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| Guide for Headteachers  Church in Wales Schools 2019-2020 |
| |  |  | | --- | --- | | Llandaff Education Executive |  | |

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**Welcome from the Diocesan Director of Education**

Dear Colleague

A very warm welcome to the family of Church school leaders in the Diocese of Llandaff. Our vision is to create an ethos that empowers schools to be innovative and take risks in the challenges and experiences offered to children and young people so that their lives are transformed through God’s love. Whether you are taking on headship for the first time or are a more experienced headteacher joining our diocese, you will be getting to know your new school and identifying your early priorities for action. This will be one of the most exciting and challenging times of your career.  Our role is to walk alongside you, helping you plan exciting innovations and respond to the challenges facing schools. We would like to build a relationship with you that enables this work, so that you complete your first two years in headship with confidence, having moved your school towards your vision of Church school effectiveness and distinctiveness. This booklet is intended to assist you, by letting you know who we are and what expertise we can offer you, as well as providing an overview of some of the technical aspects of leading a church school. The Education Department has a team of experienced staff whose services are available to all church school leaders and governors, including a skilled team who support Voluntary Aided schools with their building needs. We can also provide you with support on admissions and appeals. In addition, all our schools can make use of our religious education and collective worship advice. We hope you will find this booklet a helpful summary of the key issues facing church schools today and look forward to working in partnership with you in the coming months and years. The relationship begins when you choose to engage in our work through the Service Level Agreement and contribute to the promotion of the Diocesan vision. It continues by supporting those aspiring to headship in Church schools and is followed by the Diocesan advisory role in the appointment of new headteachers in schools. Following your appointment, the Director of Education will visit you when you take up post and plan with you your support programme for the first two years of headship.

With every blessing

Andrew

**The Role of the Headteacher**

Headteachers are both spiritual and academic leaders of their school. Excellence in leadership 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. It is the creation of a distinctive Christian community that marks out the role of a leader in a Church school.

It is a particularly challenging and demanding role, and its purpose cannot be achieved by command. It is rather something that has to be achieved by the headteacher living the values that she or he seeks to establish and winning a willing acceptance of those values by staff, children and parents, who may be of other denominations, of other faiths or of no faith.

There is no single model of leadership for a church school. Headteachers respond to time and circumstance, capitalising on their inherent strengths and gaining complementing support from colleagues. Each will develop a distinctive style.

The headteacher can be viewed as a servant leader, working to underpin the educational and spiritual growth of pupils.

The headteacher has a pre-eminent role in setting the overall character of the school, and in ensuring that Christian values permeate the whole life of the school. This role could be described as transformational leadership, in that the headteacher will take the lead in nurturing the development of a Christian community, encouraging its spiritual growth and awareness and offering a clear and recognisable sense of Christian purpose.

The headteacher will provide invitational leadership, welcoming all into the school, offering reassurance and affirmation, recognising the value of individuals, and inviting the school community to share a Christian sense of fellowship.

You will discern and develop your own style of leading your school, and the Diocesan education team is always on hand to offer support and advice.

**In Your First Two Years**

The Diocesan Education Team will put in place a programme of support to help you in the first two years of your headship in a Church in Wales school.

This support will include:

1. Mentoring from an existing, experienced Church in Wales school headteacher

* Termly meetings to discuss issues specifically concerning Church school leadership
* Opportunities to visit other Church schools in the diocese
* Developing an understanding of section 50 inspection

1. Termly visits from the Diocesan Director of Education

* Support in implementing the diocesan vision for education
* Support in developing the work of foundation governors
* Support in developing how a distinctive ethos impacts on children’s academic progress and wellbeing

1. Visits from the Education Support Officer to help with the Capital Repairs and Maintenance Programme (CRAMP) – voluntary aided schools only
2. Visits from the Education Support Officer to to help with school admissions and appeals planning
3. Half termly visits from the School Development Officer

* Support the development of religious education, collective worship and the Christian ethos
* Support the development of spirituality
* Support the development of preparation for Section 50

**The Diocesan Education Team**

The Education Team, based at the Diocesan Offices in Bridgend, will offer you help, support, advice and encouragement. People you may have regular contact with include:

**Andrew Rickett – Diocesan Director of Education**

Diocesan Office

The Court

Coychurch

Bridgend

CF35 5EH

[llandaffdde@churchinwales.org.uk](mailto:llandaffdde@churchinwales.org.uk)

01656 868857 or 07741 146825

**Mrs Deborah Griffiths – Education Support Officer**

Diocesan Office

The Court

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CF35 5EH

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**The Distinctiveness of the Church School**

In recent years, the Church in Wales has increasingly recognised the special significance of the role of the headteacher in the development of the distinctive character and ethos of Church schools. In your Instrument of Government, you will find the ethos statement:

‘Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocesan level. The school aims to serve its community by providing 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 all its pupils.’

What does this mean in practice? The report, ‘The Way Ahead’ recognises *“The way this ethos statement is interpreted will reflect the individual circumstances of schools, which vary greatly. But it will be the aspiration of all that Christian values and principles will ‘run through every area of school life as the writing runs through a stick of rock’.”*

The report goes on to say:

*‘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.’*

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’*

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.

**The Parish and the School** - the majority of Church in Wales schools are set within the worshipping community of a parish. The implications of this setting vary, 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** - the appointment of members of staff is one of the most important roles of headteachers. Not only is 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. The Diocesan Director will be part of the process to appoint senior staff. The following charts will help you identify differences in the appointment process between Voluntary Controlled and Voluntary Aided schools.

|  |  |
| --- | --- |
| **Voluntary Controlled** | **Voluntary Aided** |
| * Local Authority (LA) is the employer * 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 extends advisory rights to the diocesan authority * The governing body may appoint ‘reserved teachers’ (for the purpose of ‘religious instruction’) | * The governing body is the employer * The governing body accord advisory rights to the LA * The diocesan authority has 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) |

**Some further important notes on appointments -** 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 LA Human resources advice.

Headteachers and governors 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. **Colleagues working in Aided schools should consult the National Society website where application forms and contracts for C in W schools may be found**. Headteachers and governors of controlled school may also wish to look at these forms.

**The Governing Body**

The governing body of your school is also there to support you, your school, your staff and your pupils. A strong, well-led governing body makes an important contribution to the effectiveness and well-being of the school.

The foundation governors are appointed to represent interests of the Diocese in your school, and they have a special care for the school’s Christian character. The governing body will work with you to secure the school’s effectiveness in raising standards, but they also have a duty of care towards you; they should oversee your workload, encourage your professional development and set targets for your performance management.

You should have in place a subcommittee on the governing body to support the Christian distinctiveness of your school and ensure that all matters relating to the Christian distinctiveness and ethos of the school inform and cascade into all aspects of school life.

*‘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**)

All the governors of a church school must work collectively to ensure the effectiveness of the school as a place of learning, where Christian values can flourish.

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

* Foundation governors
* Parent governors
* Community governors
* Staff governors
* Local Authority governors

Your school’s Instrument of Government (IoG) will make it clear how your governing body is constituted. All Church in Wales Schools must have foundation governors. In Voluntary Aided 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, usually 25%. In Llandaff Diocese we have three types of foundation governor:

* those appointed by the Diocesan Education Executive often from the local church community;
* those appointed directly by the Parochial Church Council
* the ex-officio governor – normally the incumbent (local vicar) unless a substitute has been nominated and agreed by the archdeacon.

Foundation governors are appointed for a term of office of up to 4 years. A diocesan foundation governor can resign at any time during those 4 years. The clerk to the governors should inform Karen Kaneenof any changes to the foundation governors

**So why do we have foundation governors?** - It is a requirement of the Trust under which Church in Wales schools were established and endowed. They are full governors just like any other and must be effective in supporting you in your strategic vision, financial management and in holding your leadership to account.

They also 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.

**Governor Training Course Programme** - The diocese provides training for governors in its Church schools.

Training includes:

* Thinking governance
* Church school distinctiveness
* The role of foundation governors
* Monitoring and evaluation of collective worship and religious education
* Preparation for Section 50
* Building maintenance
* Admissions and appeals

**Admissions and Appeals – VA Schools**

Essential reading – The School Admissions Code No:005/2013 issued July 2013.

The Governing body of a **Voluntary Aided school** is the Admissions Authority (unlike Voluntary Controlled and Community Schools when the Local Authority is the Admissions authority).

They therefore have a statutory responsibility for ensuring that Admissions are handled openly, transparently and fairly. They should do this through their Admissions Sub Committee (membership should include the headteacher and at least two members of the governing body) who should review/amend/ensure that all documentation relating to admissions is accurate and complies with the code.

Your **ADMISSIONS POLICY** forms the basis of all other documentation so it is vital to get it right. We provide advice and support to governing bodies and headteachers on all aspects of admissions and formally review and advise on VA schools admissions policies.

Once you are happy with your Admissions Policy you need to **CONSULT** on your admission arrangements. This needs to take place during 1st September and 1st March of the school year beginning two years before the school year in which the arrangements will apply (the determination year). Admission Authorities must consult with Consultees as detailed in the Schools Admissions Code.

Once consultation has been completed, admission authorities must **DETERMINE**

their admission arrangements either in their original form or with such modifications as the authority think fit by 15th April in the determination year. This is done via a formal minuted meeting of the Admissions Sub Committee. They must then notify in writing within 14 days, all those with whom they consulted on their determined arrangements.

There is an **ANNUAL TIMETABLE OF ADMISSIONS** which sets out when application forms need to be sent, returned to school, when sub committees will meet to decide on which applicants can be admitted according to the oversubscription criteria, when parents will be informed and the dates for appeals if necessary. (We strongly recommend mirroring the Local Authority timetable).

Admission **APPEALS** are the responsibility of the governing body which is the admissions authority for the school. Currently, this is a service provided by the diocese on behalf of the schools. Schools should liaise with the education support officer when they are aware that appeals need to be heard so that a clerk and independent appeals panel can be found, and a suitable venue.

Admission and Appeals training, support and advice is provided by the diocese.

**Statutory Inspection of Schools – Section 50**

In addition to ESTYN inspections, our schools are also inspected to determine their distinctiveness and effectiveness as Church schools. The inspection itself, usually lasting one or two days, tests out and verifies the school's understanding of itself as a Church school, so schools must take responsibility for evaluating themselves and sharing their evidence with inspectors.

The key questions examined by a Section 50 inspection are:

* *How well does the school, through its distinctive Christian character, meet the needs of all learners?*
* *What is the impact of collective worship on the school community?*
* *How effective is the religious education? (in VA schools)*
* *How effective are the leadership and management of the school as a Church school?*

**The Report** - The inspection report will contain clear judgement statements, in response to each of the above questions. All section 50 reports for Church schools in Llandaff Diocese are available on the Church Schools website www.churchschoolscymru.org

**Timing -** The Section 50 Inspection should take place in the same academic year as the Section 28 inspection. The Section 50 Inspector does have contact with the ESTYN team, but they operate independently and their remits are different. Current practice is that your Section 50 should either run concurrently or shortly after the ESTYN.

The Section 50 Inspection will identify and celebrate the distinctive nature of a Church School. It will also, as all inspections do, highlight areas for development, and requires an action plan to be drawn up to address these.

**Management** - Section 50 inspections are managed by the diocese through the Diocesan Director of Education. The diocese is also responsible for maintaining a list of accredited inspectors and for ensuring the quality of the inspection process. The diocese provides regular training for inspectors.

**Outline of the Inspection Process**

**ESTYN informs the school that they will be inspected under section 28**

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**The diocesan office contacts the school to arrange the section 50 inspection**

🡻  
**Inspector and school liaise on most suitable date for inspection**

🡻

**Diocesan office confirms inspection date**

🡻

**Documents sent from school to inspector.**

The inspector will request a limited range of information – self-evaluation and report, previous section 50 report and attainment/progress data.

🡻  
**Inspector sends school pre-inspection briefing**

🡻  
**Pre-inspection visit to school by member of Diocesan Education Team**  
🡻  
**Inspection**

Verbal feedback will be given at the end of the day. This should be understood to be the inspector’s initial assessments and subject to possible amendment as a result of the critical read process undertaken by the diocesan moderator.  
🡻  
**Draft report sent to Diocese for quality assurance**   
🡻  
**Draft report returned to inspector with any comments**

🡻  
**Final report sent to school**   
🡻  
**Inspection report posted on Church schools’ website**

**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.’*

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.’*

**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 excellent in this subject****.’*

The Diocese is concerned to support schools in planning, teaching, monitoring and assessing 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 and follow the denominational syllabus for RE.

**Understanding Christianity**

All schools in the diocese have recently undertaken training in delivering the Understanding Christianity materials. Understanding Christianity has been developed specifically to raise the quality of the teaching of Christianity and enable children to acquire a greater depth of understanding of key concepts in the Christian narrative. Understanding Christianity materials have replaced the current Christian elements of the denominational syllabus.

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 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 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 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.

**Collective Worship**

All schools should provide an act of worship for pupils every day. Arrangements for the act of collective worship in both VA and VC schools are made by the governors after consulting the headteacher, taking account of the Trust Deed.

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.’*

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;
* 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 should invite not coerce. 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. 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.

The diocese asks that you consult with officers before responding to any requests about withdrawal from religious education. Guidance can be found in the WASACRE document ‘Guidance on Managing the Right of Withdrawal from Religious Education (2017)’. This right should be explicit in the school policies on religious education and collective worship.

**Premises Support and CRAMP**

The diocese can offer

* advice and visits on improving your premises
* advice on and support for CRAMP (Capital Repair and Maintenance Programme) submissions for Voluntary Aided Schools
* Information and support to schools regarding developments in asset management and the 21st Century Schools programme
* advice on property and trustee issues

Planning is everything when it comes to building works, so it is important to talk to the education team in good time so that a project can be properly evaluated and planned. From concept to completion a project can take a year or more depending on the size. Include premises issues in your Development Plan and send a copy to the office as it helps with the department planning, and may trigger some useful advice.

For Voluntary Aided schools using CRAMP, all projects must get approval before you start them. Aided schools pay a 15% contribution towards CRAMP grants which needs to be included in your budget plan. For more details regarding the Capital Repair and Maintenance Programme for VA schools, please contact Deborah Griffiths at the diocesan office.

Controlled schools (along with all schools) have an annual repair and maintenance allocation and the funding is managed through the Local Authority.

**Service Level Agreement**

The diocese provides the majority of the funds to support the roles within the education department (Diocesan Director of Education, the Christian Distinctiveness Officer and the Education Support Officer). The SLA generates funds to support this work in the diocese.

The intention has always been to ensure that the SLA enables us to provide you with the best possible support and encouragement in your work, while being affordable and offering good value for money.

The SLA is invoiced in arrears so that the invoice you receive relates to the support to the school in the previous year.

The main areas of support funded through the SLA include:

* Support from the diocesan education department, working alongside each local authority, the Welsh Government (especially the capital funding branch), the Church in Wales and the education structure for Church Schools in England and Wales.
* Support for individual schools from the Diocesan Director of Education, Christian Distinctiveness Officer.
* In-service training for staff on elements of religious, good practice in collective worship and the development of the distinctive character of Church in Wales schools.
* Training for Church school governors in distinctive areas of governorship.
* Advice and support in respect of staffing and appointments.
* Advice in respect of school buildings and school sites and (where appropriate) support for financial administration of building projects.
* Administration of the capital repairs and maintenance scheme (CRAMP) and associated help, support and training.
* Access to bridging finance where necessary and funds allow from the Diocesan Education Trust.
* Membership of The National Society.
* Legal advice through The National Society and Ecclesiastical Insurance Group legal advice policy.

The education team seeks to put a network of support around each school, for you to draw on as necessary.  The SLA is a vital part of that network because it enables us to access funds within the diocese to support the education department, and it gives momentum to the work at the provincial level.

**A Short 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 tenets of the Church.

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 provides extensive resources for schools, dioceses and parishes. More details can be found on the National Society’s own website.

This predates disestablishment of the Church in Wales in 1920 where Church Schools in Wales moved away from the Church of England and became Church in Wales schools, but were still supported by the National Society who had responsibility to support church schools in England and Wales.

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 at the Diocesan Office.

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 School Standards and Framework Act 1998 considerably increased the responsibilities of governors and headteachers,

In recent years the National Society has taken an increasingly leading role in church school development. 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 **Faith in Education** and **DBE of the Future.** All of these publications have important contributions to make in the understanding of what it is to work in and lead church schools. Despite its age **The Way Ahead** still forms the basis of how schools are understood by the Anglican Church.

**Llandaff Diocese**

Nearly half the population of Wales lives in the Diocese of Llandaff- well over a million people in the most densely populated and industrial area of the Welsh Dioceses.

Cardiff, Port Talbot, Merthyr Tydfil, the Rhondda Valleys – these are places once famous the world over for coal, iron and steel. The heavy industry has now in the most part been replaced by new technology, and along the M4 corridor, new factories have sprung up to provide components for microchip-based goods.

The Diocese of Llandaff has some of the most beautiful countryside, towns and seascapes in Wales, from the Heritage Coast of the Vale of Glamorgan in the south to the deep-scarred Valleys of the Blaenau in the north.

It was Irish monks who first made efforts to establish the Christian faith in the area known as Morgannwg, during the 5th and 6th centuries. The founder of the Celtic monastery at Llancarfan, Cadoc, ruled Morgannwg as abbot-king. Illtud established a monastery school at Llantwit Major, which achieved considerable fame, producing manuscripts and intricately carved stone monuments, a number of which remain in the present church there. Dyfrig (c450-540) is remembered as the first bishop for the area, to be succeeded by Teilo.

However it was the third bishop, Euddogwy, who settled at Llandaff in the late 6th Century, creating the Celtic “kingdom- bishopric”. The first Norman bishop of Llandaff, Urban, began in 1121 to build a new stone cathedral, parts of which remain – huge pillars, thick walls and some beautiful arches. Urban added two names to the dedication of the cathedral, and so it is today known as the Cathedral of SS Peter and Paul, with Dyfrig, Teilo and Euddogwy.

Llandaff Cathedral has had a chequered history of construction and ruin, the most recent devastation occurring on the 2nd January 1941 when it was very seriously damaged by a landmine. The Cathedral was subsequently restored with the addition of the work, most notably the concrete arch and pulpitum, surmounted by Sir Jacob Epstein’s Majestas.

The Middle Ages saw the building of many of the present churches in the diocese, particularly in the Vale and coastal areas. Many were under the patronage of the two Cistercian Abbeys of the diocese, at Margam and Neath. The Church responded to the great industrial advance of the 19th Century by providing the growing population of the Valleys with churches and schools.

The more recent social and economic changes have produced problems and tensions within the diocese, with the rise in unemployment and social deprivation, particularly in the Valleys, but the Church has sought to play its part alongside other agencies. The Church is also responding to the spiritual challenges of our age, and moves forward with hope, under God’s direction and guidance.

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| --- | --- | --- | --- |
| **Church in Wales Schools in Llandaff Diocese** | | | |
| **Local Authority** | **School** | **Postcode** | **Status** |
| Bridgend | Archdeacon John Lewis CW Primary School | CF31 2JS | Aided |
| Bridgend | Penyfai CW Primary School | CF31 4LX | Controlled |
| Cardiff | Bishop of Llandaff CW High School | CF5 2NR | Aided |
| Cardiff | Llandaff City CW Primary School | CF5 2HT | Aided |
| Cardiff | St Fagan’s CW Primary School | CF5 4SZ | Aided |
| Cardiff | St Mary the Virgin CW Primary School | CF10 5HB | Aided |
| Cardiff | St Monica’s CW Primary School | CF14 3JL | Aided |
| Cardiff | St Paul’s CW Primary School | CF11 7EU | Aided |
| Cardiff | St Teilo’s CW High School | CF23 9PD | Aided |
| Cardiff | Tredegarville CW Primary School | CF24 0JT | Aided |
| Neath Port Talbot | Bryncoch CW Primary School | SA10 7UG | Aided |
| Neath Port Talbot | Alderman Davies CW Primary School | SA11 3AA | Aided |
| Rhondda Cynon Taff | Aberdare Town CW Primary School | CF44 7HF | Aided |
| Rhondda Cynon Taff | Cwmbach CW Primary School | CF44 0AT | Aided |
| Rhondda Cynon Taff | St John Baptist CW High School | CF44 8BW | Aided |
| Vale of Glamorgan | All Saints CW Primary School | CF62 7FG | Aided |
| Vale of Glamorgan | Gwenfo CW Primary School | CF5 6AN | Controlled |
| Vale of Glamorgan | Llansannor & Llanharry CW Primary School | CF71 7SZ | Aided |
| Vale of Glamorgan | Pendoylan CW Primary School | CF71 7UJ | Aided |
| Vale of Glamorgan | Peterston super Ely CW Primary School | CF5 6LP | Controlled |
| Vale of Glamorgan | St Andrews Major CW Primary School | CF64 4HB | Aided |
| Vale of Glamorgan | St Brides Major CW Primary School | CF32 0TB | Aided |
| Vale of Glamorgan | St Davids CW Primary School | CF71 7NL | Aided |
| Vale of Glamorgan | St Nicholas CW Primary School | CF5 6SG | Controlled |
| Vale of Glamorgan | Wick & Marcross CW Primary School | CF71 7QE | Aided |

**Llandaff Diocese – Archdeaconry and deanery boundaries**

A close up of a map

Description generated with high confidence

**Diocesan Education Vision Prayer**

Lord Jesus, you taught your disciples to bless and honour children;

 following your example, may we,

in and through the schools of our diocese,

transform the lives of young people and tell a joyful story.

Grant us vision and wisdom,

reinvigorate us by your grace and love,

so that our schools may be places where faith matters,

and where young people, staff, governors, families and communities,

are empowered, encouraged and enabled

to reach their full potential.

Amen.

Llandaff Education Executive

The Court

Coychurch

Bridgend

CF35 5EH