as possible after the report is published. On this basis, most of the recommendations could be achieved within a three year timescale, but we acknowledge that it is more realistic to expect them to be fully embedded at the end of five years, which is why we call for a working party to be set up to review progress at that point.

The numbering of the recommendations refers to the order in which they first appear in the full text. They are drawn from the separate chapters as follows:

Chapter	Recommendations
1	1
2	2-18
3	19-32
4	33-36
5	37-41
6	42-58
7	59-65
8	66-69
10	70

### Recommendations addressed to:

#### The Church in Wales

##### Year 1

1. We recommend that the mission statement “Serving Christ through education in Wales” should be adopted by the Church in Wales for its work in education.
2. We recommend the creation of a Provincial Education Strategy Group. The group should consist of the Bishop who has the lead responsibility for Education (chair) and one representative of each Diocesan Board of Education. The Diocesan Directors of Education and the Provincial Education Officer should be invited to attend all meetings of the group.
3. We recommend that the Provincial Education Strategy Group should be responsible to the Bench of Bishops for the framework of policy that guides relationships between the Church in Wales and its partners in the provision of education at the national level and for taking such initiatives at national level as may be most expedient for support of the development of the work of the Dioceses in this field.
4. We recommend that the General Secretary of the National Society should be a member of the Provincial Group in order to recognise the historic and continuing role of the National Society in Wales and ensure that there is co-ordination of policy on legislative matters.
5. We recommend that the Provincial Education Strategy Group should have responsibility for the work of the Provincial Education Officer and such other staff members of the provincial schools team as may from time to time be appointed.

6. We recommend that the Provincial Education Strategy Group should take responsibility for the co-ordination of 'Section 50' Inspections in Church in Wales schools at the provincial level.

7. We recommend that the Provincial Education Strategy Group should take responsibility for the development of schemes of leadership training and succession planning for all involved in the work of Church in Wales schools. (See paragraph 3.44)

8. We recommend that the data collected on behalf of this Review Group should form the basis of a data base on Church in Wales schools.

9. This data base to be held under the supervision of the Provincial Education Strategy Group within the provincial office, which will need to have sufficient resources to manage the data effectively and make it available to diocesan education teams and other bodies with a legitimate interest. A report on progress on this matter should be given to the Bench of Bishops within twelve months of the publication of this report.

14. We recommend that the Provincial Education Strategy Group should discuss with the Welsh Assembly Government whether opportunities may arise in the future to establish a clear definition of the roles and responsibilities of Diocesan Boards of Education in law.

22. We recommend that the Provincial Education Strategy Group seek to ensure that Diocesan Education Teams have access to school performance data on a continuing basis.

31. We recommend that the Provincial Education Strategy Group should be responsible at national level for the active promotion of the policies outlined in Chapter 3 particularly those on School Worship (paragraph 3.7) and Religious Education (paragraph 3.9)

40. We recommend that where work is undertaken for the whole Province the existing co-operation between Trinity University College, Carmarthen and the Diocesan Directors of Education be developed and given further strategic impetus by placing this work within the remit of the Provincial Education Strategy Group.

41. We recommend that the Church in Wales at Provincial level should initiate discussions, as a matter of urgency, with the appropriate bodies to ensure the retention of teacher training places at Trinity University College, Carmarthen in both languages. It is important that the College does not lose its capacity to prepare teachers, in the context of their vocation, to work in all schools, but particularly in those with a religious character.

56. We recommend that the next revision of the Section 50 Framework for inspection in Church in Wales schools should incorporate and reflect the relevant recommendations of this report.

60. We recommend that the Provincial Education Strategy Group take responsibility for the co-ordination of the Province's response to the Welsh Assembly Government's initiative on School Asset Management plans.

66. We recommend that the Church in Wales, as a significant provider of statutory education in Wales, consider how best the responsibilities of the Provincial and Diocesan Education Teams and the roles of Provincial Education Officer and Diocesan Director of Education may be supported and resourced.

## Year 2

11. We recommend that there should be a Church in Wales Education Sunday to celebrate the work of the church in education through its schools, its churches and its members, possibly in the second half of September each year.

65. We recommend that the Asset Management Plan is implemented in partnership with the Welsh Assembly Government, ensuring that there is a sufficient level of funding for its implementation and a fair distribution of capital funds available across the different sectors within the maintained system of education.

69. We recommend that the Provincial Education Strategy Group work in partnership with the National Society and the dioceses to establish a service level agreement between The National Society and Church in Wales Education Service as a whole to enable the delivery of key areas of support for Church in Wales schools.

## **Years 1-5**

15. We recommend that the Church in Wales should seek opportunities to develop new schools and new involvement in schools as a result of re-organisation, imaginative developments in school structures or the development of the Church's contribution to the teaching of Welsh (see also recommendation 32)

32. We recommend that the Church in Wales seek opportunities to open new Church in Wales Welsh Medium primary and secondary schools in places where there is a demand for Welsh medium provision. We also recommend that Church in Wales schools that are of sufficient size and do not currently provide instruction through the medium of Welsh should consider the possibility of creating a Welsh medium stream.

36. We recommend that the Church in Wales in conjunction with Local Authorities look into the possibility of establishing a school or unit that meets the needs of children with additional learning needs in areas where that need is not met currently.

64. We recommend that the aspirations contained in paragraph 7.12 and 7.13 for the future provision and development of Church in Wales schools should be adopted by each diocese and its outworking monitored by the Provincial Education Strategy Group. The Group should report progress to the Bench of Bishops in its annual report.

## **The National Society**

### **Year 1**

10. We recommend that the National Society should consider the creation of the post of Deputy General Secretary (Wales) either from among their own existing professional team or by collaborating with the Provincial Education Strategy Group in the appointment of a suitable person.

### **Year 3**

12. We recommend that the National Society collaborate with the Diocesan Directors of Education in Wales to develop a specifically Welsh contribution to the National Society's bicentenary in 2011.

## **Ministerial Training**

### **Year 2**

42. We recommend that work with schools should be incorporated within the core skills programme in the initial training of all clergy preparing for ministry in the Church in Wales, preferably through a structured programme of engagement with schools.

43. We recommend that leading and resourcing school worship should be part of the programme of all clergy during CME years 4-7.

## **Year 3**

44. We recommend that working strategically with the schools in the benefice should be part of mid-ministry courses for all clergy in the Church in Wales.

45. We recommend that ministry to lay people who are following or exploring their Christian vocation through service to the community should be part of ministerial training at all stages.

46. We recommend that there should be continuing training in the purpose and delivery of collective worship in schools for all clergy in the Church in Wales.

47. We recommend that appropriate time should be given to issues related to Religious Education, school collective worship and the place of schools with a religious character within the education service of Wales in all programmes of initial teacher training and in all programmes of initial training for clergy.

48. We recommend that training for those exploring ministry to schools as Readers and members of Deanery Education Groups should be embedded within ministerial training.

## **Provincial Education Officer**

### **Year 1**

39. We recommend that the Provincial Education Officer obtain from the Church of England Education Division a range of job descriptions for chaplaincy in Further Education and Higher Education that can be used to provide a resource for deanery and diocesan education groups. The resource should also indicate the level of support needed to enable this work.

## **Dioceses**

### **Year 1**

16. We recommend that every diocese within the Church in Wales should have a formally designated Diocesan Board of Education.

23. We recommend that the Diocesan Directors of Education should produce Provincial guidance on the admissions process for Church in Wales schools. This should include guidance on the administration of admissions, the framing of admissions criteria and induction arrangements. Such guidance should be produced within twelve months of the acceptance of this report by the Bench of Bishops and that this should be circulate to every Church in Wales school governing body as soon thereafter as possible. The guidance should reflect the new codes on school admissions and admissions appeals currently being developed by the Welsh Assembly Government.

24. We recommend that within the new guidance on admissions criteria (Recommendation 23), Diocesan Directors of Education ensure that full guidance is given to governing bodies on the admission criteria as they apply to children with additional learning needs and 'looked after' children.

52. We recommend that the Diocesan Directors of Education create a working group to consider the School Effectiveness Profile published by the Welsh Assembly Government

and to recommend the extent to which this should impact on *Self Evaluation toolkit for Church in Wales schools* and the extent to which it contributes to the issues raised in this chapter on the leadership of Church in Wales schools.

67. We recommend that each diocese should review the capacity of its Diocesan Education Team to match the expectations that are made of them in the light of the needs of children and of schools. This should include a commitment to strategic capacity building across the major areas of the work of diocesan teams, giving consideration to the role of provincial resources and opportunities to share resources between dioceses.

## Year 2

20. We recommend that Church in Wales Diocesan Education Teams work in close partnership with Local Authorities to support the holistic personal development, spiritual development and academic achievement of all children in Church in Wales schools.

21. We recommend that Diocesan Education Teams should seek to ensure that their contribution to school improvement is clearly focussed on working with Local Authorities as catalysts for school improvement in Church in Wales schools.

26. We recommend that Diocesan Education Teams set up a working group to review the practice of school worship in Church in Wales schools. The working group should develop a clear strategy to develop Collective Worship building on best current practice. Progress in this work to should be reported to the Bench of Bishops within two years.

28. We recommend that the Diocesan Directors of Education produce guidance for Church in Wales schools to reflect their distinctive Christian Character in their school's brochure.

35. We recommend that every support be given to Church in Wales schools in their work with pupils with additional learning needs. Recognising the existing good practice, we urge schools to look for opportunities to develop expertise in work with children with additional learning needs and dioceses to strengthen partnerships in support of this. Consideration needs to be given to the practical resourcing and training implied in this statement.

51. We recommend that diocesan guidance for governors be reviewed and provincial guidance be produced to identify and support key areas of Church school governance.

59. We recommend that in the light of the proposed Welsh Assembly Government condition survey of church schools every diocese should create an Asset Management Plan for its school buildings in close partnership with Welsh Assembly Government's Capital Funding Branch and Local Authorities within two years of the publication of this report. Copies of these plans should be shared with the Provincial Education Officer in order that they should constitute a provincial document. The Provincial Asset Management Plan should thereafter be subject to cyclical review in line with government practice.

63. We recommend that every diocese should commission research into the former Church in Wales school buildings and related properties which are still the responsibility of the diocese, with a view to ensuring that the benefit of these assets is maximised.

## Year 3

27. We recommend that training opportunities be provided for all Church school leaders to engage them in the exploration of the relationship between school worship and the Anglican tradition of worship and the educational justification for worship in school.

53. We recommend that Diocesan Directors of Education, representatives of the Welsh Assembly Government, the Local Authorities and other training providers should work

together to ensure that the training needs of governors, school leaders and staff in Voluntary Aided, Voluntary Controlled and Foundation schools are met in ways that reflect the distinctiveness of their status and their religious character.

## **Years 2-5**

68. We recommend that the Diocesan Directors of Education should report to the Bench of Bishops through the Provincial Education Strategy Group on the progress achieved across the province in the development of Diocesan Education Teams within one year of the publication of this report and every year thereafter.

## **Deaneries**

### **Year 1**

19. We recommend that every deanery area in the Church in Wales should establish a working group, perhaps working collaboratively with other deaneries, of people with appropriate experience of or ability in the relations between churches and educational establishments to co-ordinate the Church's ministry to secondary schools.

37. We recommend that the Deanery Education Groups (Recommendation 19) should include within their brief the development and support of Chaplaincy provision in Further Education working ecumenically where appropriate.

38. We recommend that the Deanery Education Groups (Recommendation 19) should provide the support at the local level of Chaplaincy in Higher Education working ecumenically where appropriate.

### **Years 2-5**

34. We recommend that the Deanery Education Groups consider what help and prayerful support they are able to offer schools at times of crisis.

## **Parochial Church Councils**

### **Year 2**

57. We recommend that every Parochial Church Council reviews the pastoral care and support it offers to its parishioners who work in schools.

58. We recommend that every Parochial Church Council reviews the pastoral care and support it offers to Christian teachers and the professional schools staff in the schools in the parish.

## **Church in Wales Schools**

### **Year 1**

25. We recommend that the governing bodies of all Church in Wales schools review their policies on such matters as additional learning needs, to ensure that they are clearly placed within the framework of the identity and character of the school, as a Church in Wales school.

29. We recommend that all Church in Wales schools, when they are planning or reviewing their international links with other schools, should consider how they may be able to use diocesan and parish links with others in the Anglican Communion as a starting point for creating links with other schools in the Anglican Communion.

54. We recommend that all Church in Wales schools should commit appropriate time and resources to ensure that the staff involved in delivering Religious Education and Collective Worship receive continuing professional development in these.

61. We recommend that Governing Bodies of all Church in Wales schools consider what steps they can take to reduce the environmental impact of their school, particularly in the areas of maintenance and fuel costs.

## Year 2

27. We recommend that training opportunities be provided for all Church school leaders to engage them in the exploration of the relationship between school worship and the Anglican tradition of worship and the educational justification for worship in school.

30. We recommend that in the light of the above recommendations, all Church in Wales schools review the text of their school brochures to ensure that they adequately reflect the school's own practice and beliefs, set in a context of the policies of the Local Authority and the Diocese. Particular attention should be paid to statements in the brochure about Religious Education, Collective Worship, bi-lingualism and the school's admission policy.

33. We recommend that the governing body of every Church in Wales school review its policies and arrangements for pastoral care to ensure that they understand how the carers within the school are themselves being given the support to undertake this part of their work effectively.

35. We recommend that every support be given to Church in Wales schools in their work with pupils with additional learning needs (ALN). Recognising the existing good practice, we urge schools to look for opportunities to develop expertise in work with children with ALN and dioceses to strengthen partnerships in support of this. Consideration needs to be given to the practical resourcing and training implied in this statement.

## Year 3

55. We recommend that all Church in Wales schools embed reflection on the effectiveness of their Christian character at the heart of their personal and staff development programmes on an ongoing basis. This might be explored by schools working in collaboration in local or diocesan clusters.

## Welsh Assembly Government

### Year 1

13. We recommend that the phrase *schools with a religious character* which has a legal definition in the Schools Standards and Framework Act, 1998 should be used in all official documents in Wales and that the phrase 'faith schools', for which no legal definition exists, should not be used.

### Year 2

17. We recommend the Welsh Assembly Government should initiate work with the Provincial Education Strategy Group and the Roman Catholic Church and other denominations and

faiths to consider the extent to which a publication in Wales would help to clarify the way in which faith groups engage with and support schools and learning in Wales.

49. We recommend that the National Professional Qualification for Headship programme should incorporate elements related to sustaining and developing school ethos and, for appropriate candidates, this should incorporate consideration of the character and ethos of a church school. This should extend to a consideration of how distinctive leadership is exercised in the context of a school with a religious character.

50. We recommend that guidance issued to governors by the Welsh Assembly Government and Local Authorities should always reflect issues of governance of schools with a religious character alongside those of community schools.

62. We recommend that the Guide for Governors be reviewed to reflect the current development in Asset Management Planning and the ways in which this will affect the responsibilities of governors in Church in Wales Voluntary Aided schools.

## **Year 3**

47. We recommend that appropriate time should be given to issues related to Religious Education, school Collective Worship and the place of schools with a religious character within the education service of Wales in all programmes of initial teacher training and in all programmes of initial training for clergy.

## 10. Conclusion

10.1 The members of the Review Group wish to record their thanks to all those who have contributed generously of their time to the work of the Review. We have appreciated the willingness of many to meet and talk to members of the Review Group and to all those who responded to the questionnaires or to the consultation document. This document could not have been prepared without their assistance.

10.2 The Review Group has been concerned to ensure that the proposals that it puts forward in the context of its recommendations should be practical and achievable. Therefore as far as possible they are precisely addressed to those who are able to implement them and, unless clearly stated to the contrary, we believe that they are achievable within a five year timescale from the date on which the report is endorsed by the Bench of Bishops to whom it is formally addressed. Therefore we have a final recommendation.

### Recommendation

70. We recommend that a small working party be created, five years after the endorsement of the report, to review progress and to report to the Bench of Bishops within six months of being convened, on the extent to which the recommendations within this report have been achieved and to make proposals for the next stages of development.

## Appendix 1 Initial membership of the Review Group (November 2006)

Ian Miller  
Chief Executive, Chief executive, Denbighshire County Council

The Right Reverend John Davies  
Bishop of St Asaph and Bishop with responsibility for education

Daphne Evans  
Headteacher, The Model CW Primary School, Carmarthen

The Reverend Catherine Haynes  
Diocesan Director of Education, Diocese of Swansea and Brecon

Dr Medwin Hughes  
Principal, Trinity University College, Carmarthen

Ian Keith Jones  
Headteacher, Ysgol San Sior, Llandudno

The Reverend Canon Andrew Loat  
Rector of Llandrindod w Cefnlllys and Diserth and Area Dean of Maelienydd

Sian Owen  
Acting Headteacher, Ysgol Parc-y-bont

Dr Susan Mitchell  
Headteacher, St John Baptist C W High School, Aberdare

Sister Angela Murray  
Director of Schools, Diocese of Minevia

The Reverend Canon Patrick Thomas  
Vicar of Carmarthen St David's

**Secretary** (until March 2008)  
The Reverend Dr Mary Thorley  
Former Head of Department of Education Studies and Head of ITET at Trinity University College, Carmarthen

**Statistics Officer and** (from April 2008) **Secretary**  
Dr David Lankshear, Research Fellow, St Mary's Centre

**Assessors**  
Nick McKemey Head of School Improvement for the National Society and Deputy General Secretary of the Church of England Board of Education

The Right Reverend Edwin Regan  
Bishop of Wrexham

**Adviser**  
The Reverend Edwin Counsell  
Church in Wales Education Officer and Diocesan Director of Education, Diocese of Llandaff

**Legal Adviser**  
Tim Davenport  
Diocese of Swansea and Brecon

**Minute Secretary**  
Penny Snowden  
Education Support Officer

## Appendix B: Statistics

The following collections of data and views have been undertaken at the request of the Review Group by its Statistics Officer.

- Interviews with every Diocesan Bishop and Diocesan Director of Education in the Church in Wales.
- A survey of parental views.
- A survey of the views of PCC secretaries.
- A survey of the views of Clergy.
- Examination of school brochures and admissions policies.
- Parental focus groups.
- Pupil focus groups.
- A survey focussing on the vocation to teach.
- Collation of data in public domain from Diocesan and Local authority web sites.
- Collation of School Performance data provide for the Review by the Fischer Family Trust.

The statistical information in the text and the tables that follow are drawn from this data collection process and represent a small proportion of the material made available to the Review. It is hoped that the Statistics Officer of the Review will be able to publish further more detailed statistically driven studies of the issues in the coming months.

**Table 1 Church in Wales primary schools by status**

Status	Number of schools
Church in Wales Voluntary Aided	66
Church in Wales Voluntary Controlled	101
Church in Wales Foundation	1
<b>Total number of Church in Wales schools</b>	<b>168</b>

All 4 Secondary schools in which the Church in Wales has a stake are Voluntary Aided.

**Table 2 People engaged in Church in Wales schools**

Type of engagement	Number of people
Teachers working in Church in Wales schools	1,170
Other staff working in Church in Wales schools	1,808
Governors in Church in Wales schools	2,086
Pupils	21,261

**Table 3 Medium of Instruction in Church in Wales primary schools**

	English	Welsh	Both
<b>Key Stage 1</b>	126	31	11
<b>Key Stage 2</b>	124	14	30

The principle medium of instruction in all the Secondary schools in which the Church in Wales has a stake is English.

**Table 4 Size of Church in Wales primary schools**

Number of pupils	Voluntary Aided	Voluntary Controlled	Foundation
<b>70 or fewer</b>	11	46	1
<b>71-140</b>	23	51	0
<b>141-210</b>	19	16	0
<b>Over 210</b>	13	8	0

**Table 5 Medium of Instruction in KS1 at Church in Wales schools according to overall school roll**

Overall School size	Welsh	English	Both	No children at this Key Stage
<b>70 or fewer</b>	36%	60%	4%	0%
<b>71 – 140</b>	12%	81%	7%	0%
<b>141 – 210</b>	15%	70%	10%	5%
<b>Over 210</b>	5%	75%	10%	10%
<b>All schools</b>	18%	73%	7%	2%

**Table 6 Medium of Instruction in KS2 at Church in Wales schools according to overall school roll**

Overall School size	Welsh	English	Both	No children at this Key Stage
<b>70 or under</b>	16%	58%	24%	2%
<b>71 – 140</b>	5%	74%	14%	7%
<b>141 – 210</b>	7%	76%	14%	3%
<b>Over 210</b>	0%	85%	10%	1%
<b>All schools</b>	8%	71%	17%	4%

**Table 7 The proportion of time committed by Church in Wales incumbents to work in Church in Wales, Roman Catholic and Community schools**

Incumbent's time commitment	Church in Wales Schools	Roman Catholic Schools	Community Schools
No time committed	57.1%	96.7%	22.9%
Less than ½ day	21.8%	2.9%	55.6%
½ day	11.6%	0.4%	15.3%
Up to a day	8.7%	0.0%	4.4%
1-2 days	0.4%	0.0%	1.5%
2-3 days	0.4%	0.0%	0.4%

**Table 8 Parochial Church Council Secretaries' understanding of relationships between the Church and primary and secondary schools in the parish**

Type of school	Proportion of parishes reporting the presence of this type of school	Proportion of parishes reporting relationships as close or very close with this type of school
Community primary	60.3%	34.6%
Community secondary	19.7%	6.5%
Church in Wales primary	22.6%	22.2%
Church in Wales Secondary	0.2%	0.6%
Roman Catholic primary	6.5%	0.6%
Roman Catholic Secondary	1.3%	0.8%

**Table 9 Content of school brochures and school ethos (i) issues reflecting the value of the individual**

	Voluntary Aided Schools	Voluntary Controlled Schools	All Church in Wales Schools
Value of the individual child mentioned	39%	45%	43%
Special Educational Needs mentioned	91%	91%	93%
Mention of SEN included relationship to ethos	5%	0%	2%
Child Protection mentioned	23%	17%	22%
Mention of Child Protection includes relationship to ethos	0%	0%	0%
Bullying mentioned	27%	17%	22%
Mention of bullying includes relationship to ethos	3%	0%	1%

**Table 10 Content of school brochures and school ethos (ii) Religious Education and School Worship**

	Voluntary Aided Schools	Voluntary Controlled Schools	All Church in Wales Schools
RE is mentioned	97%	93%	94%
Worship is mentioned	91%	91%	93%
Rights of withdrawal are explained	62%	77%	73%
Rights of withdrawal explained but resisted	12%	5%	9%
Is the place of the Eucharist in school worship explained	29%	3%	15%
Is the concept of worship education explained	5%	3%	4%
Is the Anglican tradition of worship mentioned	29%	3%	15%

**Table 11 School performance data for Church in Wales (C in W) primary schools compared with all other primary schools in Wales**

Subjects	Raw scores for schools other than C in W schools	Raw Scores for C in W schools	Value Added PA model for schools other than C in W	Value Added PA model for C in W schools	Contextual Value Added SX model for schools other than C in W schools	Contextual Value Added for C in W schools
<b>Welsh</b>	4.37	4.23	0.00	-0.05	0.00	-0.02
<b>English</b>	4.46	4.61	0.00	0.07	0.00	0.03
<b>Maths</b>	4.49	4.63	0.00	0.06	0.00	0.02
<b>Science</b>	4.56	4.68	0.00	0.04	0.00	0.02
<b>All Core</b>	4.50	4.63	0.00	0.06	0.00	0.02

**Table 12 School performance data for Church in Wales (C in W) primary schools compared with all other primary schools in Wales – rural schools only**

Subjects	Raw scores for schools other than C in W schools	Raw Scores for C in W schools	Value Added PA model for schools other than C in W	Value Added PA model for C in W schools	Contextual Value Added SX model for schools other than C in W schools	Contextual Value Added for C in W schools
<b>Welsh</b>	4.38	4.24	0.00	-0.03	0.00	-0.01
<b>English</b>	4.50	4.61	0.02	0.05	0.00	0.00
<b>Maths</b>	4.54	4.63	0.02	0.05	0.00	0.01
<b>Science</b>	4.60	4.68	0.01	0.04	0.00	0.00
<b>All Core</b>	4.53	4.63	0.01	0.05	-0.01	0.01

**Table 13 School performance data for Church in Wales (C in W) primary schools compared with all other primary schools in Wales – urban schools only**

Subjects	Raw scores for schools other than C in W schools	Raw Scores for C in W schools	Value Added PA model for schools other than C in W	Value Added PA model for C in W schools	Contextual Value Added SX model for schools other than C in W schools	Contextual Value Added for C in W schools
<b>Welsh</b>	4.36	4.19	0.01	-0.14	0.00	-0.01
<b>English</b>	4.44	4.61	-0.01	0.08	0.00	0.06
<b>Maths</b>	4.47	4.63	-0.01	0.07	0.00	0.05
<b>Science</b>	4.55	4.67	-0.01	0.05	0.00	0.04
<b>All Core</b>	4.48	4.63	-0.01	0.07	0.00	0.05

**Table 14 School performance data for Church in Wales (C in W) primary schools compared with all other primary schools in Wales – Voluntary Aided schools only**

Subjects	Raw scores for schools other than C in W schools	Raw Scores for C in W schools	Value Added PA model for schools other than C in W	Value Added PA model for C in W schools	Contextual Value Added SX model for schools other than C in W schools	Contextual Value Added for C in W schools
<b>Welsh</b>	4.37	4.35	0.00	-0.07	0.00	-0.04
<b>English</b>	4.46	4.64	0.00	0.07	0.00	0.04
<b>Maths</b>	4.49	4.68	0.00	0.07	0.00	0.04
<b>Science</b>	4.56	4.71	0.00	0.05	0.00	0.03
<b>All Core</b>	4.50	4.67	0.00	0.05	0.00	0.04

**Table 15 School performance data for Church in Wales (C in W) primary schools compared with all other primary schools in Wales – Voluntary Controlled schools only**

Subjects	Raw scores for schools other than C in W schools	Raw Scores for C in W schools	Value Added PA model for schools other than C in W	Value Added PA model for C in W schools	Contextual Value Added SX model for schools other than C in W schools	Contextual Value Added for C in W schools
<b>Welsh</b>	4.37	4.20	0.00	-0.05	0.00	-0.02
<b>English</b>	4.46	4.57	0.00	0.06	0.00	0.02
<b>Maths</b>	4.49	4.58	0.00	0.04	0.00	0.00
<b>Science</b>	4.56	4.64	0.00	0.04	0.00	0.01
<b>All Core</b>	4.50	4.58	0.00	0.04	0.00	0.00

**Table 16 Church in Wales Schools in Bangor Diocese compared with all Church in Wales schools**

Subjects	Raw scores for C in W schools	Raw Scores for C in W schools Bangor diocese	Value Added PA model for C in W schools	Value Added PA model for C in W schools Bangor diocese	Contextual Value Added for C in W schools	Contextual Value Added for C in W schools in Bangor diocese
<b>Welsh</b>	4.23	4.11	-0.05	-0.09	-0.02	-0.03
<b>English</b>	4.61	4.22	0.07	0.03	0.03	-0.01
<b>Maths</b>	4.63	4.52	0.06	0.09	0.02	0.05
<b>Science</b>	4.68	4.44	0.04	0.00	0.02	-0.03
<b>All Core</b>	4.63	4.54	0.06	0.03	0.02	0.01

**Table 17 Church in Wales schools in Llandaff Diocese compared with all Church in Wales schools**

Subjects	Raw scores for C in W schools	Raw Scores for C in W schools Llandaff diocese	Value Added PA model for C in W schools	Value Added PA model for C in W schools Llandaff diocese	Contextual Value Added for C in W schools	Contextual Value Added for C in W schools in Llandaff diocese
<b>Welsh</b>	4.23	No Welsh medium schools	-0.05	No Welsh medium schools	-0.02	No Welsh medium schools
<b>English</b>	4.61	4.63	0.07	0.04	0.03	0.01
<b>Maths</b>	4.63	4.64	0.06	0.02	0.02	-0.01
<b>Science</b>	4.68	4.66	0.04	0.03	0.02	0.00
<b>All Core</b>	4.63	4.70	0.06	0.02	0.02	0.00

**Table 18 Church in Wales schools in Monmouth Diocese compared with all Church in Wales schools**

Subjects	Raw scores for C in W schools	Raw Scores for C in W schools Monmouth diocese	Value Added PA model for C in W schools	Value Added PA model for C in W schools Monmouth diocese	Contextual Value Added for C in W schools	Contextual Value Added for C in W schools in Monmouth diocese
<b>Welsh</b>	4.23	No Welsh medium schools	-0.05	No Welsh medium schools	-0.02	No Welsh medium schools
<b>English</b>	4.61	4.71	0.07	0.08	0.03	0.06
<b>Maths</b>	4.63	4.73	0.06	0.07	0.02	0.05
<b>Science</b>	4.68	4.74	0.04	0.08	0.02	0.06
<b>All Core</b>	4.63	4.77	0.06	0.06	0.02	0.05

**Table 19 Church in Wales schools in St Asaph Diocese compared with all Church in Wales schools**

Subjects	Raw scores for C in W schools	Raw Scores for C in W schools in St Asaph diocese	Value Added PA model for C in W schools	Value Added PA model for C in W schools in St Asaph diocese	Contextual Value Added for C in W schools	Contextual Value Added for C in W schools in St Asaph diocese
<b>Welsh</b>	4.23	4.49	-0.05	0.09	-0.02	0.03
<b>English</b>	4.61	4.60	0.07	0.07	0.03	0.01
<b>Maths</b>	4.63	4.64	0.06	0.08	0.02	0.02
<b>Science</b>	4.68	4.64	0.04	0.07	0.02	0.02
<b>All Core</b>	4.63	4.67	0.06	0.05	0.02	0.01

**Table 20 Church in Wales schools in St David's Diocese compared with all Church in Wales schools**

Subjects	Raw scores for C in W schools	Raw Scores for C in W schools in St David's diocese	Value Added PA model for C in W schools	Value Added PA model for C in W schools in St David's diocese	Contextual Value Added for C in W schools	Contextual Value Added for C in W schools in St David's diocese
<b>Welsh</b>	4.23	4.25	-0.05	-0.09	-0.02	-0.07
<b>English</b>	4.61	4.57	0.07	0.10	0.03	0.06
<b>Maths</b>	4.63	4.57	0.06	0.06	0.02	0.02
<b>Science</b>	4.68	4.58	0.04	0.07	0.02	0.03
<b>All Core</b>	4.63	4.65	0.06	0.07	0.02	0.04

**Table 21 Church in Wales schools in Swansea and Brecon Diocese compared with all Church in Wales schools**

Subjects	Raw scores for C in W schools	Raw Scores for C in W schools in Swansea and Brecon diocese	Value Added PA model for C in W schools	Value Added PA model for C in W schools in Swansea and Brecon diocese	Contextual Value Added for C in W schools	Contextual Value Added for C in W schools in Swansea and Brecon diocese
<b>Welsh</b>	4.23	4.53	-0.05	0.17	-0.02	0.16
<b>English</b>	4.61	4.62	0.07	0.07	0.03	0.05
<b>Maths</b>	4.63	4.63	0.06	0.05	0.02	0.03
<b>Science</b>	4.68	4.64	0.04	0.05	0.02	0.04
<b>All Core</b>	4.63	4.66	0.06	0.03	0.02	0.02

## Appendix C List of those who responded to the consultation

### Received in Welsh

#### Individuals

Elisa M Hughes  
Revd Canon Roger Donaldson

#### Schools

Pwyllgor Ysgolion  
Yr Ysgol Hyfforddiant ac Addysyg Gychlneol

### Received in English

#### Individuals

Canon George Bennett,	Area Dean Clyre Deanery
Kenneth Padley	Anglican Chaplaincy Bangor
Felicity Padley,	Parish of Llwynderw
Kathleen Boyce	DDE Swansea & Brecon
Revd Peter Brooks	Incumbent
Rosalind Williams	Schools Officer Building/Legal Diocese of St Asaph
David White	Bishop's Visitor Swansea & Brecon
Stephen Ryan	Incumbent
Nigel Topley	Additional Learning Needs team Powys
Kathie Mayer	Schools Officer, Llandaff Diocese
Martin Snellgrove	Incumbent
Revd Catherine Haynes	Member of Review Group
Dewisland & Fishguard Deanery	
Revd Michael Balkwill	Incumbent
Canon Andrew Loat	Member of Review Group
Revd Michael Komor	Area Dean Bridgend Deanery
Ven Bill Thomas	Incumbent
Ian Keith Jones	Member of the Review Group
Revd Janice Jones	Chaplain Yale College

#### Other

Welsh Assembly Government  
Children's Commissioner for Wales  
Monmouth Diocesan Education Council [via Andrew Morton FE Officer]  
Anonymous  
Catholic Education Service  
General Teaching Council for Wales

#### Schools

Llantilio Pertholey Primary	Ysgol San Sior,
Pentip VA	St Mary the Virgin Primary
Ysgol Babanod,	Gladesbry
Magor CW Primary	Trelawnyd VA
Archbishop Rowan Williams CW VA Primary	Llangattock CW Primary,
Caerleon Endowed Infant	St Mark's VA
Knighton CW Primary,	St Andrew Major CW Primary
St Giles Primary	Pen y Coed Isaf
Gungrog CW Primary	St Andrews Major CW Primary

## Appendix D. The duties of Diocesan Boards of Education in England

A. Extract from the Diocesan Boards of Education Measure 1991 (as amended)

### 1. Diocesan Boards of Education

(1) For every diocese there shall be a Diocesan Board of Education which shall have the functions assigned to it by this Measure and shall be responsible to the diocesan synod; and references in this Measure to 'the Board' shall be construed as referring to the Diocesan Board of Education for the diocese concerned.

(2) The Board shall be constituted in accordance with the provisions of Part I of the Schedule to this Measure, except that if the diocesan synod resolve that instead of being so constituted the Board shall be constituted in accordance with provisions agreed by that synod, the diocesan synod may with the consent of the bishop request the Secretary of State to make an order for the Board to be constituted in accordance with that resolution, and the Secretary of State upon receiving such a request may if he thinks fit make an order accordingly.

(3) The Secretary of State may amend or revoke an order made under subsection (2) above only upon a request made by the diocesan synod with the consent of the bishop of the diocese, and the amendment or revocation shall be in accordance with the resolution of that synod.

(4) The bishop, after consultation with the Board, shall appoint a director of education for the diocese who shall act as secretary of the Board.

(5) The Board may be a body corporate or unincorporate.

(6) The provisions of Part II of the Schedule to this Measure shall have effect with respect to the proceedings of the Board, whether the Board is constituted in accordance with the provisions of Part I of that Schedule or an order made by the Secretary of State.

### 2. Functions of Board

(1) The functions of the Board shall be-

(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 or assist in the promotion of Religious Education and religious worship in schools in the diocese;

(c) to promote or assist in the promotion of church schools in the diocese and to advise the governors of such schools and trustees of church educational endowments and any other body or person concerned on any matter affecting church schools in the diocese;

(d) to promote co-operation between the Board and bodies or persons concerned in any respect with education in the diocese;

(e) the functions assigned to the Board by this Measure; and

(f) such other functions not contrary to this Measure as are assigned to the Board by the diocesan synod, other than functions relating to church schools or church educational endowments.

(2) The Board shall have power to do all such things as are incidental or conducive to the discharge of its functions.

(3) The Board shall make to the diocesan synod, as soon as may be after the end of each year, a report on the exercise of its functions since the last report or (in the case of the first) since the Board's establishment.

### 3. Transactions for which advice or consent of Board is required

(1) The governing body of any church school, and the trustees of any church educational endowment held wholly or partly for or in connection with any church school, shall obtain the

advice of the Board for the diocese in which the school is situated and shall have regard to that advice before-

- (a) publishing proposals for any prescribed alteration to the school under section 28(2) (b) of the School Standards and Framework Act 1998;
- (b) publishing proposals for the discontinuance of the school under section 29(2) of that Act;
- (c) serving notice of an intention to discontinue the school under section 30(1) of that Act;
- (cc) consulting under section 89(2) of that Act about proposed admission arrangements for any school year;
- (d) publishing proposals for changing the character of the school under paragraph 2 or 3 of Schedule 8 to that Act; or
- (e) making any application to, or entering any agreement with, any body or person for or in connection with any disposal (whether by sale or otherwise) of the premises of the school or any part of them.

(2) Subject to subsection (3) below, the governing body of any church school which is a voluntary aided school shall not, unless it has obtained the consent in writing of the Board for the diocese in which the school is situated, enter into any agreement or arrangement with any body or person for or in connection with any alteration or repair of the premises of the school, being an alteration or repair in respect of which grant may be paid by the Secretary of State or of which the approval of the Secretary of State is required before it is carried out.

(3) Subsection (2) above shall not apply in relation to any alteration or repair of premises of which the estimated cost is less than such amount as may from time to time be determined by the Board for the diocese in which the school is situated.

[(4) and (5) repealed]

(6) Where the giving of advice under subsection (1) or consent under subsection (2) above is to be considered at any meeting of the Board, at least fourteen days' notice of the time and place at which the meeting is to be held shall be given by the secretary of the Board to the clerk to the governing body of the school concerned, and the governors of that school shall be entitled to attend that meeting.

#### **4. Advice of Board required for alteration of purposes of church educational endowments**

The trustees of any church educational endowment held wholly or partly for or in connection with a church school shall obtain the advice of the Board for the diocese in which the school is situated and shall have regard to that advice before making or agreeing to the making of any alteration in the purposes for which the endowment may be applied.

For those who wish to be further informed on how the responsibilities of Diocesan Boards of Education and Diocesan Directors of Education are understood in England, there is a challenging paper on the subject written by D. J. Whittington OBE, National School Development Officer of the Church of England, Board of Education entitled

#### **Discussion paper on the future of Diocesan Boards of Education**

published by the National Society in 2008 on their website [www.natsoc.org.uk/downloads](http://www.natsoc.org.uk/downloads)

## Glossary of Terms

**Bench of Bishops:** The meeting of the bishops of the Church in Wales

**Benefice:** the parish or parishes under the care of a priest of the Church in Wales

**Church in Wales Foundation school:** the buildings of these schools are owned by the church. The staff are the employees of the governing body. The governing body is responsible for admissions. The RE may be in accordance with church policies. School worship is in accordance with Church policies.

**Church in Wales Voluntary Aided school:** the buildings of these schools are owned and maintained by the church. The staff are the employees of the governing body. The governing body is responsible for admissions. The RE and school worship are in accordance with Church policies

**Church in Wales Voluntary Controlled School:** the buildings of these schools are owned by the church. The staff are the employees of the local authority. The local authority is responsible for admissions. The RE may be in accordance with church policies. School worship is in accordance with Church policies.

**Community school:** these schools are entirely within the control of the local authority, although many of the responsibilities may be delegated to the governing body.

**Continuing Ministerial Education (CME):** This is the scheme in each diocese that provides for the continuing professional development of incumbents and other clergy within the diocese.

**Deanery** - a local grouping of parishes or benefices. One of the incumbents serves as Area dean and provides leadership to the deanery.

**Deanery Conference:** An elected conference of representatives of the local parishes or benefices.

**Diocese** - a regional grouping of deaneries led by the bishop of the diocese.

**Diocesan Board of Education:** the generic term used in this report for the body in each diocese responsible to the Bishop and the Diocesan Conference for the work of Education in the diocese. Unlike England, there is no statutory basis for this 'Board'

**Diocesan Conference:** An elected conference of representatives of the local Deaneries

**Dual System:** The term used to describe the partnership between the state, on the one hand, and the churches and faith groups, on the other, in the delivery of the state maintained education system in England and Wales.

**Governing Body:** The national representative council of the Church in Wales

**Incumbent:** A priest who has the responsibility for one or more benefices

**National Professional Qualification for Headship (NPQH):** A qualification provided by the National College of School Leadership that all aspiring headteachers should achieve before their appointment to a permanent position as headteacher of a school.

**Ordinand:** A person undergoing training in preparation for ordination as a deacon in the Church in Wales.

**Parish:** the geographical area served by a church or churches belonging to the Church in Wales

**Parochial Church Council (PCC):** a group of people worshipping in the church elected to provide leadership and management of the day to day affairs of the church in the parish, working with the incumbent.

**School with a Religious Character:** These schools may be Voluntary Aided, Voluntary Controlled or Foundation and also have been founded by a religious body, denomination or faith

**Standing Advisory Council on Religious Education (SACRE):** this is a committee of the local authority which has responsibility for the oversight of Religious Education in those schools in the authority in which the subject is conducted according to local authority policy.

## References

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Trinity College, Carmarthen and University of Wales, Lampeter (2008) *Press release dated 11<sup>th</sup> December 2008*

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## Statutes

Elementary Education Act 1870

Education Act 1944

Education reform Act 1988

Diocesan Boards of Education Measure, 1991

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