

## Guidance for Headteachers, Governors & Clergy in Church Schools and Academies

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## Letter from the Acting Director

Dear Colleague

The Church of England has provided education in this country for over 200 years. Education has changed beyond all recognition in that time, yet the Church of England has remained steadfast in its unwavering commitment to offer a high-quality education for our children and young people within the love of God.

As a provider of education, the Church of England has withstood the test of time. Ever responsive, the Church of England, working in partnership with the National Society has established new and innovative structures. These will enable it, at a diocesan level, to continue to serve and support the church schools in their many varied forms.

In the Diocese of Derby, the Board of Education has always been committed to collaboration and partnership to enable the schools within the church family to provide a distinctively Christian education for all. Increasingly, the Diocese is called to account for the effectiveness of these schools and works closely with Local Authorities and other partners to secure school improvement.

Schools are in many different circumstances, facing various challenges and seeking to overcome them with courage and tenacity! It goes without saying that our educational landscape has changed beyond all recognition in the last few years. With that change has come enormous challenge. Without doubt, each and every one of you is working incredibly hard to provide an education that equips the young people in your care with the skills and knowledge they need for life in the 21<sup>st</sup> century. I know first-hand how intense the pressure is to achieve academic results and it is right and proper that we enable the children and young people in our schools to achieve the highest academic standards. Yet, I also know from talking to many headteacher colleagues, that you are passionately committed to delivering a 'whole child' education which enables them to flourish and grow as individuals.

It is certainly an exciting time to be involved in church school education, whether as a headteacher or as a governor. I look forward to working with you, in genuine partnership, to achieve an education for our children and young people which is truly:

"Effective, rooted, distinctive, inclusive." Diocesan Board of Education for the Future (2013) p10

Within the love of God, our schools can fly.



**Liz Seymour**

## Diocesan Vision & Values

### The Kingdom of God: good news for all

#### TRANSFORMED LIVES: GROWING CHURCH, BUILDING COMMUNITY

**Transformed Lives** - a diocese committed to equipping a church of missionary disciples, centred on Christ Jesus and shaped by Him, transforming the lives of others, living out their baptismal calling in the ["Five Marks of Mission"](#).

**Growing Church** - a diocese committed to a mixed ecology of church that is more diverse, enabling people of every age and in every context to hear the good news of Jesus, where we grow and expand worshipping and witnessing communities (including parishes, schools, chaplaincy, plants and fresh expressions).

**Building Community** - a diocese committed to being outward facing, rooted in and connected to its communities, working proclaiming the good news of the Kingdom in word and action making it tangible socially, economically, environmentally and in justice.

The DBE in Derby Diocese works to support the Diocesan vision in church schools. This does not mean that we try to make everyone a Christian who works or attends a church school! It means that we are motivated by our faith in and love for Jesus Christ to help church schools to be places where staff, children and families truly flourish, where they know 'Life in all its fullness' (John 10:10). We aspire for our school communities to be places where all know the abundant and extravagant love of God.

There is much more about the Church of England's Vision for education in ['Deeply Christian, Serving the Common Good'](#). This is essential reading for anyone involved in a church school.

## Derby Diocesan Board of Education (DBE)

### Context

The Diocese of Derby consists of the whole of Derbyshire and a few parishes on the fringes of the county near Stockport and in Staffordshire. The Cathedral is in Derby itself.

The diocese serves a population of just under one million people and has over 300 churches. It works in communities, schools, prisons and hospitals as well being represented in various other aspects of city and county life.

The Archdeaconries of Derby City & South Derbyshire, East Derbyshire and Derbyshire Peak & Dales consist of deaneries and parishes all of which work alongside Christians of other denominations.

The Bishop of Derby is the Rt Rev'd Libby Lane. Bishop Libby was installed at Derby Cathedral in 2019, having previously been the Suffragan Bishop of Stockport, in the Diocese of Chester – a post she occupied from 2015.

Bishop Libby said: "I am excited and privileged to have been called to serve as Bishop of Derby. "I grew up here and my vocation was fostered here. Derbyshire nurtured me and brought me to faith, and I want to love Derbyshire back. "I want to lead a church in Derbyshire where people find hope because they know they are loved by God in Christ, and I pray that hope sets us free to live our lives in ways that bring change for good."

The Diocesan Bishop is supported by the Bishop of Repton, known in the Church of England as a suffragan bishop. The Bishop of Repton is the Rt Rev'd Malcolm Macnaughton. Bishop Malcolm joined the diocese in 2021 having previously served as the Chief of Staff to the Archbishop of York.

Derby DBE is currently chaired by Malcolm, Bishop of Repton. The Board is made up of church school headteachers and others with interest and skills relating to education.

Derby DBE, like other DBEs in England, has the following main responsibilities:

- promote or assist in the promotion of education in the diocese that is consistent with the faith and practice of the Church of England.
- promote or assist in the promotion of religious education and religious worship in schools in the diocese.
- promote or assist in the promotion of church schools in the diocese.
- promote co-operation between itself and other persons concerned with education in the diocese.

Derby DBE is committed to the education of the whole person to their fullest potential, to the development of moral and spiritual understanding, to the uniqueness of the individual and to the education of all within the maintained system. It works within statutory education on behalf of the Diocese of Derby in developing a Christian Vision of Education. It fulfils this commitment to all schools through the provision of a range of advice and support.

Through these services, the DBE promotes RE, collective worship and the spiritual development of pupils. The work of the team also focuses on school improvement to support schools in dealing with the requirements of Ofsted inspection and so has key relationships with Her Majesty's Inspectors (HMI), the Regional Schools Commissioner (RSC) and Department for Education (DfE) officials. It ensures that church schools are provided with specialist support for building development and legal matters. Among the churches of the diocese, the Board promotes church related education and provides advice for clergy, governors and parishes in support of their schools.

The vision and priorities of the diocese and the pastoral role of the church underpin all the work of the DBE. More about this vision can be found on the Diocese of Derby [website](#).

### **A Brief History of Church Schools**

Most diocesan church schools were established under trusts to provide education for the 'poor of the parish' with teaching according to the Church of England. This was before parliament allowed, in 1870, the establishment of board, and later county, schools to provide free education. The school managers or governors were responsible for all costs relating to the school buildings. From 1833 the state provided an increasing amount of financial assistance, mainly for the payment of teachers.

From 1811 the 'National Society for Promoting Religious Education' was established to support Church of England Schools. This body still exists, now known as the 'National Society for Education' and provides extensive resources for schools, dioceses and parishes. More details can be found on the Church of England's [website](#).

Church schools were established under a trust deed. We would encourage new headteachers with governors to reflect on the original aims of the school as expressed in the trust deed and how this has been translated into the current ethos statement as exhibited in the school's Instrument of Government and any aims, mission, values or ethos statement of the school. A copy of the trust deed should be in school or may be held at Church House, Derby.

The national need for the expansion of education beyond the means of many governing bodies was met in the Education Act 1944, which enabled voluntary schools to become either:

- Controlled by the local authority (LA), which meets all the costs of the school, with a minority of church foundation governors and church trustees holding the school site and buildings under educational trusts, or
- Aided for which the LA meets most of the running costs, including teachers' pay, but the governors, of whom a majority are church foundation governors, have responsibility for improvements to the school buildings and maintenance of the exterior fabric.

The Education Reform Act 1988 considerably increased the responsibilities of governors and headteachers, particularly regarding the introduction of local management of schools and the requirement that collective worship and the curriculum, including religious education, (a) 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society', and (b) 'prepares such pupils for the opportunities, responsibilities and experiences of adult life'. There have, of course, been further developments, most notably the [Academies Act of 2010](#).

In recent years, the National Society for Education has taken an increasingly leading role in church school development. The introduction of church school inspections (Section 13 and 23) in the 1990s was led by them. These inspections have morphed through SIAS (section 48) to become the current Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection. A very significant landmark in the Anglican Church's involvement in education took place in 2000 with the publication of '[The Way Ahead](#)' which explored a great deal of the motivation and mission of church school education. This was followed by further reports; '[The Church School of the Future](#)' and '[The DBE of the Future](#)' both of which relate specifically to schools and 'Going for Growth' which focuses more broadly on the needs of young people and children and the mission of the church in this area. In recent years the National Society for Education have published, '[Working Together](#)', '[Embracing Change](#)' and '[Making a Difference](#)' which examine the issues of rural church schools and RE teaching. The most recent thinking has been in developing '[Growing Faith](#)' resources along with the establishment of the [Church of England's Foundation for Educational Leadership](#). All these have important contributions to make in the understanding of what it is to work in and lead church schools.

Sign up to a regular newsletter '[Called, Connected, Committed](#)'

**Recommended Listening:** [Called, Connected, Committed Podcasts](#)

The academy agenda has been responded to very positively by the Church of England. Since 2010 the DBE has worked hard to provide support for the growing number of academy conversions and sponsorships through advice and by the establishment of a multi-academy trust to act as a sponsor for church schools. More details about Derby DBE's academy strategy are available on our [website](#).

## Derby Diocesan Education Team

The DBE values each and every one of the schools and academies it serves and offers the support of a professional and successful team.

Additional support offered to church schools is offered through the Partnership Agreement. As part of this agreement, new headteachers are offered school support visits from a senior member of the DBE team during their first few weeks. The diocesan team also offers regular training and visits for governors and staff. The team provides and facilitates a range of courses over the school year, including pre- and post-SIAMS support.

The work of the local DBE team centres on the following tasks:

- improving and developing the distinctiveness and effectiveness of church schools;
- supporting schools in developing and confidently communicating their distinctive vision;
- working in partnership with LAs, Teaching School Alliances, Multi-Academy Trusts, the Regional Schools Commissioner and Ofsted around school improvement;
- providing SIAMS training for headteachers and governors to equip them to monitor and evaluate their school as a distinctive church school;
- fulfilling a strategic plan for succession and leadership within the diocese.
- supporting governors in their nurture of the Christian Foundation of their schools;
- offering pastoral support for headteachers and staff;
- advising on religious education and its contribution to a school's distinctive character.
- advising on acts and patterns of worship;
- supporting governors in the appointment of headteachers;
- assisting with maintenance and improvement of school and academy buildings;
- representing the interests of church schools and liaising with all strategic partners;
- ensuring the continuing development, status and position of RE through engagement in SACRES throughout the diocese and involvement in national initiatives;

**The significance of the spiritual centre is vital and integral to all aspects of our work. Training and support will always draw from and return to this to sustain and develop distinctive leadership in church schools.**

## The Distinctiveness of the Church School

In recent years, the Church of England has increasingly recognised the special significance role of the headteacher in the development of the distinctive character of church schools. [‘The Way Ahead’](#) report noted that:

*‘Church school headteachers are spiritual and academic leaders of the school. Excellence in headship requires visionary, inspired leadership and management centred on the school as a worshipping community, where educational and academic excellence for all pupils is pursued in a Christian context.’ (8.1)*

So ... what is a distinctively Christian vision for a church school?

‘The Way Ahead’ continues...

*‘There will be different interpretations of distinctiveness by governing bodies reflecting the role of the school in its community, its statutory category, the composition of the community, and the traditions of the local church... Although there will be variations between one church school and another, there will be certain core principles and values that should unite all church schools within the Christian mission. These will be the gospel values of loving God and one’s neighbour, as well as the practical outworking of these values in how pupils are taught to conduct themselves and relate to one another and to God’s world’ (4.2 and 4.3)*

Headteachers, along with governors, drive the leadership and management of the school. This partnership is vital to the quality of distinctiveness which the school will demonstrate. Governors have vital roles to carry out: they hold the school to account, and they play a major part in setting the strategic direction of the school.

The church school is also recognised as a major contributor to social cohesion and should not be a cause of social division. The Most Reverend Stephen Cottrell, Archbishop of York reminds us in ‘The Scandalous Inclusivity of God’ that:

*‘...a [Church] school is able to be both particular (clear about its own Christian faith) and inclusive (welcoming of all **because** of the Christian understanding of God). It is not a problem for us that people do not share the specific beliefs of Christianity for one of the best ways that we will witness to the reality of our faith is by the way we love and honour God in our neighbour. Indeed, we believe we are better able to be inclusive than other schools because our inclusivity flows from our belief in God. This puts us in a better position to welcome, understand and include people of other faiths.’*

It is the quality of distinctiveness created by the church school’s staff, leaders and community which enables this vision to be realised.

The following traits from ‘The Church School of the Future’ summarise the distinctiveness anticipated by the church:

- the religious education curriculum will include other major world faiths but will ensure that the teaching of Christianity is given appropriate priority;
- the life of the school is developed around an explicit commitment to Christian values and ethos;
- the learning environment, including premises and grounds, will reflect the Church of England foundation and the centrality of spiritual development;
- close working relationships with the church community, through parish or deanery, will be fostered;

- admission policies form part of this distinctiveness for Aided Schools and have a powerful impact on the character of the school.’ (3.6)

**The parish and the school** - most Church of England schools are set within the worshipping community of the parish family. The implications of this setting vary, especially between primary and secondary schools, but in all cases, there should be a commitment to partnership between parish and school which is built upon a common quest for the outworking of shared values and spiritual growth. This partnership sees the church school working with the parish to engage parents (and indeed the whole community) in education and the broader life of the child.

**Appointment of staff, including headteachers** - the appointment of members of staff is one of the most important roles of headteachers. For governors or trustees, it is arguably the most important decision they will ever make when appointing a new headteacher. Not only is the quality of potential professionalism central to the success of such appointments but equally the commitment of these staff to the ethos and Christian foundation of the school.

These are important factors in deciding your new appointments. Local Authorities provide publications relating to the appointment of senior staff in maintained schools. These mainly centre on the mechanical process and professional skills governing bodies should consider in appointing staff. In the case of academy trusts, trustees/directors are encouraged to check the company’s Articles of Association carefully before proceeding to employ senior staff. Please do contact the DDE for advice at an early stage.

The following charts will help you identify differences in the appointment process between VC, VA schools and academy schools.

Voluntary Controlled	Voluntary Aided	Academy Trust
<ul style="list-style-type: none"> <li>• LA is the employer</li> <li>• LA is entitled to attend all proceedings related to the appointment of staff</li> <li>• Appointment of deputy head:</li> <li>• In VC schools ‘the governing body may take into account any candidate’s suitability and ability to preserve and develop the religious character of the school’</li> <li>• The governing body may extend advisory rights to the diocesan authority (strongly recommended)</li> <li>• The governing body may appoint ‘reserved teachers’ (for the purpose of ‘religious instruction’)</li> </ul>	<ul style="list-style-type: none"> <li>• The governing body is the employer</li> <li>• The governing body may accord advisory rights to the LA (strongly recommended)</li> <li>• The diocesan authority should have the same advisory rights as the LA</li> <li>• Appointment of deputy head: ‘the governing body may give preference to any candidate whose religious opinions and worship are in accordance with the tenets of the religious denomination of the school’ (Also applies to other teaching appointments)</li> </ul>	<ul style="list-style-type: none"> <li>• The Academy Trust is the employer</li> <li>• The Diocesan Director of Education is required to give consent or to be consulted (check the Articles of association)</li> <li>• Articles of Association may refer to Principal appointments relating the ‘fitness to uphold the object’. (Check Articles of Association)</li> </ul>

Some further important notes on appointments.

- Detailed advice on staffing is available in the DfE publications [Maintained Schools' Governance Guide](#) and [Academy Trust Governance Guide](#).
- To ensure that headteachers and governors meet the requirements of employment law in the appointment of staff, selection processes and appointment procedures should comply with Human Resources (HR) advice.
- Headteachers and governors of maintained schools will probably use LA application forms and contracts of employment. These have limited reference to the distinctiveness of church school appointments. Appropriate reference can be made within the advert and person specification for such distinctiveness.

## Religious Education (RE)

We understand church schools to be places in which faith is taken seriously, therefore special importance is given to religious education. In [‘The Way Ahead’](#) the importance of RE is made clear:

*‘An important element in the distinctiveness of church schools will lie in the emphasis on the quality of religious education in the curriculum.’*

(4.12)

It goes on to say that whilst particular attention will be given to the Christian faith in RE, it is important for young people to learn about other faiths as well.

The role of headteachers in this endeavour is also set out clearly:

*‘The headteacher will see religious education and worship as a personal and professional care, and part of that care will be to ensure along with the (foundation) governors that the school has clear, coherent and professionally competent policies for both. The school will be concerned to offer teaching in religious education that is better than the satisfactory level required by inspectors.’*

(4.12)

[‘The Church School of the Future’](#) sets out an even more ambitious and clear vision ...

*‘in the long term there needs to be an explicit expectation that religious education is a priority and must be made a focus of both initial teacher education and professional development. **The Church should not be satisfied until every church school is outstanding in this subject.**’* (3.10)

The diocese is committed to supporting schools in planning, teaching, monitoring and assessment of RE. For this reason, the diocese works closely with advisors from ‘RE Today’ who work in partnership with us to organise courses, produce support materials and are available to individual schools and clusters of schools for training and support.

Schools should consider the [Church of England’s Statement of Entitlement for RE](#).

### RE in different schools

- RE in Voluntary Controlled (VC) schools must be planned in accordance with the requirements of the Local Authority’s agreed syllabus for RE – as in community schools.
- RE in Voluntary Aided (VA) schools is the responsibility of the governors in accordance with the school’s trust deed. It is the strong recommendation of the Diocesan DBE that VA schools plan RE courses based upon their Local Authority’s RE syllabus.
- RE in academy schools is the responsibility of the trustees/directors. Under the terms of their Funding Agreement with the Secretary of State, all academies have to provide RE for all their pupils, except for those whose parents exercise the right of withdrawal. The type of RE specified in the Funding Agreement depends on whether or not the academy has a religious designation (this is the case for all church schools), and for converter academies, on whether the predecessor school was a VC, VA or foundation school.

Other than for academies where the predecessor school was a VC or foundation school, the model funding agreement specifies that an academy with a religious designation must provide RE in accordance with the tenets of the particular faith specified in the designation. They may, in addition, provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose.

The agreed syllabi in our diocese are the responsibility of Local Authority Standing Advisory Councils for Religious Education (SACREs). The diocese has played a significant role in the development of Locally Agreed Syllabi, working closely with all the SACREs in the diocese.

The following are some of the positive dimensions of learning which are directly promoted by RE.

- RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- RE enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as the influence of religion on individuals, families, communities and cultures.
- RE develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
- RE offers opportunities for personal reflection and spiritual development.
- RE encourages pupils to explore their own beliefs and questions of meaning.
- RE challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- RE encourages pupils to develop their sense of identity and belonging.
- RE enables pupils to flourish individually within their communities and as citizens in a pluralistic society and global community.
- RE has an important role in preparing pupils for adult life, employment and lifelong learning.
- RE enables pupils to develop respect for and sensitivity to others, particularly those whose faiths and beliefs are different from their own.
- RE promotes discernment and enables pupils to combat prejudice.

DBE Guidelines for RE are available on our website [HERE](#).

## Collective Worship

All schools should provide an act of worship for pupils every day. Arrangements for the act of collective worship in schools and all academies are made by the governors after consulting the headteacher. Collective worship in a church school should be carried out in accordance with the school's founding Trust Deed, and in accordance with the school's Ethos Statement, which is to be found in the statutory Instrument of Government.

As before, 'The Way Ahead' has something to offer about this worship:

*'In a church school, the offer of a Christian understanding of the world and the place of humanity in it will be reflected in worship. In particular, it will be reflected in the everyday life of the school, quietly respectful of the beliefs of others and of other faiths, but confident in its own faith.'*  
(3.28)

Collective worship should be central to the life of the school and thus needs:

- to be coherent with the school's mission statement;
- to be well organised and planned;
- to provide opportunities for everyone (including staff) to participate as well as just attend;
- an environment conducive to worship.

As an *educational* experience worship should:

- take account of the ages, aptitudes and family backgrounds of pupils;
- extend the learning opportunities offered to pupils;
- reflect what goes on across the curriculum – not just RE;
- collective worship should be inclusive.

Worship in church schools is *collective* worship as distinct from *corporate* worship. The school community is engaged in an activity which, no matter how valuable, is a legal obligation. It is not a faith community - people sharing one faith who have chosen to gather for worship. The organisation and language of this *collective* worship should allow for different levels of response. Church school worship is invitational, not coercive. All schools have pupils with widely differing experiences of worship, some will go to church regularly, others will have no such experiences beyond school and still others will belong to and worship in the precepts of another faith. It is our task to provide pupils with a secure context in which to experience Christian worship and reflect upon the impact of worship in their own lives and the lives of the people around them.

Collective worship can include material from faiths other than Christianity and many schools mark the major festivals of other faiths. Recognising them is part of the general religious and cultural education of pupils and helps develop understanding and valuing of members of other faiths in the school. The inclusion of such experiences does not mean the worship itself becomes Muslim or Hindu worship.

Collective worship is a powerful opportunity to provide for pupils' spiritual, moral, social and cultural development. For this to be successful worship should:

- be concerned with the worship of God;
- have a sense of occasion;
- invite participation;
- provide an opportunity for participants to explore their inner feelings;
- provide opportunities for individuals and the community to share matters of importance;
- celebrate beliefs, values and ideals;
- respect the integrity of all individuals, valuing everyone as a child of God;
- promote the values of the school and explore the rationale for them;
- foster a sense of community and belonging;
- be varied in style and include different forms of expression e.g. art, music, story, dance;
- celebrate pupils' talents;
- make use of symbols and imagery.

Worship should also give opportunities to explore the traditions of the church, especially the Anglican heritage - all Anglican schools should reflect some of these essential features.

These features include:

- using the Bible as a source book;
- reflecting upon Christian symbols and their use in worship;
- observing the cycle of the Anglican year: Advent, Christmas, Lent, Easter and Pentecost;
- the centrality of Prayer -
  - using collects and other formal varieties of prayer,
  - identifying a collection of prayers for regular use – including children's own prayers,
  - learning traditional responses and prayers which express the essential beliefs of Christians throughout the ages;
- providing opportunities to discover the value of meditation and silence within the context of Christian worship;
- experiencing the bond of community which encompasses gender, age, race and religious opinion, for example through the range of visitors invited to lead or attend school worship;
- sharing in a commitment to dialogue with other faiths, shown in the welcome we offer to all pupils and the celebration of shared values and beliefs.

DBE Guidelines for Collective Worship are available on our website [HERE](#).

## Governors

*'In order to enable the continued development of successful schools, high quality governance is essential ... The governance of our schools cannot be left to chance; schools need governors with the right skills and gifts to provide strategic oversight and direction.'*  
(['The DBE of the Future'](#) para. 32)

Maintained Schools can have 6 categories of governor, these being:

- Foundation Governors
- Parent Governors
- Community Governors
- Staff Governors
- Local Authority Governors
- Sponsor Governors

Academy schools have a variety of different category of governor depending on their constitution as defined in the articles of association, funding agreement and Scheme of Delegation. All Church of England schools though, must have foundation governors. In VA schools (and academies which were formerly VA schools) they should outnumber all other categories of governor put together by a majority of at least two. VC schools have a minority of foundation governors. In the Diocese of Derby, predominantly we have 2 types of foundation governor:

- those appointed or approved by the Diocesan DBE following nomination by or consultation with the PCC;
- the ex-officio governor – normally the incumbent unless a substitute has been nominated and agreed by the Archdeacon.

### **So why do we have Foundation Governors?**

It is a requirement of the trust under which Church of England Schools were established and endowed with a Church of England Foundation.

They have a special responsibility to ensure:

- that the guiding principles of the founding church are incorporated into all aspects of the governance of the school;
- that the terms of the trust deed governing the school are adhered to.

### **The Ethos of the School**

While the whole governing body has agreed to uphold the Christian ethos of the school, it is the foundation governors who have a particular responsibility to ensure that the Christian foundation is reflected in all aspects of school governance and life.

### **Appointment of Foundation Governors**

The make-up of the governing body in a maintained school is set out in the school's Instrument of Government. In most cases, the DBE appoints foundation governors in consultation with the local PCC.

In academies, the number and appointment of foundation governors usually reflects the former status of the school (VC or VA). Within Multi-Academy Trusts (MAT), the position can vary but is usually broadly similar to the school's former status. Academies are advised to check their articles of association, funding agreements, scheme of delegation and to liaise with the DDE.

Once an appointment has been approved, the diocese will inform Governor Services at the relevant Local Authority or the MAT Board of Directors/Trustees. The term of office for all diocesan foundation governors is 4 years. A diocesan foundation governor can resign at any time during those 4 years. The clerk to the governors should inform the DBE Office of any changes to the governing body. Nomination forms are available to download from our website.

### **Governor Training Course Programme**

The diocese provides a programme of training for governors in its church schools. The cost of this training is governed by the Partnership Agreement. Whole governing body training can also be provided within schools.

### **Recommended Reading for new Governors:**

Grove Booklet: 'Church School Governance' by Mike Simmonds

<https://grovebooks.co.uk/collections/education/products/ed-31-church-school-governance>

[Ethos Enhancing Outcomes Resources from CEFEL](#)

For further advice and [guidance on appointing governors](#), please see our [website](#) or contact the DBE office: [officeDBE@derby.anglican.org](mailto:officeDBE@derby.anglican.org)

## Admissions and Appeals

All schools and academies are required to adhere to the most up-to-date Admissions Code. Currently, our VC schools work with the LA in forming their admission policy and our VA schools and academies are supported by our admissions team at the DBE.

The DBE believes that each and every child, irrespective of background, faith or culture, should have the opportunity to attend their community school. We very much discourage our schools from stipulating places for faith-based criteria as we believe in the powerful message of an inclusive and welcoming education.

Appeals required for our VA schools (and other schools who wish to use this service) are arranged by the DBE staff team.

DBE Guidelines for Admissions and Appeals are available on our [website](#).

For queries about admissions and appeals, please see our website or contact the DBE Office: [OfficeDBE@derby.anglican.org](mailto:OfficeDBE@derby.anglican.org)

## Statutory Inspection of Anglican and Methodist Schools (SIAMS)

In addition to Ofsted inspections, our schools are also inspected to determine their distinctiveness and effectiveness as church schools. The inspection itself, usually lasting one day, tests out and verifies the school's understanding of itself as a church school, so schools must take responsibility for evaluating themselves and sharing their evidence with inspectors.

Under a new framework from September 2023, SIAMS inspections lead to judgements about whether:

**Through its vision and practice the school is living up to its foundation as a church school and enabling its pupils and adults to flourish.**

To achieve this, the inspector will combine judgements from seven 'inspection questions' and information about the school's context which are -

- Context of the school 1: Who are we?
- Context of the school 2: What are we doing here?
- IQ1: How does the school's theologically rooted Christian vision enable pupils and adults to flourish?
- IQ2: How does the curriculum reflect the theologically rooted Christian vision?
- IQ3: How is collective worship enabling pupils and adults to flourish spiritually?
- IQ4: How does the theologically rooted Christian vision create a culture in which pupils and adults are treated well?
- IQ5: How does the theologically rooted Christian vision create an active culture of justice and responsibility?
- IQ6: Is the Religious Education curriculum effective?
- IQ7: What is the quality of Religious Education in voluntary aided or former voluntary aided schools in which denominational religious education is taught?

Schools should evaluate the impact of their distinctiveness and effectiveness as church schools and be able to provide evidence to substantiate their judgements.

**The Report** - The inspection report will contain clear judgement statements in response to each of the above questions. All SIAMS reports for church schools in the Diocese of Derby are available on the website '[A Church Near You](#)'.

**Timing** – The inspection schedule is based on the date and overall judgement of a school's last SIAMS inspection. Schools will usually be inspected 5 years after their last inspection. As far as is possible, inspections are arranged to take place in the same term (working on a three-term year) as the last one. Schools to require improvement or as ineffective in their last SIAMS inspection should expect to be inspected again after 3 years.

Drawing on its list of approved inspectors, the National Society for Education will organise inspections on behalf of governing bodies. For all information about the organisation of inspections, please see their [website](#). This website will have the most up-to-date and relevant information.

Further guidance and information on supporting SIAMS can be found [HERE](#). Alternatively, please contact the Deputy Director for Education.

## Buildings for Voluntary Aided & Controlled Schools and Academies

Currently significant capital funding is only available to cater for growth in pupil numbers (due to demographic growth) or for urgent maintenance work. General improvement projects would need to be funded from a school's Devolved Formula Capital (DFC) or other sources.

### Undertaking Capital Works in Church Schools and Academies

The buildings and sites that make up diocesan schools perform the vital function of providing the environment in which children learn and develop. It is the statutory duty of the DBE to ensure that church schools provide a suitable, healthy environment for children's education. This requires school buildings and sites to be well maintained and kept in good repair. While the Diocese (DBE or site trustees) owns school land (apart from playing fields) and buildings, the duties of maintenance and repair fall to the individual school governing bodies or academy trusts. In a climate where budgets for capital works are limited, the DBE encourages schools to recognise the importance of spending small amounts in the short term to prevent the need for major expenditure in the future.

A range of forms are available to assist schools applying for approval to undertake building schemes.

*All schools and academies must obtain DBE and site trustee consent where capital works constitute:*

- Alterations to or extension of existing buildings
- Construction of new buildings or erection of modular/prefabricated buildings
- Alterations to or extension of car parks, playgrounds or other significant site features
- Refurbishment works to kitchens and sanitary facilities
- Renewal of building services such as heating, electrical or data systems
- Renewal of drainage services
- Works not listed above where the contract value is more than £10,000

Trustee approval does not have to be obtained for IT Works. However, if you are in any doubt please contact the DBE's Buildings Associate, Jonathan Warren from YMD Boon [jwarren@ymdboon.co.uk](mailto:jwarren@ymdboon.co.uk)

### Voluntary Controlled Schools

Although VC schools are maintained by the LA, they are still church schools and, therefore, in accordance with the DBE Measure are required to obtain trustee and DBE approval before undertaking any building work as outlined above.

A **Project Authorisation Form** should be completed and returned to the DBE Office [officeDBE@derby.anglican.org](mailto:officeDBE@derby.anglican.org), together with copies of all quotes received and, where applicable, specifications and plans of the proposed works. Approval is normally obtained within a 7–10-day turnaround period. Forms are available on our [website](#).

### Voluntary Aided Schools

**SCA (School Condition Allocation)** This is for VA schools and provides for the top priority capital works (which also must be supported by the LA). This can currently only be used for condition or safeguarding work. Typically, allocations for projects are between £20,000 and £200,000. SCA is an annual grant and projects must be completed in the financial year of allocation. If you are planning a SCA project, please talk to our associates at YMD Boon about your project and submit your application before November for potential grant funding in the following April. Larger building projects require a longer timeframe, and 12 to 18 months is not unusual for taking a project to planning stage and then further time to identify sufficient funding.

**DFC for VA schools** - The DFC is a grant given to every VA school on an annual basis; it is based on pupil numbers and enhanced to consider VAT payments. There are regulations surrounding the use of DFC can only be used for defined capital projects. DFC can be financially managed by the school or the diocese; however, most of our church aided schools opt for the diocese looking after the DFC for them.

Before you undertake any building project the relevant approvals must be obtained. This applies for DFC and SCA. After the governing body has approved the works, the approval of the trustees of the school and the DBE must be obtained.

A **Project Authorisation Form** should be completed and returned to the DBE Office [officeDBE@derby.anglican.org](mailto:officeDBE@derby.anglican.org) together with copies of all quotes received and, where applicable, specifications and plans of the proposed works and the governors' 10% contribution. Approval for DFC projects are usually obtained within a 7–10-day turnaround period. SCA projects will be approved when funding allocations are made. Forms are available on our [website](#).

### **Academies**

Before you undertake a buildings project the relevant approvals must be obtained. After the governing body have approved the works, the site trustees of the academy and, if applicable, the trustees/directors of the MAT, and the DBE must also approve the proposed works.

A **Project Authorisation Form** should be completed and returned to the DBE Office [officeDBE@derby.anglican.org](mailto:officeDBE@derby.anglican.org) together with copies of any quotes received and, where applicable, specifications and copies of plans of the proposed works. Forms are available on our [website](#).

**For further information about buildings, please contact our associates at YMD Boon:**

Jonathan Warren – [jwarren@ymdboon.co.uk](mailto:jwarren@ymdboon.co.uk)

### **DBE Office Contact details**

**Liz Seymour** Acting Director of Education  
[liz.seymour@derby.anglican.org](mailto:liz.seymour@derby.anglican.org)

**Jason Aldridge** Senior Business & Operations Manager  
[jason.aldrige@derby.anglican.org.uk](mailto:jason.aldrige@derby.anglican.org.uk)

**Lindsey Bowe** Executive Assistant plus Governance & Admissions  
[lindsey.bowe@derby.anglican.org](mailto:lindsey.bowe@derby.anglican.org)

## Differences in Categories of Schools

	Community	Voluntary Aided	Voluntary Controlled	Academy
<b>Buildings</b>	Owned by the LA	Owned by site trustees. The trust deed determines the basis on which the school is run. New building and external repairs are the responsibility of the governors (supported by grant from the DfE). Playing fields are provided by the LA	Owned by trustees. The trust deed determines how the school shall be run where the law does not make this clear. All replacement, repairs and other building costs fall on the LA	Owned by site trustees. These are not the same as the academy's charity trustees/directors! The trust deed determines the basis on which the school is run. New building and external repairs are the responsibility of the directors (supported by grants from the DfE). Playing fields are provided by the LA.
<b>Staff (Teaching)</b>	Employed by the LA. Usually appointed by the governors	Employed by the governors, paid by the LA. Governors may seek evidence of Christian commitment from applicants for teaching posts. Teaching staff expected to attend collective worship	Appointed by the governors, employed and paid by the LA. Governors are bound by LA appointing policies. Governors will be able to satisfy themselves that a candidate for the post of headteacher is suitable to support and develop the ethos of a VC school.	Employed and paid by the academy's Directors who may seek evidence of Christian commitment.
<b>Staff (Support)</b>	Employed either by LA or contractors. If LA employees usually appointed by governors	Employed either by governors or contractors. If employed by governors, they are usually paid by the LA	Employed either by LA or contractors. LA employees usually appointed by governors	Employed by Academy directors
<b>Worship</b>	Daily act of collective worship broadly in the Christian tradition	Daily act of wholly Christian collective worship, which reflects the Anglican tradition and can include worship in the parish church	Daily act of wholly Christian collective worship, which reflects the Anglican tradition and can include worship in the parish church	Daily act of wholly Christian collective worship, which reflects the Anglican tradition and can include worship in the parish church. Academy funding agreements mirror the position of maintained schools
<b>RE</b>	The school must follow the LA syllabus	Governors determine a syllabus that reflects the Anglican tradition. They may make use of the diocesan syllabus where this exists	The school must follow the LA syllabus unless the parents request a denominational one. The foundation governors have rights in the appointment of	This is specified in the Academy's funding agreement which usually reflects the former status of the school

			staff (called reserved teachers) to teach denominational RE	
<b>Membership of the governing body</b>		Church foundation governors have an absolute majority over all other governors. They are nominated by PCC and appointed by the DBE. Parish priest is usually foundation ex officio governor. All governors combine to elect the Chair.	Church foundation governors are in the minority. They are nominated by PCC and appointed by the DBE. Parish priest is usually foundation ex officio governor. All governors combine to elect the Chair	This usually reflects the former status of the school. Check the Articles of Association and funding agreement
<b>Funding</b>	LA formula	LA formula. Governors' 10% costs for building work	LA formula	Academies receive funding directly from the DfE based on the LA formula
<b>Admissions</b>	LA responsible for admissions	Governors determine the policy and make the decisions. They must adhere to the provisions in the Schools Admissions Code	The LA is responsible for admissions but must consult the governing body each year	Academy directors determine the policy and make the decisions. They must adhere to the provisions in the Schools Admissions Code
<b>Advice</b>		Diocesan Director may advise (on behalf of the DBE) any church school on any matter as outlined in the DBE Measure 1991	Diocesan Director may advise (on behalf of the DBE) any church school on any matter as outlined in the DBE Measure 1991	Diocesan Director may advise (on behalf of the DBE) any church school on any matter as outlined in the DBE Measure 1991
<b>Inspection</b>	Ofsted inspectors look at all issues	Ofsted inspectors look at most issues. SIAMS inspectors inspect distinctiveness and effectiveness as a church school (including the impact of RE, collective worship, ethos and leadership and management)	Ofsted inspectors look at most issues. SIAMS inspectors inspect distinctiveness and effectiveness as a church school (Including the impact of collective worship, ethos and leadership and management)	Ofsted inspectors look at most issues. SIAMS inspectors inspect distinctiveness and effectiveness as a church school. (Including the impact of collective worship, ethos and leadership and management)
<b>Term dates and holidays</b>	LA sets dates	Governors have the right to set dates. This gives flexibility over religious holidays.	LA sets dates	Academy directors have the right to set dates