**  
School Effectiveness Strategy 2017-18**

**Statement of intent**

The church of England has been involved with education since 1844 and the Diocesan Board of Education at Bath and Wells (DBE) remains firm in its commitment to maintaining this position.

In this document the DBE states its commitment to

* supporting all schools in the diocese of Bath and Wells to deliver the highest quality education to the children they serve within a distinctly Christian context.
* strengthening the place and purpose of church Schools within a changing educational landscape.

The DBE subscribes to the Ten Marks of a High Performing DBE and envisages that all church schools within the diocese will be judged as good or better by Ofsted and SIAMS inspectors. There is an expectation that church schools will improve and/or maintain their educational standards, their Christian distinctiveness and that the critical link between achievement and ethos is recognised as important by all.

The education strategy outlines how the DBE will reflect and enact the Ten Marks of a High Performing DBE and fulfil the Church of England vision for education Deeply Christian, Serving the Common Good. The new SIAMS framework (2018) is closely linked to the vision document, and challenges schools to consider the following three questions which should be central to all actions taken.

Who are we?

Why are we here?

How then shall we live?

The DBE, through the work of the education team, will be instrumental in assisting schools to explore these questions and develop their vision in their own context. Education team staff will empower local working practices and take account of the needs and strengths of individual schools, MATs and settings. The four core areas of the vision - Educating for Wisdom, Hope, Community and Dignity – under pin the ambitions the DBE has towards all church schools in the diocese of Bath and Wells and the strategies through which it will seek to support schools to realise them.

Through the delivery of high quality education for pupils of all faiths and none, our church schools are beacons of tolerance and hospitality in a wider society which is plural and post Christian. They are also powerful agents for community cohesion in an increasingly diverse region, acting as Christ requires us, to treat all as equal, respecting the lives and beliefs of others.

**To support this holistic view of education and promote the critical balance between Christian distinctiveness and standards, the DBE approach to the delivery of the school effectiveness is to facilitate a partnership approach with all schools in whatever context they are working, and with stakeholders associated with their operations. Key stakeholders and partners include**

* The Diocese of Bath and Wells Multi Academy Trust
* All other Multi-Academy Trusts in which our schools are located
* Local authorities

We recognise that the scope of the LA is reducing in line with the growth of MATS but will seek to sustain relationships for the benefit of our schools for as long as possible.

* Partnership and standards boards.
* The Regional Schools Commissioner and their representatives.
* Local churches and parishes
* Community partners
* Teaching schools
* Ofsted and HMI
* Other diocesan departments
* The Cathedral

The DBE is committed to the safeguarding, welfare and well-being of all children within the diocese and expects all our partners and stakeholders to do the same.

This document provides transparency as to the workings and ethos of the education team on behalf of the DBE. It will also of interest schools, stakeholders and partners as appropriate.

**Delivery of the strategy**

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| Context | Operating within a complex educational landscape with diminishing resources, we recognise the challenges that schools face. We also recognise the opportunities this opens up to the diocese and to our schools to become system leaders.  The DBE of the diocese of Bath and Wells seeks to position itself as arbiter, advocate and supporter of the Christian character that makes church schools distinctive.  Schools in the diocese of Bath and Wells cover a wide spectrum from large secondary schools in an urban setting to small rural primaries. Characteristically, there is a high proportion of schools with under 50 pupils, which brings additional challenge. A partnership approach will be applicable to all.  Operating within a complex educational landscape with diminishing resources, we recognise the challenges that schools face. Thus, support will be offered proportionate to need.  We also recognise the opportunities this opens up to the diocese and to our schools to become system leaders. |
| The vision for church schools in the diocese of Bath and Wells | JOHN 10.10  That they shall have life, life in all its fullness  The over-arching vision, encompassed in John 10.10 is one of human flourishing for all. It is one in which there is an expectation of excellence and academic rigour at all levels and embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people  Just as each and every child is of value, is unique and can flourish and achieve, so each and every school and partnership can do also. |
| Core elements of the vision | Although a national document, the vision for education ‘Deeply Christian, serving the common good’ schools are not required to adopt this vision but, in order to achieve Good in a SIAMS inspection, they must express their own vision and purpose in distinctively Christian terms. Thus, all schools and settings should seek to apply this vision within their local context.  Taken from the vision document, all activities undertaken by the education team will promote the core elements, namely   * Educating for Wisdom, Knowledge and Skills * Educating for Hope and Aspiration * Educating for Community and Living Well Together * Educating for Dignity and Respect |
| Strategy success criteria | The DBE is ambitious that as a result of working in partnership with schools, MATs and other stakeholders,   * All schools within the Diocese will be judged to be good or better in their Ofsted and in SIAMS inspections * All children will make excellent progress and attain high standards in their learning relative to their starting points * Church school communities will be places where there are opportunities for spiritual growth and the expression of faith through learning about and witnessing the Christian faith and other faiths * Church schools will be places of safety where diversity and tolerance thrive * All children in the care will experience high quality learning experiences which motivate them, and give them courage and belief in their own abilities and futures * All schools will flourish as professional learning communities * All schools will serve and be seen to be part of their wider community |
| Core Values, Principles &  Approaches | In delivering the four core elements, the approach to supporting schools can be defined by the following key features. It   * Is based on deep theological and pedagogical thinking and on firmly rooted principles and beliefs about humanity and about learning * Is based on trusting relationships: our schools are part of a Diocesan family * Is driven by professional learning communities – a school-led model * Is achieved by effective partnerships and collaboration * Holds the voice of the school as key and the well-being of all our staff, children and families is crucial to success * It recognises our teachers as valued professionals, to whom pedagogy and theology are important both in terms of principles and practice and is mindful of their welfare and well being * is based on research and is evidence- based * reflects a commitment to social justice and inclusion * is responsive and needs driven * provides value for money   All schools are on a journey of continued improvement. As such, support is bespoke and non-judgemental but with an appropriate level of challenge. It is recognised that schools will require a different degree of support at different times, so there is not a ‘one size fits all’ approach. |
| The success of the DBE strategy is dependent on the partnership between schools, other partners including MATs and the education team. The operational plan is written to reflect this. The two strands of the operational plan mirror each other as one is based on actions for and by the education team and the other, actions for delivery to the schools. | |
| **Expectations of the relationship between the central team, schools and other stakeholders**  For all to thrive, the partnership between schools, MATs and the community must be characterised by mutual respect. Each is entitled to have high expectations of the other, reflected in the quality of service provided and the relationships developed.  **The role of the education team**  Schools can expect that the education team is committed to working with all our schools to ensure that appropriate provision is in place to promote, develop and share a distinctively Christian character which supports high standards of achievement and progress.  We will   * Know and value our schools including through the collation and evaluation of data. * Use such data to advocate with MATs, the Regional Schools Commissioner and others on behalf of schools. * Provide high quality direct or facilitated school improvement activities. Although the education team is often not directly involved in the delivery of school improvement, our role is to act as a broker and adviser to other partners and stakeholders such as a MAT or local authority to agree how this might best be provided. These will be both supportive and challenging but will reflect the high expectations on our schools. * Liaise with key partners and stakeholders to form strategic partnerships across the locality and beyond in order to be a courageous advocate for our schools * Support schools and churches working together within their communities * implement strategies which support our schools in a process of exploring and embedding the new Church of England vision for education. * Provide up to date information and advice to schools before, during and after becoming an academy on aspects of the academisation process (see section - the academy process) * Work with MATs to facilitate the continuation of the school’s Christian character as per the school’s original trust document/deeds.   Support for school effectiveness will be delivered through   * encouraging the development of church schools as teaching schools which become hubs of excellence with practitioners who provide school effectiveness within a Christian context. * the employment of a high quality central staff team including Deanery based school advisers; Bath Deanery – David Williams   Taunton Deanery – Karen Sancto Wells Deanery – Pauline Dodds   * the deployment of a team of specialist associate advisers * the provision of training * delivery of the core offer which details what support is available to schools | |
| **The role of church schools**  To facilitate the successful delivery of the DBE strategy we would expect church schools in the diocese of Bath and Wells to develop and sustain a live relationship with the education team, and specifically to   * Maintain and develop their church school character and Christian distinctiveness within the context they are working in * Engage fully with the education team and the wider diocese including the sharing of good practice with other schools and by supporting others as appropriate * Participate in diocesan activities as appropriate. * Have a commitment to exploring and exemplifying the four core elements of the Church’s vision for education and engagement with the diocesan strategy as it relates to its schools * Share data and self-evaluation with the education team so that we can know our schools well * Share in and shape future strategy and monitor the current working of the education team * Involve the diocese in any decision making regarding becoming an academy | |
| **Academy conversion**  The academy agenda is moving forward rapidly, and a high percentage of VA and VC schools have already joined a local mixed MAT or the BWMAT. The decisions taken at the point of converting to an academy will have a long term and lasting impact on the school and the community they serve. In this time of uncertainty, the role of the education team is even more critical in working with MAT boards and others on the maintenance of the school’s distinctive Christian character.  Specifically, the role of the education team is to   * prevent the fragmentation of schools within the diocesan family by providing a central focus for schools which is true to their historic foundations by providing informed advice and support. * support schools and MATS to exploit the key link between Christian character and high standards   The model which the education team will work to when supporting schools through the conversion process is in three phases, that is before, during and after the conversion process. Throughout the academy process and beyond, the education team will seek a symbiotic relationship with the MAT so that the best interests of the school will be represented by both parties.  Based on a partnership of trust, the strengths of each will be recognised and respected by both, with the MAT and the education team working together to ensure the ongoing success of the school.   1. **Before**   All schools will be encouraged to begin a debate on their future status. Options will be discussed, and advice offered so that schools are well informed when planning to convert. Where appropriate, liaison will take place with MATs and other stakeholders to advocate the best outcome on behalf of the school.   1. **During**   Advice and guidance to school staff and governing bodies will provided and there will be continued liaison with the receiving MAT regarding the support which will be offered schools to promote their Christian character and ongoing improvement.   1. **After**   A live relationship with the school and the MAT will be maintained which supports the school yet holds both to account for sustaining and developing of the Christian character of both alongside high educational outcomes. This will include reviews of standards and Christian distinctiveness.  Phases one and two will be led by the diocesan school’s organisation team.  Phase three will be led school’s advisers.  Schools will not be categorised, and support, advice and training will be offered to both church and non-church schools within in a mixed MAT.  The nationally agreed Memorandum of Understanding (MoU) essentially protects and enhances the church school distinctiveness of church schools within a mixed MAT, agreement to which forms part of the conditional consent to for a school to join. It is stated within the MoU that there are clear expectations regarding the accountability for the Christian distinctiveness of church schools joining a mixed MAT. As more schools join mixed MATs an outward facing approach will be taken as by the same token, non-church schools will be encouraged to access support and advice from the diocesan education team.  Specific pieces of work can be undertaken to support MATs within their parishes to ensure that church and schools work together to serve their communities. | |

**The wider church school family**

The diocese and Bath and Wells has a clear policy and expression that all the children *in* the diocese are children *of* this diocese and as such should have access to support, care and nurture. This is expressed through the notion that there is a ‘wider church school family’ rather than simply a focus on what goes on in church schools.

**Monitoring and Review**

The processes through which this strategy will be monitored and reviewed are as follows:

* The School Effectiveness Working Group reports to the full DBE
* Reviews of the Education Department Development Plan
* Staff appraisal links
* Schools Survey / headteacher advisory group - feedback from schools
* Chair of Governor and headteacher briefings
* Data analysis and reporting
* Monitoring against the Ten marks of an effective DBE
* Other quantitative and qualitative indicators including % of schools achieving good or above in Ofsted terms, % of schools achieving good or above in SIAMS terms, annual meetings with MAT CEOs, local intelligence etc.

*To be reviewed July 2018 in light of the new SIAMS Framework*

**Appendix one:** Key documents referenced

* The Church of England Vision for Education -
* The diocese of Bath and Wells diocesan strategy – Living the story, Telling the story
* Governance strategy
* RE strategy and ‘Understanding Christianity’ resource
* Ofsted and SIAMS frameworks
* Memorandum of Understanding for schools within multi-academy trusts

The education department operational plan September 2017

* Ethos Enhancing Outcomes – the Church of England Foundation for Educational Leadership
* The DBE measure 1991 schedule V2

**Appendix two:** The diocese of Bath and Wells education team core offer to schools 2018 - 2019