

**State Education Reform  
2011**

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- † **Comprehensive Spending Review ~ 20 October 2010**
- † **The Schools White Paper ~ 24 November 2010**
- † **The Academies Act 2010 ~ 27 July 2010**

## † Headlines for Department for Education over the next 4 years

**Schools budget ~ increase 0.4%**

**Includes Pupil Premium, Teaching Salaries & Equipment**

**Non - Schools budget ~ decrease 12%**

**Includes Youth services, Early Years & Sixth forms**

**Schools Capital Expenditure ~ decrease 60%**

**Although £15.8bn allocated to refurbish school estate**

**Local Authority budgets ~ decrease 28%**

**Already reduced by 30%**

## + Focus on seven key areas

### 1. Teaching & Leadership

**Attract high fliers from other professions**  
**Network of teaching schools**

### 2. Behaviour

**Greater authority for teachers to discipline pupils**  
**Changes to independent appeals panels**

### 3. Curriculum, Assessment & Qualifications

**New English Baccalaureate to include broad set of academic subjects**  
**Raising of school leaving age to 17 by 2013 & 18 by 2015**

### 4. New Schools System

**Academies programme to be “dramatically” extended**  
**Support for Academy chains, multi school Trusts & Federations**

## **5. Accountability**

**Key areas of school Ofsted inspections reduced from 27 to 4**  
**Reformation of performance tables**

## **6. School Improvement**

**School Improvement Partners to be replaced with National & Local Leaders of Education**  
**Financial incentive for schools who effectively support weaker schools**

## **7. School Funding**

**Increased devolution of funding direct to schools**  
**New Pupil Premium targeting deprived pupils**

## ✦ Observations

**No new funding for these initiatives**

**Many of these initiatives have been previously attempted  
(CTC's, GM & ROSLA)**

**Reductions in CSR for 6<sup>th</sup> Forms despite raising of school leaving age**

**Envisaged that all schools will eventually become Academies**

**Enforced Academy conversion for failing schools**

**Multi Academy Trust model favoured**

**English Baccalaureate will redefine successful / failing schools**

**Future of Local Authorities very uncertain**

**An “Independent School” funded directly by central Government**

**Local Authorities have no role and the “top slice” funding previously held by them will go to the individual Academy direct**

**Religious character & admission arrangements preserved**

**An Academy is both a limited company and a charity**

**Neither the Basic nor National Curriculum is applicable to Academies**

**DBE Trust funds cannot be used to support an Academy**

**A standard DfE grant of £25,000 is available to meet legal costs associated with conversion**

**School Governing Body resolve to convert and consider establishing a working group**

**DfE should be informed who will appoint an adviser to assist**

**Prior written approval to the conversion must be obtained from**

- 1. The Trustees and**
- 2. Foundation Governor appointers**

**Board of Education acts as either 1. or 2. for all Church schools**

**Other groups acting as 2. may include**

**The Diocesan Bishop  
Deanery Synods  
PCCs  
Archdeacons  
Local Incumbents**

**There is an expectation that an Academy will support other school(s)**



**Board of Education has established criteria which if adhered to will result in an approval in principle to conversion being granted**

**The Schools Working Party and the Executive Committee will monitor conversion applications**

**Final approval will be issued once the agreed legal documentation is available (principally Funding Agreement & Memorandum & Articles of Association)**

**Although not a requirement school Governing Bodies are encouraged to inform the Local Authority and consult with staff, staff associations and parents**

**Local Authorities, staff or parents cannot prevent conversion**

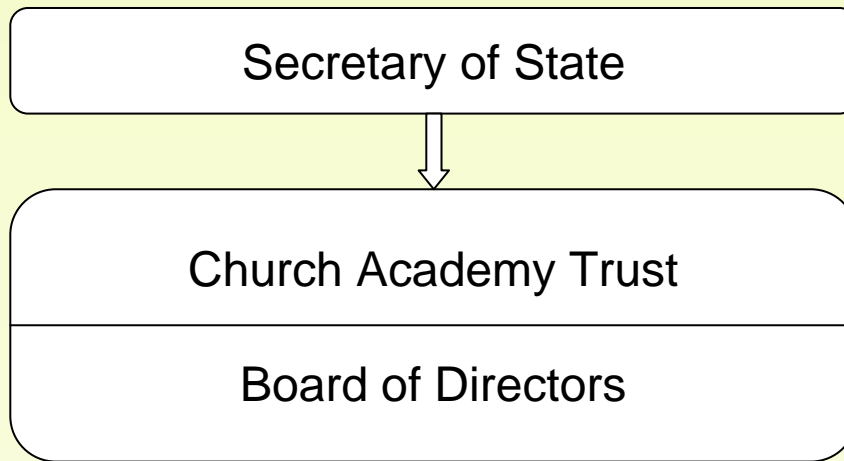


## Advantages

**10%**  
**Top Slice**  
**Economies of scale**  
**Discipline**  
**Staff Pay**  
**Term dates & school day**  
**Christian Distinctiveness**  
**Smaller Governing Bodies**

## Disadvantages

**LA Support services**  
**LA Duty to maintain**  
**One way route**  
**Ethical ~ least advantaged**  
**schools remain in LA**



**Members Diocesan Bishop,  
Archdeacon, Rural Dean &  
Chair of Governors**

**Directors 4 Staff / Parents  
6 Appointed by Trust**

**Insular ~ Not suitable for small rural Church school**

# Academies Act 2010 ~ Multi Academy Trust Model



Secretary of State

**Master Funding Agreement**

Church Multi Academy Trust

**No mix of schools (former VA/VC)**

Board of Directors

**Includes only Academies**

Local School  
Governing  
Body

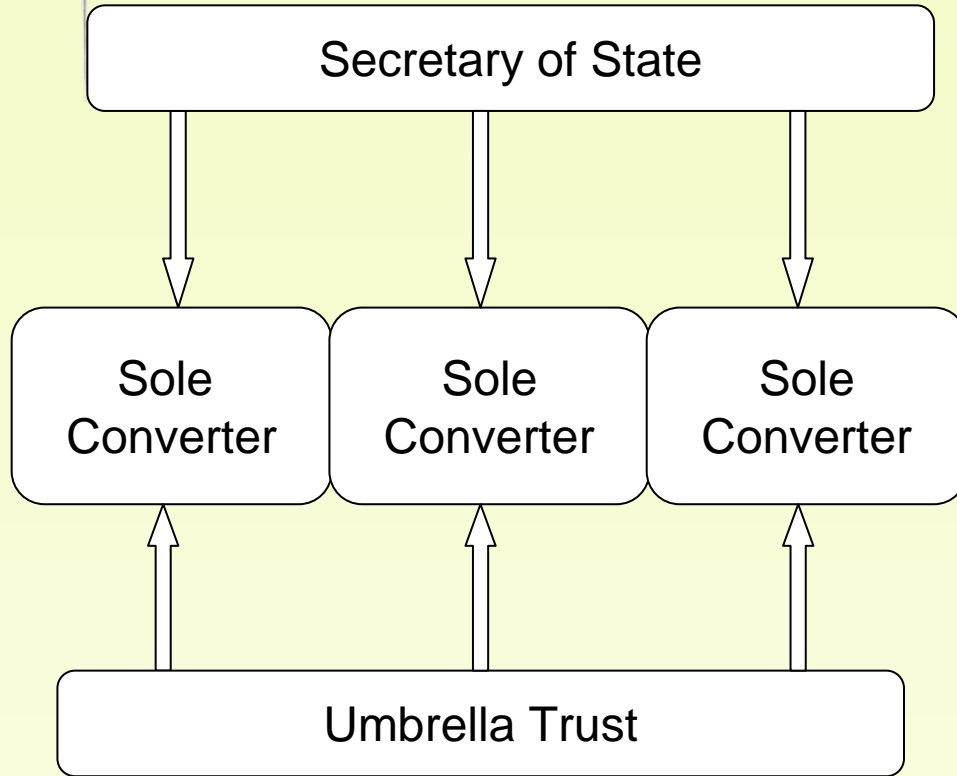
Local School  
Governing  
Body

Local School  
Governing  
Body

**Shared liabilities**

**Working Parties delegated powers**

**Small rural and schools in challenging circumstances included**



**Funding Agreements for each school**

**Mix of schools (former VA/VC)**

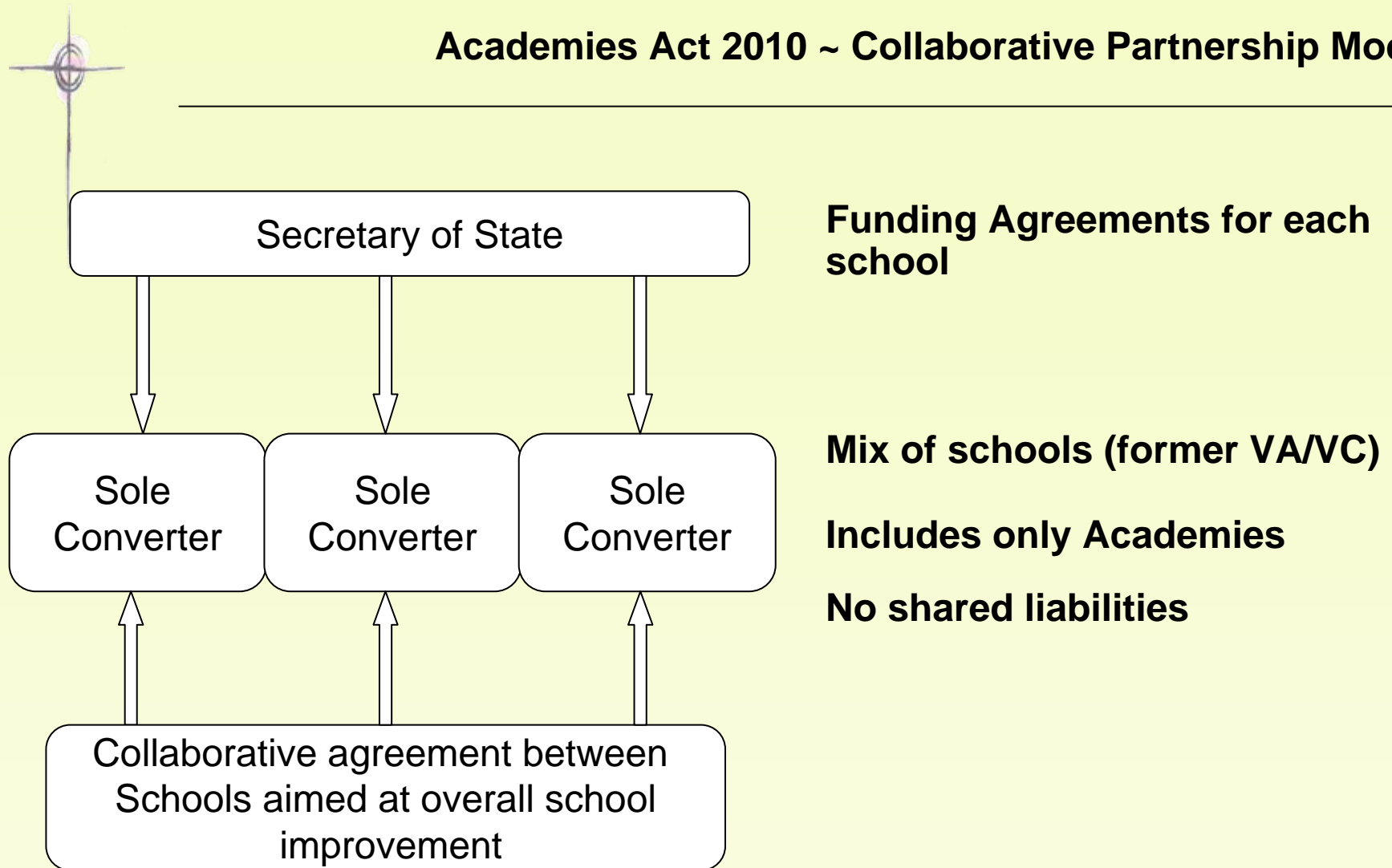
**Includes only Academies**

**No shared liabilities**

**No relationship with Secretary of State**

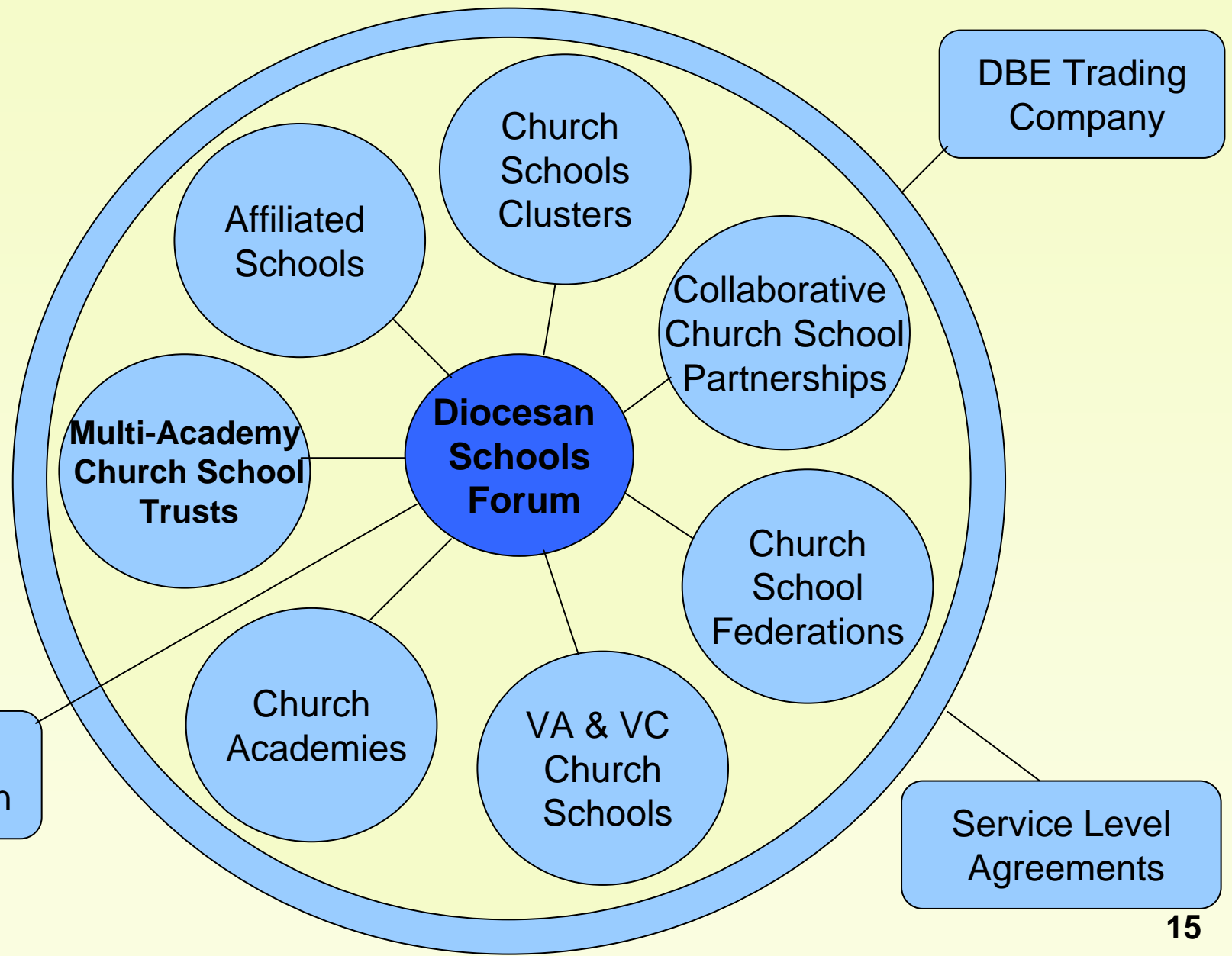
**Small rural and schools in challenging circumstances included**

# Academies Act 2010 ~ Collaborative Partnership Model



**Small rural and schools in challenging circumstances included**

# Rochester Diocesan Family of Schools Model



- † **1580 ~ Gravesend St Georges CE VA Secondary School**
- † **1637 ~ Sedley's CE VC Primary School**
- † **1811 ~ National Society Founded**
- † **1851 ~ National Census. 17,000 Church of England schools.**
- † **1870 ~ State provision commenced**
- † **1944 ~ Voluntary Controlled status established**





- † **Collective Act of Worship**
- † **Control of admission / oversubscription criteria**
- † **Support from Foundation Governors**
- † **Appointment of Christian staff**
- † **SIAS Inspection ~ identifying good practice and improvements**



## **Our Church schools ~ Characteristics**

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**Our Church schools have a distinctive Christian ethos and provide an inclusive, caring and supportive environment for all students, allowing them to learn and flourish in a setting shaped by Christian values.**

**They are successful, popular and are at the very heart of the communities which they serve. Their outreach to the local population provides evidential healing for the much hyped “broken society”.**

**In numerous cases it is evident that our Church schools are the only stable environment for many young people**



- ✦ **Embrace opportunities and challenges presented by education reform**
- ✦ **Protect and enhance Church schools distinctive, Christian character**
- ✦ **Strategic direction and support from the centre paramount and crucial**