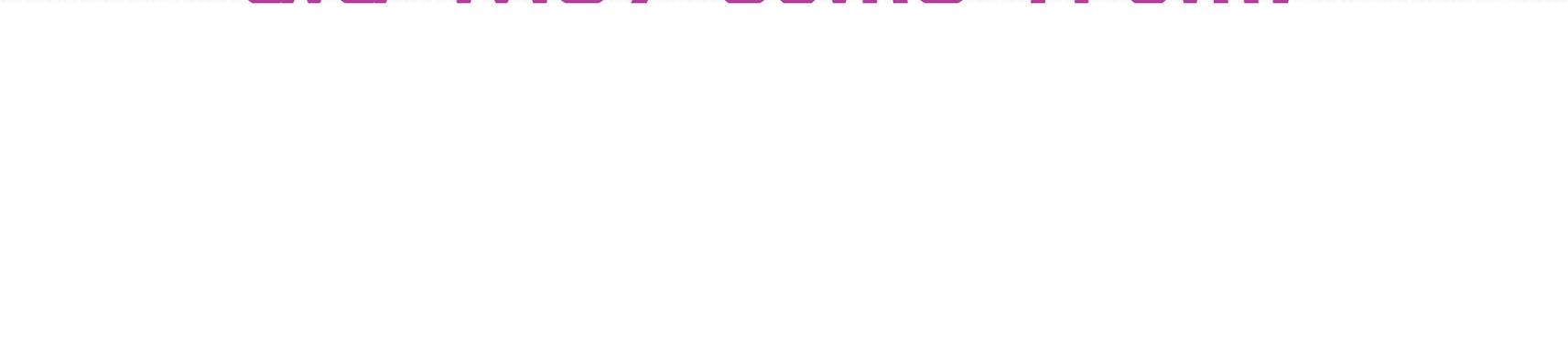
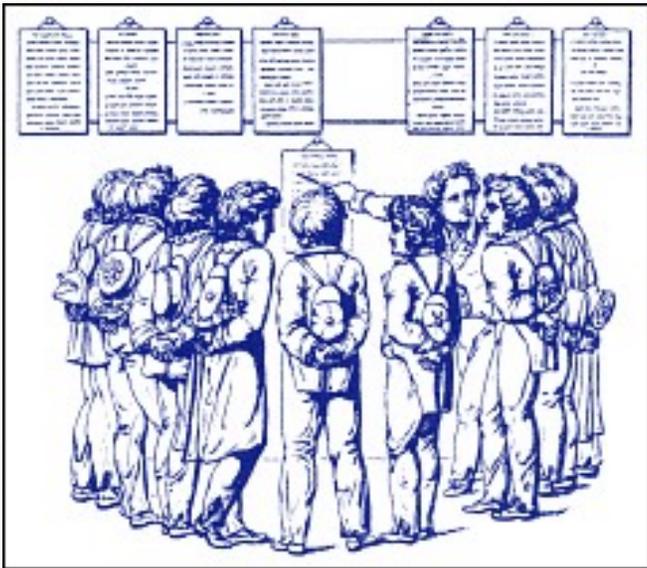




A. So, what are Church schools all about and where did they come from?



- Churches first providers of Charity schools (NatSoc, BFSS)
- Monitorial teaching system



- 6,724 CE schools by 1870

Some key legislation

1872 Forster Act: Board schools
'Conscience clause'

1902 Balfour Act: LEAs
5700 board schools (2.6m pupils)
14000 voluntary schools (3m pupils).

1944 Butler Act: VA/VC status introduced

Voluntary aided status

- **Foundation Governors in majority - a proportion of them must be parents**
- **Trustees own buildings; and must make 10% contribution to capital projects**
- **Governors employ staff**
- **Governors determine admissions**
- **RE follows diocesan syllabus**

Voluntary controlled status

- **Foundation Governors in minority - not required to be parents**
- **Trust does not own buildings and makes no contribution to capital projects**
- **LA employs staff**
- **LA determines admissions**
- **RE follows locally agreed syllabus unless parents request the diocesan syllabus**



The purpose of Church schools

What is the purpose of Church schools?

- *‘To nourish Christians in their faith, encourage those of other faiths, and challenge those of no faith’.*

Lord Runcie

- *‘Church schools stand at the centre of the Church's mission to the nation’.* General Synod resolution, 1998
- *‘No Church school can be considered as part of the Church's mission unless it is distinctively Christian’*
their *‘purpose is to offer a spiritual dimension to the lives of young people, within the traditions of the Church of England, in an increasingly secular world’.*

‘The Way Ahead: Church of England Schools in the new millennium’

Marks of a good Church School

- They integrate an **authentic expression of faith** in a context within which children are growing
- They have a distinctive understanding of **individuals** - distinctiveness but not exclusion
- They have the confidence to develop a **distinctive curriculum** for individuals
- They develop **spirituality** - find it, develop it and take that 'special bit' and run it throughout the curriculum
- **Thy get their hands dirty** with the difficult and marginalised - mission redefines the purpose of education

Developing spirituality

They are place where children (and adults) are helped to understand:

- the value of 'self'
- the value of others, and
- the value of place.

They are places where relationship and community are high on the agenda, where inclusion is the norm.

They are places where community cohesion is high on the agenda and evident in practice.

Community cohesion

- Church schools have a clear rationale for valuing each individual – child or adult – with whom they come into contact.
- People who know ‘that they matter’ not because of what they do or don’t do but because of who they are, also understand how to value others, no matter who they are or where they come from.
- They also learn the value of ‘place’.
- As a result, church schools are strong proponents of community cohesion.

Every child matters ... to God!

- Church schools are places where, because 'every child matters' to God, this is worked out in a shared and passionate concern that every child, irrespective of background, ability or need is encouraged, nurtured and enabled to succeed to the very best of their ability.

The outstanding church school

'The key characteristic of an outstanding church school is that it is a place where the Kingdom of God can be seen outworking in practical reality. A place where there is welcome and hospitality, encouragement and comfort, trust and understanding, good things happen and everyone enjoys being there; healing and wholeness are present and there is a sense of the 'shalom' of heaven. In other words, a place that feels very much alive. Schools like this can do their community good!'

Derek Holbird (Guildford Diocesan Director of Education)