

# Being a Foundation Governor within the Diocese of Norwich

June 2019

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Dear Foundation Governor,

Welcome to school governance in the Diocese of Norwich and thank you for your commitment to this role. School governors are the largest voluntary body in the country. They provide a valuable service to the community by influencing the work of schools and the future of young people. You have a vital role to play in helping the successful implementation of the Diocesan Board of Education's Education Strategy 2018 - 2023.

The principles of good governance are absolutely key to making a difference. The main ingredients needed to transform a team of diverse people, with a range of skills, experience and knowledge into a highly effective Governing Board are:

- The right people around the table
- Understanding of the role and responsibilities
- Good chairing
- Professional clerking
- Good relationships based on trust
- Knowing the school – the data, staff, parents, pupils and the community
- Commitment to asking challenging questions
- Confidence to have courageous conversations in the interests of the children and young people

As a Foundation Governor you are also there to develop and uphold the Christian distinctiveness of the school and this booklet focuses primarily on your role as a Foundation Governor. I hope it proves useful in enabling you to fulfil your responsibilities. We are here to help and support you so please feel free to contact the Diocesan team should you need further advice and guidance.

I look forward to working with you as you undertake this valuable role.

**Paul Dunning**  
Diocesan Director of Education

## Flourishing Together - a Church of England school education

In 2016 the Church of England published its 'Vision for Education; Deeply Christian, Serving the Common Good'. When launching the vision, the Archbishop of Canterbury, Justin Welby stated that "It is a values-based vision, deeply and authentically Christian. It is a Christian vision of education, it is not a vision for Christian education." For over 200 years the church has been involved in education and is proud of the fact that its schools are totally inclusive serving their local community, educating those of all faiths and none.

The Diocese of Norwich has an exciting and aspirational education strategy: 'Our passion and ambition is to see children in all our schools and academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God. Our culture is one of high aspiration rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see Norfolk, and our schools in North East Suffolk, and its education system recognised as a place of aspiration, achievement and hope whether living in a rural area, coastal community, market town or the city of Norwich.' Strong and effective governance is essential if this is to be a reality.

The importance of church schools being places where all are welcomed and safe is emphasised in the 'Valuing all God's Children (2017)' publication. It asserts that 'Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has



a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually'. Governors play a vital role in overseeing that safeguarding procedures are robust, and all children and young people have the opportunity to flourish.

For more detail about the historical involvement of the Church of England in education please see Appendix 1.

## The Role of the Governing Board

Up-to-date information can always be obtained from the DfE Governance Handbook: [www.gov.uk/government/publications/governance-handbook](http://www.gov.uk/government/publications/governance-handbook)

The role of the Governing Board is to contribute to the work of the school in ensuring high standards of achievement for all children and young people in the school by:

### 1. Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

### 2. Ensuring accountability, by:

- Appointing the headteacher/executive headteacher
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the headteacher/executive headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

### 3. Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

The Governing Board is the accountable body. It is responsible for the conduct of the school and for promoting high standards. The Governing Board aims to ensure that children are attending a successful school which provides them with a good education and supports their well-being. As a Church of England school, the governors will foster the Christian values and ethos at all times. Decisions made by the governors will always be made in line with the Christian character of the school.

All Governors are volunteers and are not expected to be experts in all aspects of school life, but the experiences of life that a Governor brings will be valued. As part of the Governing Board, a governor is expected to play an active part, for example, by contributing to discussions at meetings, visiting the school to support the Board in monitoring the school's progress against its targets and serving on panels (e.g. Headteacher recruitment, pupil exclusion hearings, staff disciplinary hearings). Training is given for all these elements as required. Governors must remember that they can only make decisions as part of the Governing Board. No individual Governor has any authority to act on behalf of the School unless specifically delegated to do so by the full Governing Board. The Governing Body will work as a team.

## Why do we have Foundation Governors?

It is a requirement of the Trust under which Church of England schools were established to appoint Foundation Governors. Local churches or patrons undertook to build schools for the education of the children of their local communities, and endowed them with a Church of England foundation.

Foundation governors have special responsibility to ensure that:

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

Every Church of England school has a trust deed which stipulates the principles and legal conditions under which the institution was established and should be run. It is advisable for schools to have a copy of their trust deed, some of which are held by the Diocese, some by the County Records Office, and some which are no longer traceable locally but are available from the National Archives in Kew. For the majority of Church of England schools, the trust deed will dictate that the buildings are used for educational purposes only, with a clause specifying use by the local church on particular days or occasions.

The legal requirements for Church of England schools are covered in legislation called the Diocesan Board of Education (DBE) Measure 1991 which links to the trust

deed (the DBE Measure is currently under review although no changes are expected until 2021). Elements that affect schools and governors, and when the trust deed becomes particularly important are:

- for Ofsted inspections and SIAMS inspections
- for VA schools in relation to their admissions policy. Conditions stipulated in the trust deed are legally binding and supersede all other legislation in terms of oversubscription criteria priorities
- when considering extended school activities – specifically if the school is proposing to bring third parties onto the school site to deliver extended school services. This relates back to the terms of the trust deed in relation to the use of the school buildings, and any agreement made which breaches the terms of the trust deed would be invalid. *It is essential therefore to consult the Diocese at the earliest opportunity when considering such a move.* There are ways of overcoming issues, but it is best to leave sufficient time in case the Charity Commission has to be consulted
- when reconstituting the governing body
- if considering any form of school reorganisation, including collaboration, federation or amalgamation
- if the school is to be transferred to a new site
- if the school is considering closure

## The Role of Foundation Governors

Foundation governors are one of the categories of governor found across the school sector. The others are parent governors, staff governors, local authority governors, and (in some schools) co-opted governors. All Church of England schools must have foundation governors. In Voluntary Aided (VA) schools, they must outnumber all other categories of governor combined by a majority of two. In Voluntary Controlled (VC) schools, there must be at least two foundation governors, but they must not exceed one quarter of the total number of governor places. For more detail about the specific differences between VA and VC schools please see Appendix 2.

The composition of the governing body in maintained schools is found in the school's

Instrument of Government. This not only sets out the size and composition of your governing body, including who appoints the foundation governors, but it also contains the ethos statement for your school. The usual wording for Church of England schools is:

*Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and Diocesan level.*

*The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.*



The Instrument of Government is a legal requirement and is drawn from statutory guidance on the composition of governing bodies, issued by the Department for Education.

The Foundation Governor role can helpfully be thought of as nurturing, encouraging and challenging the school in living out its Christian foundation and can be done by:

- Encouraging positive links between the school, the parish church and the DBE
- Taking an active role in monitoring the Statutory Inspection of Anglican and Methodist Schools (SIAMS) process and ensuring recommendations contained in the reports are considered and addressed
- Encouraging the high status of quality Collective Worship and Religious Education within the school, ensuring that it is monitored effectively and that the appropriate guidelines and/or syllabus are followed
- Ensuring that the development of the school as a Church school is a regular part of school self-evaluation
- Bringing to the attention of the Diocesan Board of Education (DBE) any matters requiring their attention regarding the school

- Ensuring that the Christian ethos of the school is encouraged throughout its community and is reflected in its policies and protocols, the curriculum and activities.
- Ensuring that their own attitudes and behaviour in relation to the school, and the way the Governing Board conducts its business reflect the school's Christian ethos
- Supporting the role of clergy in school
- Reporting back to the Parochial Church Council (for PCC appointed governors)

Whilst many Foundation Governors are active members of the Church of England, this is not an absolute requirement. Foundation Governors may be appointed who attend church but are not necessarily baptised or communicants. They may be members of other Christian denominations. There is also discretion to appoint those who are not members of a church or faith community where this is felt to be locally appropriate. However, all candidates must declare that they will uphold the Christian ethos of the school.



## The types of Foundation Governor in the Diocese of Norwich

**The types of Foundation Governor are:**

- a) Bishop's Appointed**
- b) DBE representing the Diocesan Board of Education**
- c) PCC representing the Parochial Church Council**
- d) joint DBE and PCC**
- e) Benefice**
- f) Trustee**

### **a) Bishop's Appointed**

The Bishop's Appointed Governors are Foundation members of the Governing body. It can either be the Incumbent or the Incumbent's nominee. The term of office is usually four years. Incumbents wishing to be a Governor can only be so in this capacity and no other category of Governor. The Incumbent will either nominate themselves or another. The appropriate forms will then need to be completed.

In the case of an interregnum, the Rural Dean will be invited to nominate an individual to cover this position for this period with an understanding with the individual that they may be asked to step down on the appointment of a new Incumbent if they wish to be a Governor. Often the Rural Dean will liaise with the PCC on this appointment. Sometimes the Rural Dean will advise to leave this position vacant.

### **b) Diocesan Board of Education (DBE)**

For the appointment of a DBE Governor, the Diocesan office will contact the Incumbent to seek a local nomination. Forms will be sent, completed and signed as appropriate by the nominee and the Incumbent. The completed forms should be returned to the Diocesan office who will arrange approval from members of the DBE.

### **c) Parochial Church Council (PCC)**

For the appointment of a PCC Governor, the Diocesan office will contact the Incumbent to seek a local nomination from the PCC. The PCC will discuss at their meeting and record their thoughts and agreement. Forms will be completed and signed as appropriate by the nominee and the Incumbent. The completed forms should be returned to the Diocesan office along with a copy of the PCC minutes confirming the appointment.

### **d) DBE/PCC joint appointment**

For the appointment of a DBE/PCC Governor, the Diocesan office will contact the Incumbent to seek a local nomination from the PCC. The PCC will discuss at their meeting and record their thoughts and agreement. Forms will be completed and signed as appropriate by the nominee and the Incumbent. The completed forms should be returned to the Diocesan office along with a copy of the PCC minutes confirming the appointment. The Diocesan office will then arrange approval from members of the DBE also.



**e) Benefice**

For the appointment of a Benefice Governor, the Diocesan Office will contact the Incumbent to seek a local nomination from the Benefice. The Benefice will discuss at their meeting and record their thoughts and agreement. Forms will be completed and signed as appropriate by the nominee and the Incumbent. The completed forms should be returned to the Diocesan office along with a copy of the Benefice minutes confirming the appointment.

**f) Trustee**

Some schools have a Trust and therefore a member of that Trust is appointed to the Governing Body on their behalf as a representative.

For the appointment of a Trustee Governor, the Diocesan office will contact the Trust clerk to seek a local nomination from the Trust. The Trust will discuss at their meeting and record their thoughts and agreement. Forms will be completed and signed as appropriate by the nominee and the Trust clerk. The completed forms should be returned to the Diocesan office along with a copy of the Trust minutes confirming the appointment.

## What makes a Church School different to a Community School?

Church schools are distinctive in their Christian nature. There are four main elements in regards to the governance of the school where the distinctive nature will be monitored:

- Vision and Values
- Statutory Inspection of Anglican and Methodist Schools (SIAMS)
- Religious Education (RE)
- Collective Worship

### Distinctive Christian Vision

In 2016, the Church of England published its Vision for Education which states:

‘Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education.

These are educating for:

- Wisdom, knowledge and skills
- Hope and aspiration
- Community and living well together
- Dignity and respect

The vision, in line with the Church of England’s role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.

It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system’

(Deeply Christian, Serving the Common Good (2016) p. 2)

The SIAMS schedule (2018) places the Christian vision of each school at its heart. The aim of this is to place more of an emphasis on the purpose of education as understood by governors and how it impacts on every aspect of school and community life. The vision of each school should be inclusive and distinctively Christian ensuring the school’s original foundation is maintained and celebrated.

Governors will ask themselves:

- To what extent is our vision grounded in a clear theology firmly rooted in a Christian narrative?
- To what extent does our school’s Christian vision shape school policies and Church school development plans?
- How well do we ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating our effectiveness as a Church school?

### Christian Values

All schools will have values that they explore and embed within their schools. In Church of England schools, the values should flow out of the Christian vision and be rooted in biblical teachings. The outworking of the values is one way in which the vision can be nurtured and fulfilled. Schools will usually explore a value, e.g. kindness, for a period of time - month/half term etc. and embed this throughout the school, often communicating this to the local community and parents. Many schools use "values for life" and the value will link into the Collective Worship. The impact of values can be measured through monitoring and speaking with pupils, staff and parents.

Governors will ask themselves:

- To what extent are our values grounded in a clear theology firmly rooted in a Christian narrative?
- How well do we ensure that the school's formal partnerships are supported, sustained and informed by the school's values?
- Are our values and principles shared and owned by the whole school community?
- Are our values inclusive?
- Does our school truly live by those values?
- Is the Christian faith alive and practised in our school?
- Is the school's Christian identity enhanced by its relationship with the parish church?
- Is Christianity celebrated in our school through signs and symbols?

- Do all members of the school community have a respect for faith and cultural diversity?
- Do our classroom displays encourage reflection?

### Statutory Inspection of Anglican and Methodist Schools (SIAMS) (Section 48)

This is a statutory inspection required by law, funded via The Church of England Education Office by the Department for Education. The SIAMS inspection question is:

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

This question is explored through seven strands. These are:

- Vision and leadership
- Wisdom, knowledge and skills
- Character development: Hope, aspiration and courageous advocacy
- Community and living well together
- Dignity and respect
- The impact of collective worship
- The effectiveness of religious education

SIAMS inspection dates are directed by the grading of the previous inspection. If outstanding or good the inspection is 3-5 years from the date of the last one. For satisfactory or inadequate gradings the inspection will be 2-3 years from the date of the last inspection.

Foundation Governors have a key role within the inspection and will be spoken to by the inspector. It is also the Foundation Governor's responsibility to sign off the inspection report.

A SIAMS Self Evaluation Form (SEF) is available and should be monitored by all Governors to agree the action plan and also the findings and self-evaluation grading. Actions from the last inspection should be completed and evidence ready for the next inspection and should also form part of the Schools Improvement and Development Plan (SIDP). We are encouraging schools to merge their school and SIAMS SEF's for ease of monitoring but to also convey a joined-up approach.

The SIAMS report promotes improvement, provides an independent assessment of the effectiveness of church school education and provides information to parents.

### Religious Education (RE)

In a Church of England school, religious education (RE) should be non-confessional and is considered an academic subject.

The purpose of RE is religious literacy. This means, helping children and young people to hold balanced and well-informed conversations about religion and belief. In order to fulfil this purpose, the Diocese of Norwich advocate that RE needs to provide a balance between three disciplines. These are:

- Theology
- Philosophy
- Human/Social Sciences

*Theology:* This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

*Philosophy:* This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.

*Human/Social Sciences:* This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.



The aims of Religious Education in Church of England schools are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

(The Church of England Education Office Statement of Entitlement 2016)

Governors will ask themselves:

- How effective is the RE curriculum in enabling pupils to develop their religious literacy and ensuring they flourish?
- Does our school have rigorous systems of assessment in place for RE?
- How is our school working towards the RE Quality Mark award?
- How effectively are teachers engaging in high quality professional development and learning?
- To what extent are robust systems in place to monitor and evaluate the effectiveness of RE?
- How are we giving priority to RE?

The Diocesan RE Adviser is available to support governors, school leaders and teachers on religious education.



## Diocese of Norwich Support and Training for Governors

### Training

The Diocese of Norwich is pleased to offer training to all Governors of our Church Schools. The relevant details can be found in the governance section of the 'Supporting Schools and Academies' booklet (available as hard copy and online).

You are strongly encouraged to attend the following courses:

- Introduction to Governance in Church Schools and Academies
- Introduction to Monitoring in Church Schools and Academies
- Introduction to the SIAMS Schedule for Governors
- Embedding statutory Relationships Education, Relationships and Sex Education and Health Education (RSHE) in Church Schools and Academies

Governors can also request a 90 minute in-school workshop around 'Implementing Your School Vision'.

### Website

Information and useful documents are available on our website which is regularly updated. The general schools' address is:

**[www.dioceseofnorwich.org/schools](http://www.dioceseofnorwich.org/schools)**

Information including training courses for Governors is:

**[www.dioceseofnorwich.org/schools/governance/](http://www.dioceseofnorwich.org/schools/governance/)**

### Newsletters

The DBE produces a half-termly newsletter called "Footprints" which is sent to Clerks of Governing Boards to upload onto Governorhub but copies are also available on the website at: **[www.dioceseofnorwich.org/schools/publications/dbe-footprints/](http://www.dioceseofnorwich.org/schools/publications/dbe-footprints/)** There are various articles including governance.

### Useful links to document and websites

**[www.gov.uk/government/publications/school-inspection-handbook-eif](http://www.gov.uk/government/publications/school-inspection-handbook-eif)**

- School Inspection Handbook – September 2019

**[www.gov.uk/government/publications/governance-handbook](http://www.gov.uk/government/publications/governance-handbook)**

- Governance Handbook 2019
- Competency Framework for Governance
- Clerking Competency Framework

**[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)**

- Keeping Children Safe in Education

**[www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Twenty-Questions.aspx](http://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Twenty-Questions.aspx)**

- Twenty Questions Every Governing Board Should Ask Itself

**[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)**

- Department for Education

**<https://schools-financial-benchmarking.service.gov.uk/>**

- Compare your school's income and expenditure with other schools in England

**[www.nga.org.uk](http://www.nga.org.uk)**

- National Governance Association (NGA)  
– independent charity representing and supporting governors, trustees and clerks in maintained schools and academies

**<https://governorhub.com>**

- GovernorHub is an online service which helps trustees, governors and clerks to communicate and store documents, membership details, meeting schedules and other information in one secure and accessible place.

**<https://www.churchofengland.org/more/education-and-schools>**

- Church of England Education Office (CEEO)

**[www.churchofengland.org/more/education-and-schools/church-schools-and-academies/religious-education-and-collective-worship](http://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/religious-education-and-collective-worship)**

- Religious Education in Church of England Schools – A Statement of Entitlement (February 2019)



## Team Contacts

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## Appendix 1

### **The Church of England's Involvement in Education**

The church was most evident in its drive for the mass provision of Christian education for the poor in the early and middle years of the 19th century. The Church's principal instrument was the National Society, created in 1811. The other key player was the British and Foreign School Society, whose founder opened its first school in 1798. These two movements, the National Society based on Anglican principles, and the BFSS non-sectarian, were key in developing universal free education for children.

By the time of the national census of 1851, the Church had established 17,000 schools. State provision for public education did not come until the Education Act of 1870, and it operated by supplementing rather than replacing voluntary provision. This Act was a significant moment in the development of the practice of partnership between the state and the churches in education.

By 1900 the voluntary sector numbered over 14,000 schools. At the time of the outbreak of the Second World War, after 70 years of state provision, the voluntary sector was still providing schooling for nearly a third of the children of school age. The Church, however, had lacked the capital to match the quality of premises and equipment of state schools, and the quality of education was suffering. The Education Act of 1944 provided a new context in which church schools were offered the option of increased state funding and control as 'Voluntary Controlled schools' or lesser

state support and greater independence as 'Voluntary Aided schools'. At the same time, the 1944 Act required all schools to have a daily act of collective worship and religious instruction. The 1944 Act extended the school leaving age to 15 and provided for secondary education in separate schools between the ages of 11 and 15.

The Methodist Church continued a pre-existing policy of reducing the number of its schools, and the number of maintained Methodist schools has declined from its (19th century) maximum of 900 to around 60 today, many of them in partnership with the Church of England. Neither the Anglican nor the Roman Catholic Churches adopted that policy; indeed, in the 1950s and 1960s the Roman Catholic Church expanded its school provision vigorously, especially at the secondary level. By comparison, the expansion in Anglican secondary schools was modest and the number of its primary schools declined.

The historic vision of the Church of England to provide education for all has, in this context, thrived. The Church of England, unlike many other faith groups, does not seek to educate within the tenets of a particular faith but to engage with all. Whilst seeking to serve all in offering a broad, balanced curriculum it is also rooted in a firm belief that each person has spiritual needs that should be developed like other skills and gifts. Thus the Church of England, perhaps uniquely among faith education providers, balances the concepts of the service of all with opportunities to nurture the spirituality of those who wish to develop this area of their lives.

## Appendix 2

## Differences between Categories of Church Schools

	Voluntary Aided Schools	Voluntary Controlled Schools	Foundation Schools
<b>Buildings</b>	Owned by trustees. The Trust Deed determines the basis on which the school is run. New building and repairs are the responsibility of the governors (supported by grant from DfE of 90% of approved expenditure). Playing fields are provided by the LA.	Owned by trustees. The Trust Deed determines how the school shall be run where the law does not make this clear. All replacement, repairs and other building Costs fall on the LA. Playing fields are provided by the LA.	Owned by trustees. The Trust Deed determines the basis on which the school shall be run where the law is silent. Playing fields owned by governors. All building works funded from LA.
<b>Staff (a) Teaching</b>	Employed by the governors, paid by the LA. Governors may seek evidence of Christian commitment from applicants for teaching posts.	Appointed by the governors, employed and paid by the LA. Governors are bound by LA appointing policies. Governors may seek evidence of Christian commitment from applicants for teaching posts.	Employed by the governors, paid by the LA. Governors will be able to select teachers within the LA policy. Governors are bound by LA appointing policies. Governors may seek evidence of Christian commitment from applicants for teaching posts.
<b>Staff (b) Support</b>	Employed either by governors or contractors. If employed by governors, they are paid by LA.	Employed either by LA or contractors. LA employees usually appointed by governors.	Employed either by governors or contractors. If employed by governors, they are paid by LA.
<b>Worship</b>	Distinctively Christian; reflects the Anglican tradition and can include worship in the parish church.	Distinctively Christian; reflects the Anglican tradition and can include worship in the parish church.	Distinctively Christian; reflects Anglican tradition and can include worship in the parish church.
<b>RE</b>	Governors determine a syllabus that reflects the Anglican tradition. They may make use of the diocesan syllabus where this exists.	The school must follow the LA syllabus unless the parents request a denominational one. The foundation governors have rights in the appointment of staff (called reserved teachers) to teach denominational RE.	The school must follow the LA syllabus unless the parents request a denominational one. The foundation governors have rights in the appointment of staff (called reserved teachers) to teach denominational RE.

	<b>Voluntary Aided Schools</b>	<b>Voluntary Controlled Schools</b>	<b>Foundation Schools</b>
<b>Membership of the Governing body</b>	Church (foundation) governors have an absolute majority over all other governors. All governors combine to elect the Chair and Vice Chair.	Church (foundation) governors are in a minority (max 25%). All governors combine to elect the Chair and Vice Chair.	Church (foundation) governors are in a minority. All governors combine to elect the Chair.
<b>Funding</b>	90% capital funding direct from DfE. Governors must raise remaining 10%.	LA LMS formula. (LMS: Local Management of Schools)	LA LMS formula. (LMS: Local Management of Schools)
<b>Admissions</b>	Governors determine the policy and make the decisions in accordance with the requirements of the Admissions Code. They must take advice from the Diocese and also consult the LA and all other admission authorities in the area if there are radical changes proposed.	The LA is responsible for admissions, but must consult the governing body each year.	Governors determine the policy and make the decisions in accordance with the requirements of the Admissions Code. They must take advice from the Diocese and also consult the LA and all other admission authorities in the area.
<b>Advice</b>	LA Director of Children's Services has certain rights to attend governor meetings to give advice. Diocesan Directors of Education have parallel rights.	LA Director of Children's Services has certain rights to attend governor meetings to give advice. Governors may give similar rights to the Diocesan Director of Education.	LA Director of Children's Services has certain rights to attend governor meetings to give advice. Governors may give similar rights to the Diocesan Director of Education.
<b>Inspection</b>	OFSTED inspectors scrutinise school's self- evaluation. SIAMS (Section 48) Inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos.	OFSTED inspectors scrutinise school's self- evaluation. SIAMS (Section 48) Inspectors inspect Church School Distinctiveness, including leadership, worship, spiritual and moral development and school ethos.	OFSTED inspectors scrutinise school's self- evaluation. SIAMS (Section 48) Inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos.

## Flourishing Together



Our passion and ambition is to see children in all our schools and academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God. Our culture is one of high aspiration rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see Norfolk, and our schools in North East Suffolk, and its education system recognised as a place of aspiration, achievement and hope whether living in a rural area, coastal community, market town or the city of Norwich.



01603 881352 [www.dioceseofnorwich.org/schools](http://www.dioceseofnorwich.org/schools)