

Preface

This short document has been prepared at the request of the review group for the purposes of conducting a consultation on the issues that have been under consideration. This consultation is being conducted during the summer and autumn of 2008. Those individuals or organisations that wish to participate in this consultation process are asked to respond to the questions and statements contained in the Response Form that accompanies this booklet or which can be obtained from the Secretary to the Review Group.

The data collection initiated as part of the work of the review is not yet complete and therefore it has not been possible to reflect certain key information in this consultation document. This includes certain aspects of the performance of Church in Wales schools. This data will be made available through the Review's website as soon as possible.

Contents

	Page
1. Introduction	3
2. The Church in Wales and Education	7
3. The School, the Parish and the Community	9
4. At all times and in all places: Engagement in difficult times	19
5. Beyond the school: Further and Higher Education	21
6. Nurturing of vocation	24
7. Funding, Asset Management and planning for the future	32
8. Summary of Recommendations	38
Appendix A	42
Appendix B key statistics	44
Glossary	45
Response Form	

1. 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 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 22nd 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 and May 2008 at which this consultation document was approved. The review was formally launched with a presentation to the Governing Body of the Church in Wales on 12th April 2007.

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. Some of these enquiries are ongoing.

- Interviews with every Diocesan Bishop and Diocesan Director of Education in the Church in Wales
- Parental Questionnaire
- PCC secretaries' questionnaire
- Clergy questionnaire
- Examination of school brochures and admissions policies
- Parental focus groups
- Teachers' questionnaire (running concurrently with this consultation)
- Questionnaire on Vocation to teach
- Collation of data in public domain from Diocesan and Local authority web sites
- School Performance data

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 and to inform the final report. 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 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 the schools in their locality;
- through 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;
- through the work of the Church in Wales clergy;
- through the development of Church in Wales schools and Trinity College, Carmarthen;
- Through the work done by those inspecting RE and school worship in Church in Wales schools
- Through the support provided, particularly to Church in Wales schools, RE and school worship by Diocesan Education Teams;
- Through chaplaincy in Further and Higher Education;
- Through pre-school provision.

1.8 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.

1.9 It is our hope that during the summer of 2008 this consultation document will stimulate discussion about the issues raised within parishes, schools/colleges, local authorities, clergy, teachers and governors and that as many organisations, groups and individuals as possible will respond to it on the form provided by 30th September 2008. It is our intention that the final report, incorporating the results of this consultation will be prepared following the consultation ending October 2008, presented to the Bench of Bishops early in 2009 and published as soon after that date as possible.

Emerging Mission Statement:

“Serving Christ through the provision of education in Wales.”

2. The Church in Wales and Education

2.1 Within the context of a consultation document it is not our intention to rehearse the long history of the Church in Wales' involvement with education and the provision of schools. Therefore we will focus in this document only on the current provision.

Current Statistics

2.2 The Church in Wales has 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)

2.3 Church in Wales incumbents commit 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.

2.4 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.

2.5 Despite these problems 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.

2.6 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.

Emerging Recommendations

2.1. 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.

2.2. This data base to be held under the supervision of the Diocesan Directors of Education 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.

3. The School, the Parish and the Community

All Schools

3.1 Schools exist to provide the best possible educational experience for all the children entrusted to their care. They 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.

Starting with the local

3.2 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.

- Prayer support – 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.

3.2 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.

3.3 It is clear from the research that has been conducted for this review 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 and 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.

3.4 Further support for schools comes from the way that the churches support the work of those whose Christian discipleship leads them to work in schools as members of staff, as governors or as volunteers.

How does the wider church support schools?

3.5 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 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 Director will need to ensure that parishes and Deaneries are encouraged and supported in their work in education as well as working directly with schools. 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 diocesan primary schools. 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.

3.6 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 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

3.7 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 College, Carmarthen and charitable trusts such as the St Mary's Trust.)

3.8 The Church in Wales Education 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 school worship should continue to be a statutory requirement on all schools.

B. Religious Education

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

- The commitment of its representatives on Local Authority 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, Bishops 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 Voluntary Controlled schools;
- The work of Trinity College, Carmarthen to support teaching and learning in religious education;
- The significant financial contribution of charitable trusts such as the St Mary's Trust.

3.10 The Church in Wales Education Review Group is committed to encouraging high quality RE that aims to enable children to learn about and learn from the world religions present in Wales and the distinct Welsh inheritance of religious practice and commitment. This should be an entitlement for all children in all schools in Wales.

C. Spiritual and Moral Development

3.11 Spiritual and Moral development are cross-curricular subjects 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 the SACREs include these issues in their work
- 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 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.

3.12 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 development of the whole child, and that schools should be encouraged to share and develop best practice in this area. This should be an area for development in every school and Diocesan Education Teams should be equipped to support this.

D. Education in Personal Relationships

3.13 Relationships Education is not just what is discussed during personal, social and health education (PHSE) 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 between partners, but extends to relationships with members of the extended family, the work place and friends. 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.

3.14 The Review Group believes that more needs to be done to create frameworks for Relationships Education that take account of people's beliefs, encourage commitment and develop the capacity for reconciliation as part of the essential nature of human relationships.

Church in Wales schools

3.14 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. 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 to the funding of the Welsh National Centre for Religious Education.

3.15 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 body 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

3.16 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 'admissions arrangements'. Admission 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.

3.17 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 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 faith schools - 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 Church in Wales 'identity' and the perceived 'high standards' of the school. The governing bodies and staff of Church in Wales schools will be aspiring both to demonstrating a clear Church in Wales 'identity' 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

3.18 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 (20%) or whose criteria were not included in the brochure were checked through local authority sources, usually their websites.

3.19 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 selective admissions policy.

3.20 77% of all Church in Wales schools 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.

Additional Learning Needs

3.21 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 ethos or Christian identity. 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 policy but should derive from the heart of it.

3.22 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.

'Looked After' children

3.24 Children who are in the care of the Local Authority or 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.

3.25 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.

3.26 '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

3.27 It is difficult to discern from the school brochures that we received whether there is a coherent and consistent policy of bilingualism across 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 be able to speak both languages 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 teaching the languages 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 or go the review group's website.

3.28 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, but this can only be achieved following the 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.

School Worship and Religious Education

3.29 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 what 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.

3.30 In particular almost no school mentions in their prospectus the relationship of the school's programme of worship to the Anglican tradition or the educational value and justification of worship within school.

3.31 We are aware that the 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 of practice. This can then be reflected in the school brochure and associated documentation.

Working with Roman Catholic Schools

3.32 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 the joint Roman Catholic/ Anglican secondary 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. The Roman Catholic Members of the review group demonstrate the importance that both churches place on this collaboration as well as being a further practical outworking of it.

3.33 Our attention has been drawn to the booklet *Faith in The System* published by the Department for Children, Schools and Families in England. We would be encouraged if one of the outcomes of this Review was a publication from the Welsh Assembly Government and the Churches in Wales along similar lines.

Emerging Recommendations

3.1 We recommend that all area deaneries should establish a small group of people with experience of or ability in the relations between churches and educational establishments to co-ordinate the church's ministry to secondary schools and Further and Higher Education institutions in the deanery.

3.2 We recommend that the Diocesan Directors of Education should produce provincial guidance on the administration of admissions and on the framing of

admissions criteria and admission arrangements within twelve months of the acceptance of this report by the Bench of Bishops and that this should be circulated to every Church in Wales School governing body as soon thereafter as possible.

3.3 We recommend that within the new guidance on admissions criteria mentioned above Diocesan Directors ensure that full guidance is given to governors on the admission criteria as they apply to children with additional learning needs and 'looked after' children.

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

3.5 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.

3.6 We recommend that Diocesan Education Teams set up a working group to review the practice of school worship in Church in Wales schools and to take the necessary action to deepen the level of practice where this seems necessary. Progress in this work to should be reported to the Bench of Bishops within two years.

3.7 We recommend that the Diocesan Directors of Education should produce guidance on the way in which the school's distinctive Christian Character may be reflected in the school's brochure.

3.8 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, School Worship and bilingualism and the school's admission policy.

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 education of a particular child or children 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 The pastoral care and support of children will lie firstly with the class teacher, the headteacher and any classroom assistant employed to work with that child or with classroom assistants working within the class, but any network of pastoral care extends to all staff. 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 counselling and supportive roles.

4.4 Schools also recognise that at times in order to provide the support that the 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. They may also lack the personal support that such work requires. Those involved professionally in counselling others will almost always have 'supervision' that is a person 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.

4.5 Church in Wales schools should ensure that they have in place appropriate support for those who are in a counselling role for children or their parents. This pastoral care and support of those doing this caring lies usually with the school's governors, 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

4.6 All educational institutions are about the people within them, staff and pupils or students. Without the people the 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 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 during times of change or when an accident or bereavement closely affects those who are part of the family of learning.

4.7 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.

4.8 In our emerging recommendations in the previous chapter (3.1) we proposed the formation of an education 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

4.9 Some Church schools have developed significant expertise in their care and support of children with Additional Learning Needs. A number of teachers and headteachers have spoken of the positive impact on the school community of welcoming every child with ALN. 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.

Emerging Recommendations

4.1 We recommend that all governing bodies review their 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.

4.2 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 ALN, and Dioceses to strengthen partnerships in support of this.

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 FE 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 these sectors need 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 (see previous recommendation).

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 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 chaplaincy are enabled to do so).

5.4 Many variants and combinations of these approaches seem to be operating effectively and it will be for the local deanery to consider what is already happening in consultation with those working with the college and then approach the College to explore how this can be best supported and developed in the future.

Resourcing Higher Education

5.5 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 have been studying 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. 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. 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 members of the local chapter, and may feel isolated from their church as a whole except through the contact that they have with their bishop.

5.6 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 the funding. Whoever is undertaking the role, sustaining appropriate contacts with the local Christian communities will be very important.

5.7 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 and it is important that this traditional separation between University Chaplaincy and the local church is bridged. The Deanery Education Group which has already been mentioned in this report could have an additional role in overcoming these weaknesses and supporting the local chaplains working in Higher Education.

Trinity College, Carmarthen

5.8 The existence of Trinity College 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. The Review Group is aware of the co-operation which exists between the Diocesan Directors of Education and the staff of Trinity College in the preparation and delivery of training for teachers and headteachers 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.

5.9 Trinity 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 key to ensuring that all those who could benefit from courses in higher education, whatever their age are, enabled to do so.

Emerging Recommendations

5.1 We recommend that the Deanery Education Groups proposed in the chapter on schools should include within their brief the development and support of Chaplaincy provision in Further Education.

5.2 We recommend that the Deanery Education Groups proposed in the chapter on schools should provide the support at the local level of Chaplaincy in Higher Education.

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.

Recruitment and Initial Training

6.2 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.

6.3 Teachers have three main routes to enter the profession. The first is by taking a four or, increasingly, a three 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.

6.4 From the Church in Wales perspective this makes the contribution of Trinity College, Carmarthen to the initial and continuing education of teachers in Wales particularly important. While all institutions involved in teacher education in Wales should be able to demonstrate how their understanding of the contribution of the Church in Wales and the Roman Catholic Church to education in Wales is reflected in the work that they do with teachers, it is in the church colleges that the best practice and developments in these areas is to be expected.

6.5 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.

6.6 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 schools and have been supported to do this on some occasions by financial support from the Welsh Assembly Government. 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 Controlled, Voluntary Aided and Foundation schools.

6.7 The development of good professional teachers, into deputy headteachers and headteachers, is a process that should be seen as starting from initial training and continuing beyond first appointment to headship. It is partly about career patterns, and partly about training and preparation for the next task. But it is also about having the time to reflect on their own current practice and how this relates both to the best practice in education, the theoretical and research

background from which best practice derives, and also how their own professional and personal beliefs interact with these understandings. 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 Headteachers (NPQH) seems to be focussed, can also be developed.

6.8 Some space has been taken to summarise the recruitment and initial training issues of all those involved in schools, because the Church in Wales Education Review 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 and in the area of church school ethos and the importance of schools with a religious character in the system of education in Wales.

6.9 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 these. It is simply not acceptable, however, for those involved in 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.

6.10 The issue of fostering the sense of vocation in all the areas of service covered in the preceding paragraphs is not just a matter for those selecting 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.

6.11 None of this is unusual for almost every church will do all of this and more in the support of the ordained ministry of the church. What is less common but nonetheless important is that it should be done for work in schools as well as the many other Christian areas of service.

Continuing Professional Development/Continuing Ministerial Education

6.12 All those working with or in schools, be they clergy, headteachers, teachers, school staff or governors, will need to take part in programmes of continuing development related to their role. The Church in Wales Education 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.

6.13 We believe training for work in schools on a regular basis is part of the professional development needs of all Church in Wales clergy and that CME budgets should recognise this.

6.14 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 in all schools

6.15 The Church in Wales Education Review Group believes that the education of children and young people in Wales is best served if there are some Christian teachers present in all schools. This is often the case but there is still some anecdotal evidence that Christian teachers 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 teacher 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 to be ashamed of 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.

6.16 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, and 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 attend worship week by week

6.17 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. 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 governors of Church in Wales Aided schools are allowed to seek openly to appoint Christian teachers.

Leadership

6.18 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. 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. While it is a major responsibility of the dioceses to support and develop the leadership potential of those who are leading Church in Wales schools or who may lead them in the future, it seems to us that it is reasonable to expect that this responsibility is exercised in partnership with the Local Education Authorities.

6.19 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 a 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 Headteachers and in the provision that dioceses and Local Authorities make for school leaders this type of work needs to receive more attention.

6.20 The importance of leadership within Church in Wales schools is clearly signalled by the priority given to the selection 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 especially so as most headship interviews tend to happen within a few weeks during March, April and May each year. With 168 schools 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.

Pastoral care of staff

6.21 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 of 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. There is no such arrangement for teachers or headteachers. 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.

6.22 In the same research reported above, the 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.

Emerging Recommendations

6.1 We recommend that there should be training in the specific issues related to leading worship in school for all clergy in the Church in Wales and that all clergy should undertake some form of continuing professional development related to their work in schools at least once every three years.

6.2 We recommend that appropriate time should be given to issues related to Religious Education, School Collective worship and the place of Church in Wales schools within the education service of Wales in all programmes of initial teacher training and in all programmes of initial training for clergy.

6.3 We recommend that the National Professional Qualification for Headteachers (NPQH) programme should incorporate elements related to the sustaining and development of school ethos and that for appropriate candidates this should incorporate consideration of the ethos of a church school. Such issues should extend to a consideration of how they exercise their leadership in the context of their faith. If this cannot be achieved within the framework of the NPQH programme then time must be found for it elsewhere.

6.4 We recommend that both the Welsh Assembly Government's publications for governors and those published by Local Authorities should not solely reflect community school issues but should also reflect issues that affect Church School governors.

6.5 We recommend that all schools should commit sufficient time and resources to ensure that the staff involved in delivering Religious Education and Collective Worship receive professional development in these areas at least once every three years.

6.6 We recommend that all Church in Wales schools should devote one of their school training days to issues related to the Christian Character of the church school in the first year after the publication of this report and in every alternate year thereafter.

6.7 We recommend that the Parochial Church Council of every parish in Wales reviews the pastoral care and support it offers to its members who work in schools and the staff of schools in the parish.

7. Funding, Asset Management and Planning for the Future

7.1 This first section of 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. Later in the chapter the important issues of future development and resourcing Diocesan Education Teams are discussed.

7.2 The Church in Wales has 168 primary schools and four 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 Aided and Foundation schools and with the Local Authority in the case of Controlled schools, although often they will have delegated much of that responsibility to the governors under schemes of financial delegation. The governors of Aided and Foundation schools receive support in their work on school buildings from the Diocesan Education Team for 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 skimped and little meaningful development was possible. The 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. They 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.

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. The weakness of this system is in the aided sector where governors have to find 15% of the cost of all maintenance work on the outside of the building and all new 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. In order to judge the merits of the project and to make decisions about the best use of the funds that they hold, the dioceses need the information that is held by local authorities and the Welsh Assembly Government within the asset management plans. Most Local Authorities are co-operative about providing access to this data. However this is often on a school by school basis, where the diocese needs information available at a more strategic level. This is particularly the case in areas where governing bodies have not taken the necessary initiatives themselves. What is needed is an asset management plan for each diocese which could 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 the key information is carried in the professional memories of the longer serving members of diocesan teams. This is inevitable in small teams that work under heavy time pressures.

Finance

7.5 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 other purposes outside the field of education. They have to be skilfully managed, because often 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 Office and the remaining sum being claimed from the school, if they have the funds to pay. Thus cash flow management as well as balancing income and underlying net expenditure are issues for those undertaking this work.

7.6 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 can be found to undertake the work.

The future development of Church in Wales schools

7.7 Currently 8.3% of primary children in Wales attend a Church in Wales School. These figures mask 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 the review takes account of and reflects this aspiration.

7.8 The exceptions referred to above relate to two distinct issues. Firstly 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 by increasing Church in Wales secondary schools where there is local support and where doing so increases the extent of parental choice. Secondly in areas of new development or where no parental choice currently exists at primary level, consideration should be given to the provision of new Church in Wales primary schools.

7.9 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 the education service understand that the churches that provide schools in Wales are partners in the system 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, not merely consulted after major decisions have already been shaped.

7.10 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 National 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.

7.11 The continuing development of Church in Wales schools and all those 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 these schools could be reduced to zero for the whole of that period.

Diocesan Education Teams

7.12 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 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 WAG and other concerned bodies;
- Representing the interests of education and specifically Church in Wales schools to the church
- Liaising with counterparts in the Roman Catholic Church.;
- Supporting those working in the Further and Higher education sectors on behalf of the church.

7.13 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.

7.14 The enquiry into the current make up of Diocesan Education Teams in the Church of Wales conducted for this review involved 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.

7.15 Given the level of resourcing currently provided to the 'teams' in terms of time and personnel 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 do 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 support may drift towards incompetence, disillusion and failure. This is evidenced in for example the absence of long term plans for the development of

school leaders, despite the commitment to involvement in the selection process for headships in Church in Wales primary schools.

7.16 Three of the Diocesan Directors interviewed in 2006 have subsequently moved on to other posts.

7.17 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.

Province wide services

7.18 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.

7.19 An alternative view is to consider whether one or more of the areas now covered by diocesan education teams could be undertaken by provincial appointees working with the relevant Diocesan Directors of Education. 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 a provincial post could create the opportunity to appoint a person with real expertise in the particular area who could resource the whole of the Church in Wales. The Funding and support of such a post would need to be agreed by the six dioceses working together.

Emerging Recommendations

7.1 We recommend that every diocese should create an asset management plan for its buildings 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 Diocesan Asset Management Plans should thereafter be subject to biennial review.

7.2 We recommend that every diocese should commission research into the former Church in Wales school buildings which are still the responsibility of the church within the diocesan boundary and any that are surplus to current requirements sold.

7.3 We recommend that the aspirations contained in paragraph 7.7 for the future provision and development of Church in Wales schools should be adopted by the diocese within the province and its outworking monitored by the meeting of Diocesan Directors of Education, who should report progress to the Bench of Bishops three years after the publication of this report and every three years thereafter.

7.4 We recommend that talks are held with the Welsh Assembly Government about the level of capital allocation to the Voluntary Aided sector aimed at ensuring that there is a fair distribution of capital funds available across the different sectors within the maintained system of education.

7.5 We recommend that all dioceses should review the membership of their Diocesan Education Teams and the expectations that are made of them in the light of the needs of children and schools. This should include a commitment to increasing the resource available. This review should include a consideration of the provincial resource concept and the sharing of resources between the dioceses. The Diocesan Directors of Education should report to the Bench of Bishops on the progress achieved across the province within one year of the publication of this report and every year thereafter.

7.6 We recommend that the Church in Wales acknowledge the existence of the Provincial and Diocesan Education Teams by recognising the roles of Provincial Education Officer and the Diocesan Director of Education in the constitution of the Church in Wales.

8. Summary of Emerging Recommendations

Chapter 2

2.1 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.

2.2. This data base to be held under the supervision of the Diocesan Directors of Education 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

Chapter 3

3.1 We recommend that every area deanery in the Church in Wales should establish a working group of people with appropriate experience of and ability in the relations between churches and educational establishments, to co-ordinate the church's ministry to secondary schools and Further and Higher Education institutions in the deanery.

3.2 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 admission 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 circulated to every Church in Wales School governing body as soon thereafter as possible.

3.3 We recommend that within the new guidance on admissions criteria (Recommendation 3.2), 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.

3.4 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.

3.5 We recommend that training opportunities be provided for all church school leaders to engage them in exploring the relationship between school worship and the Anglican tradition of worship, and the educational justification for worship in school.

3.6 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 the best current. Progress in this work should be reported to the Bench of Bishops within two years.

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

3.8 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 schools 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 and bi-lingualism and the school's admission policy.

Chapter 4

4.1 We recommend that the governing body of every Church in Wales school reviews 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.

4.2 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 ALN, and Dioceses to strengthen partnerships in support of this.

Chapter 5

5.1 We recommend that the Deanery Education Groups (Recommendation 3.1) should include within their brief the development and support of Chaplaincy provision in Further Education.

5.2 We recommend that the Deanery Education Groups (Recommendation 3.1) should provide the support at the local level of Chaplaincy in Higher Education.

Chapter 6

6.1 We recommend that there should be training in the purpose and delivery of collective worship in schools for all clergy in the Church in Wales. Furthermore, opportunities for continuing professional development related to work in schools should be made available to all clergy at least once every three years.

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

6.3 We recommend that the National Professional Qualification for Headteachers (NPQH) 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. If this cannot be achieved within the framework of the NPQH programme then opportunity must be found for it elsewhere.

6.4 We recommend that both the Welsh Assembly Government's publications for governors and those published by Local Authorities should always reflect issues of Church school governance alongside those of community schools.

6.5 We recommend that all schools should commit sufficient time and resources to ensure that the staff involved in delivering Religious Education and Collective Worship receive professional development in these areas at least once every three years.

6.6 We recommend that all Church in Wales schools should devote one of their school training days to issues related to the Christian Character of the church school in the first year after the publication of this report, and in every alternate year thereafter.

6.7 We recommend that the Parochial Church Council of every parish in Wales reviews the pastoral care and support it offers to its members who work in schools and the staff of schools in the parish.

Chapter 7

7.1 We recommend that every Church in Wales diocese should create an Asset Management Plan for its school buildings 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 Diocesan Asset Management Plans should thereafter be subject to biennial review.

7.2 We recommend that every diocese should commission research into the former Church in Wales school buildings which are still the responsibility of the church within the diocesan boundary, and any that are surplus to current requirements be sold.

7.3 We recommend that the aspirations contained in paragraph 7.7 for the future provision and development of Church in Wales schools should be adopted by each diocese within the Province, and its outworking monitored by the meeting of Diocesan Directors of Education. The DDEs should report progress to the Bench of Bishops three years after the publication of this report and every three years thereafter.

7.4 We recommend that talks are held with the Welsh Assembly Government about the level of capital allocation to the Voluntary Aided sector, aimed at ensuring that there is a fair distribution of capital funds available across the different sectors within the maintained system of education.

7.5 We recommend that each Church in Wales diocese should review the membership of its Diocesan Education Team and the expectations that are made of them, in the light of the needs of children and schools. This should include a commitment to increasing the resources available, giving consideration to the role of Provincial resources, and opportunities to share resources between dioceses. The Diocesan Directors of Education should report to the Bench of Bishops on the progress achieved across the Province within one year of the publication of this report and every year thereafter.

7.6 We recommend that the Church in Wales acknowledges its statutory role as a provider of school places and the work of the Provincial and Diocesan Education Teams, by recognising its statutory responsibilities and the roles of Provincial Education Officer and the Diocesan Director of Education, in the constitution of the Church in Wales.

Conclusion

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.

Emerging Recommendation

8.1 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.

Appendix A

Initial membership of the Review Group

Ian Miller

Chief Executive, Denbighshire County Council (Chair)

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

Medwin Hughes

Principal, Trinity 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

Susan Mitchell

Headteacher, St John Baptist CW High School

Sister Angela Murray

Director of Schools, Diocese of Menevia

The Reverend Canon Patrick Thomas

Vicar of Carmarthen St David's

Secretary

The Reverend Dr Mary Thorley *Former Head of Department of Education Studies and Head of ITET at Trinity College, Carmarthen*

Statistics Officer

Dr David Lankshear, *Director of Studies, The Welsh National Centre for Religious Education*

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, Diocese of Llandaff

Appendix B: Key Statistics about Church in Wales schools

1. Number of Church in Wales schools	168
Voluntary Aided	66
Voluntary Controlled	101
Foundation	1
2. Number of Teachers working in Church in Wales schools	1,170
3. Number of other staff working in Church in Wales schools	1,808
4. Number of Governors in Church in Wales schools	2,086
5. Number of pupils	21,261
6. At Key Stage 1 the medium of instruction is English	126
Welsh	31
Both	11
7. At Key Stage 2 the medium of instruction is English	124
Welsh	14
Both	30
8. Schools with 70 or fewer pupils	58
Voluntary Aided	11
Voluntary Controlled	46
Foundation	1
9. Schools with between 71 and 140pupils	54
Voluntary Aided	23
Voluntary Controlled	51
Foundation	0
10. Schools with between 141 and 210 pupils	35
Voluntary Aided	19
Voluntary Controlled	16
Foundation	0
11. Schools with over 210 pupils	21
Voluntary Aided	13
Voluntary Controlled	8
Foundation	0

Glossary of Terms

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.

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.

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.

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.

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

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

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

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

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.

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

Diocesan Conference: An elected conference of representatives of the local deaneries.

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

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

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

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'

National Professional Qualification for Headteachers (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.

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.