



A Guide for Headteachers, Clergy & Governors in Church Schools and Academies

September 2023

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Letter from the Director

Dear Colleague

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

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

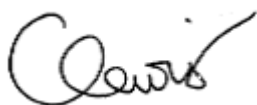
In the Diocese of Leicester, the Board of Education has always been committed to collaboration and partnership to enable the schools within the church family to provide a distinctively Christian education for all. Increasingly, the Diocese is called to account for the effectiveness of these schools and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

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

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

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

Within the love of God, our schools can fly.



Canon Carolyn Lewis

Our Vision

‘Transforming the lives of children and young people’

Effective: As a result of **visionary leadership** and **inspirational teaching**, children and young people in the Diocese of Leicester achieve **excellence**. They are **well-rounded** and **confident** with a strong sense of **self-worth**. As **learners transformed**, they in turn transform their communities.

Distinctive: **Unequivocally Christ-like**, our schools offer children and young people the opportunity to hear the Christian response to **life’s big questions**. Christian **Worship is invitational**, offering the whole school community an opportunity for **renewal** and to **encounter the person of Jesus Christ**. **Religious Education** is **exemplary**, enabling a genuine understanding of the role of **faith and belief in modern society**.

Rooted: Our schools are rooted in **prayer, partnership with parish** and wider community and the **teachings of Jesus Christ**. Children and young people receive **excellent Religious Education** equipping them with a **firm knowledge** of the **Christian faith** and **other key faiths**.

Inclusive: Like Jesus himself, our schools are **‘scandalously inclusive’**. Children and families from **all faiths and none** are **welcomed, respected** and **cherished**. **Serving the community** in which they are placed, our schools exemplify, **‘love your neighbour’**.

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

The Leicester Diocesan Board of Education

Context

The Diocese of Leicester is almost co-terminous with the county of Leicestershire. It is divided into two archdeaconries (Leicester and Loughborough) broadly covering the east and west of the county, each of which has five deaneries. It serves just under 1 million people through 236 parishes, 120 stipendiary clergy and around 80 non-stipendiary clergy. There are 97 church schools in the diocese – 93 primary and 3 secondary and 1 all-through.

Leicester city has a population of about 330,000 people. It has a Labour controlled council and an elected City Mayor. It is clear from the 2011 Census returns that Leicester has become a majority non-white city, in which no single ethnic or religious group forms a simple majority. Nearly half the children in the city's schools have a language other than English as their "preferred" language. Leicester is proud of its social cohesion and the contribution of the church to this was recognised in March 2012, when the late Queen chose Leicester as the first destination on her Diamond Jubilee tour, with a service at the Cathedral as its centrepiece. The St Philip's Centre, located in a multi-cultural parish, provides a base for presence and engagement of the church in a multi-faith society. There are five church schools in the city.

Beyond the city and its expanding suburban communities, the county is predominantly rural in character with significant market towns, including Ashby de la Zouch, Hinckley, Loughborough, Lutterworth, Market Harborough and Melton Mowbray. Tourism is a developing industry emphasising Leicestershire's position "at the heart of rural England". This can be seen in the post-industrial areas of Northwest Leicestershire which is now home to the National Forest offering varied recreational opportunities, alongside traditional white working-class communities that have struggled to change. The county council is controlled by the Conservative Party. Many people are employed in numerous high-tech and other businesses, ranging from those based in people's homes to large warehousing and industrial estates. Village identity, old family estates and large modern farms are also significant factors in the county.

The diocesan retreat house, Launde Abbey is located in rural east Leicestershire and provides opportunities for creative school visits.

Leicester and Loughborough are both educational centres with three significant universities and two FE colleges.

The LDBE is currently chaired by Russell Andrews. The Board is made up of church school headteachers and others with interest and skills relating to education. The work of the main board is supported by the following committees:

Supporting Church Schools – monitoring the work of LDBE officers as they work to support schools be increasingly effective & distinctive.

Church Schools Business & Finance – working with LDBE officers to plan and review budget spending and buildings work in schools.

Strategy Committee – working with the DDE to formulate and review all areas of strategy for LDBE.

The LDBE, like other diocesan boards of education in England, has the following main responsibilities:

- to promote education which is consistent with the faith and practice of the Church of England;
- to promote the development of religious education and collective worship in schools of the Diocese;
- to support church schools and to advise the governors, trustees of church educational endowments and others concerned with matters affecting these church schools;
- to promote co-operation and partnership between the Board and bodies or persons concerned in any respect with education in the Diocese.

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

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

The vision and priorities of the Diocese and the pastoral role of the Church underpin all the work of the LDBE. More about this vision especially '**Shaped by God**' can be found on the Diocese of Leicester website.

A Brief History of Church Schools

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

From 1811 the 'National Society for Promoting Religious Education' was established to support Church of England schools. This body still exists, though commonly called the 'National Society' and more recently the 'Church of England Education Office' and provides extensive resources for schools, dioceses and parishes. More details can be found on the Church of England's website.

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

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

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

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

In recent years, the Church of England Education Office (CEEEO) has taken an increasingly leading role in church school development. The introduction of church school inspections (Section 13 and 23) in the 1990s was led by the National Society. These inspections have morphed through SIAS (section 48) to become the current SIAMS inspection. A very significant landmark in the Anglican Church's involvement in education took place in 2000 with the publication of '[The Way Ahead](#)' which explored a great deal of the motivation and mission of church school education. This was followed by further reports; '[The Church School of the Future](#)' and '[The DBE of the Future](#)' both of which relate specifically to schools and '[Going for](#)

[Growth](#)’ which focuses more broadly on the needs of young people and children and the mission of the church in this area. In recent years the CEEO have published, [‘Working Together’](#), [‘Embracing Change’](#) and [‘Making a Difference’](#) which examine the issues of rural church schools and RE teaching. Recent thinking has been in developing [‘Growing Faith’](#) resources along with the establishment of the [Church of England’s Foundation for Educational Leadership](#). All these have important contributions to make in the understanding of what it is to work in and lead church schools.

In June 2023, The CEEO published [Our Hope for a Flourishing Schools System: Deeply Christian, Serving the Common Good](#).

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

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

The academy agenda has been responded to very positively by the Church of England. Since 2010 LDBE has worked hard to provide support for the growing number of Academy conversions and sponsorships through advice and in 2012 by the establishment of a multi-academy trust to act as a sponsor for church schools. The DBE has also encouraged the formation of a number of school-led MATs which can include VA, VC and Community schools. More details about the DBE’s academy strategy are available on our website.

The Diocesan Education Team

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

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

The work of the LDBE team centres on the following tasks;

- improving and developing the distinctiveness and effectiveness of church schools;
- supporting schools in developing and confidently communicating their distinctive vision;
- working in partnership with LAs, Teaching School Alliances, Multi-Academy Trusts, the Regional Schools Commissioner and Ofsted around school improvement;
- providing SIAMS training for headteachers and governors to equip them to monitor and evaluate their school as a distinctive church school;
- fulfilling a strategic plan for succession and leadership within the Diocese;

- supporting governors in their nurture of the Christian Foundation of their schools;
- offering pastoral support for headteachers and staff;
- advising on religious education and its contribution to a school's distinctive character;
- advising on acts and patterns of worship;
- supporting governors in the appointment of headteachers;
- assisting with maintenance and improvement of school and academy buildings;
- representing the interests of church schools and liaising with all strategic partners;
- ensuring the continuing development, status and position of RE through engagement in SACRES throughout the Diocese and involvement in national initiatives;

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

The Distinctiveness of the Church School

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

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

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

[‘The Way Ahead’](#) continues...

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

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

The church school is also recognised as a major contributor to social cohesion and should not be a cause of social division. The Right Reverend Stephen Cottrell, Bishop of Chelmsford reminds us in 'The Scandalous Inclusivity of God' that:

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

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

The following extracts from 'The Church School of the Future' summarise the distinctiveness anticipated by the church:

- *'the religious education curriculum will include other major world faiths but will ensure that the teaching of Christianity is given appropriate priority;*
- *'the life of the school is developed around an explicit commitment to Christian values and ethos;*
- *the learning environment, including premises and grounds, will reflect the Church of England foundation and the centrality of spiritual development;*
- *close working relationships with the church community, through parish or deanery, will be fostered;*
- *admission policies form part of this distinctiveness for Aided schools and have a powerful impact on the character of the school.'* (3.6)

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

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

These are important factors in deciding your new appointments. Local Authorities provide publications relating to the appointment of senior staff in maintained schools. These mainly

centre on the mechanical process and professional skills governing bodies should consider in appointing staff. In the case of Academy Trusts, trustees/directors are encouraged to check the company's Articles of Association carefully before proceeding to employ senior staff. Please do contact the Director for advice at an early stage.

The following charts will help you identify differences in the appointment process between Voluntary Controlled, Voluntary Aided schools and Academy schools.

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

Some further important notes on appointments:

- Detailed advice on staffing is available in the Governor's Handbook (which has replaced the guide to the law) which can be downloaded at from the DfE website.
- To ensure that headteachers and governors meet the requirements of employment law in the appointment of staff, selection processes and appointment procedures should comply with Human Resources (HR) advice.

Headteachers and governors of maintained schools will probably use local authority application forms and contracts of employment. These have limited reference to the distinctiveness of church school appointments. Appropriate reference can be made within the advert and person specification for such distinctiveness.

Religious Education

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

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

(4.12)

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

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

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

(4.12)

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

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

(3.10)

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

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

RE in different schools

- RE in Voluntary Controlled schools must be planned in accordance with the requirements of the Local Authority’s agreed syllabus for RE– as in Community schools
- RE in Voluntary Aided schools is the responsibility of the governors in accordance with the school’s trust deed. It is the strong recommendation of the Diocesan Board of Education that VA schools plan RE courses based upon their Local Authority’s RE syllabus.
- RE in Academy schools is the responsibility of the trustees/directors. Under the terms of their Funding Agreement with the Secretary of State, all Academies have to provide RE for all their pupils, except for those whose parents exercise the right of withdrawal,

The type of RE specified in the Funding Agreement depends on whether or not the Academy has a religious designation (this is the case for all church schools), and for converter Academies, on whether the predecessor school was a Voluntary Controlled (VC), Voluntary Aided (VA) or foundation school.

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

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

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

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

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

Collective Worship

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

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

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

(3.28)

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

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

As an *educational* experience worship should:

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

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

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

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

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

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

These features include:

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

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

Governors

'In order to enable the continued development of successful schools, high quality governance is essential ... The governance of our schools cannot be left to chance; schools need governors with the right skills and gifts to provide strategic oversight and direction.'

(['The DBE of the Future'](#) para. 32)

Maintained schools can have six categories of governor, these being:

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

Academy schools have a variety of different category of governor depending on their constitution as defined in the Articles of Association, funding agreement and Scheme of Delegation. All Church of England schools though, must have Foundation Governors. In Voluntary Aided schools (and academies which were formerly VA schools) they should outnumber all other categories of governor put together by a majority of at least two. Voluntary Controlled schools have a minority of Foundation Governors. In the Diocese of Leicester, predominantly we have two types of Foundation Governor:

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

So why do we have Foundation Governors?

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

They have a special responsibility to ensure:

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

The Ethos of the School

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

Appointment of Foundation Governors

The make-up of the governing body in a maintained school is set out in the school's Instrument of Government. In most cases, the DBE appoints Foundation Governors in consultation with the local Parochial Church Council (PCC).

In academies, the number and appointment of Foundation usually reflects the former status of the school (VC or VA). The DBE appoints Foundation Governors in Single Academy Trusts in the same way as with maintained schools. Within Multi-Academy Trusts, the position can vary but is usually broadly like the school's former status. Academies are advised to check their Articles of Association, funding agreements, scheme of delegation and to liaise with the Director.

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

Governor Training Course Programme

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

Recommended Reading for new Governors:

Grove Booklet: 'Church School Governance' by Mike Simmonds

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

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



Diocese of
Leicester
Board of Education

Admissions and Appeals

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

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

Appeals required for our VA schools (and other partnership schools who wish to use this service) are arranged by the LDBE staff team and are provided through the Partnership Agreement.

LDBE [Guidelines](#) for Admissions are available on our website.

For initial queries about **Admissions**, please see our website or contact the DBE Office:
officedbe@leicesterdb.org

For queries about our **Appeals** Service, please see our website or contact our office on:
officedbe@leicesterdb.org

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

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

Having evaluated the evidence made available, the inspector will award the school one of the two following judgements.

- Through its vision and practice, the school is living up to its foundation as a church school and is enabling pupils and adults to flourish.
- The school's vision and practice are not enabling it to fully live up to its foundation as a church school.

To achieve this, the inspector will combine judgements from 'Inspection Questions (IQs)' which are –

IQ1 - How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

IQ2 - How does the curriculum reflect the school's theologically rooted Christian vision?

IQ3 - How is collective worship enabling pupils and adults to flourish spiritually?

IQ4 - How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

IQ5 - How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

IQ6 - Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?

For VA schools/Former VA academies: IQ7 - What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

All the information you will need on SIAMS can be found [HERE](#) and advice can be found on our website.

For further information and support for SIAMS, please contact Tracey Manns.

tracey.manns@leicesterdb.org

Buildings for Voluntary Aided & Controlled Schools and Academies

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

Undertaking Capital Works in Church Schools and academies

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

A range of forms are available to assist schools applying for approval to undertake building schemes. All schools and academies must obtain LDBE and site trustee consent where capital works constitute:

- Alterations to or extension of existing buildings

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

Trustee approval does not have to be obtained for IT Works. However, if you are in any doubt please LDBE's Buildings Associate, Jonathan Warren from YMD Boon jwarren@ymdboon.co.uk

Voluntary Controlled Schools

Although Voluntary Controlled schools are maintained by the local authority, they are still church schools and, therefore, in accordance with the Diocesan Board of Education Measure are required to obtain trustee and Board of Education approval before undertaking any building work as outlined above.

A **Project Authorisation Form** should be completed and returned to the DBE Office OfficeDBE@leicesterdbbe.org , together with copies of all quotes received and, where applicable, specifications and plans of the proposed works. Approval is normally obtained within a 7-10 day turnaround period. Forms are available on our website.

Voluntary Aided Schools

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

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

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

A **Project Authorisation Form** should be completed and returned to the DBE Office OfficeDBE@leicesterdbbe.org together with copies of all quotes received and, where applicable, specifications and plans of the proposed works and the Governors' 10%

contribution. Approval for DFC projects are usually obtained within a 7-10 day turnaround period. SCA projects will be approved when funding allocations are made. Forms are available on our website.

Academies

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

A **Project Authorisation Form** should be completed and returned to the DBE Office OfficeDBE@leicesterdbe.org, together with copies of any quotes received and, where applicable, specifications and copies of plans of the proposed works. Forms are available on our website.

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

Jonathan Warren – jwarren@ymdboon.co.uk

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Senior Business & Operations Manager

Diocese of
Leicester
Board of Education

DIFFERENCES BETWEEN CATEGORIES OF SCHOOLS

	Community	Voluntary Aided (VA)	Voluntary Controlled (VC)	Academy
Buildings	Owned by the LA	Owned by site trustees. The trust deed determines the basis on which the school is run. New building and external repairs are the responsibility of the governors (supported by grant from the DfE). Playing fields are provided by the LA	Owned by trustees. The trust deed determines how the school shall be run where the law does not make this clear. All replacement, repairs and other building costs fall on the LA	Owned by site trustees – these are not the same as the academy’s charity trustees/directors! The trust deed determines the basis on which the school is run. New building and external repairs are the responsibility of the directors (supported by grants from the DfE). Playing fields are provided by the LA
Staff (Teaching)	Employed by the LA. Usually appointed by the governors	Employed by the governors, paid by the LA. Governors may seek evidence of Christian commitment from applicants for teaching posts. Teaching staff expected to attend collective worship	Appointed by the governors, employed and paid by the LA. Governors are bound by LA appointing policies. Governors will be able to satisfy themselves that a candidate for the post of headteacher is suitable to support and develop the ethos of a VC school	Employed and paid by the academy’s directors who may seek evidence of Christian commitment
Staff (Support)	Employed either by LA or contractors. If LA employees usually appointed by governors	Employed either by governors or contractors. If employed by governors, they are usually paid by the LA	Employed either by LA or contractors. LA employees usually appointed by governors	Employed by academy directors
Worship	Daily act of collective worship broadly	Daily act of wholly Christian collective worship, which reflects the Anglican	Daily act of wholly Christian collective worship, which reflects the Anglican	Daily act of wholly Christian collective worship, which reflects the Anglican

	in the Christian tradition	tradition and can include worship in the parish church	tradition and can include worship in the parish church	tradition and can include worship in the parish church. Academy funding agreements mirror the position of maintained schools
RE	The school must follow the LA syllabus	Governors determine a syllabus that reflects the Anglican tradition. They may make use of the diocesan syllabus where this exists	The school must follow the LA syllabus unless the parents request a denominational one. The foundation governors have rights in the appointment of staff (called reserved teachers) to teach denominational RE	This is specified in the academy's funding agreement which usually reflects the former status of the school
Membership of the governing body		Church foundation governors have an absolute majority over all other governors. They are nominated by PCC and appointed by the DBE. Parish priest is usually foundation ex officio governor. All governors combine to elect the Chair	Church foundation governors are in the minority. They are nominated by PCC and appointed by the DBE. Parish priest is usually foundation ex officio governor. All governors combine to elect the Chair	This usually reflects the former status of the school. Check the Articles of Association and funding agreement
Funding	LA formula	LA formula. Governors' 10% costs for building work	LA formula	Academies receive funding directly from the DfE based on the LA formula
Admissions	LA responsible for admissions	Governors determine the policy and make the decisions. They must adhere to the provisions in the	The LA is responsible for admissions but must consult the governing body each year	Academy directors determine the policy and make the decisions. They must adhere to the provisions in the

		Schools Admissions Code		Schools Admissions Code
Advice		Diocesan Director may advise (on behalf of the DBE) any church school on any matter as outlined in the DBE Measure 1991	Diocesan Director may advise (on behalf of the DBE) any church school on any matter as outlined in the DBE Measure 1991	Diocesan Director may advise (on behalf of the DBE) any church school on any matter as outlined in the DBE Measure 1991
Inspection	Ofsted inspectors look at all issues	Ofsted inspectors look at most issues. SIAMS inspectors inspect distinctiveness and effectiveness as a church school (including the impact of RE, Collective Worship, ethos and leadership and management)	Ofsted inspectors look at most issues. SIAMS inspectors inspect distinctiveness and effectiveness as a church school (including the impact of Collective Worship, ethos and leadership and management)	Ofsted inspectors look at most issues. SIAMS inspectors inspect distinctiveness and effectiveness as a church school (including the impact of Collective Worship, ethos and leadership and management)
Term dates and holidays	LA sets dates	Governors have the right to set dates. This gives flexibility over religious holidays	LA sets dates	Academy directors have the right to set dates