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## CHURCHES AND SCHOOLS RESOURCE PACK

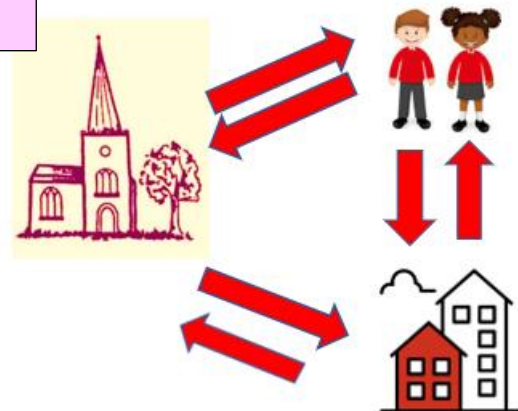
### SECTION A- THE CONTEXT: GROWING FAITH AND SCHOOLS

#### A1. WHAT IS GROWING FAITH?

In this report from 2019 one of the central aims was the, “renewal of hearts and minds so that it becomes second nature to include and value children, young people and households (families) in every aspect of church life...” (a useful summary can be found here

<https://www.churchofengland.org/about/renewal-reform/growing-faith>)

*Growing Faith is about the relationships going between the church, homes and schools*



#### Growing Faith Principles

Three principles are shaping our approach to Growing Faith:

**Connected Communities** - looking for the meaningful connected community of faith in the intersection between church, school and households.

**Spiritual Encounters** - engaging in conversations about and expressing faith as people encounter God as individuals and together.

**Imaginative Practices** - searching for 'a new way of being church' and creating new thinking and new doing in relation to children, young people and households.

Assessing any activity, vision or attitude through the three Growing Faith principles helps to draw the thinking toward that central intersection where all three communities are operating in partnership.

*The relationships between church, home and school are fluid and often cannot be classified in a particular zone. However, this resource pack is primarily focussed on growing the relationships between churches and schools. Further resources will be available in the future to link to other Growing Faith areas.*



## A2. THINKING ABOUT WHY

An introductory section in a resource file often receives small attention as most people quickly turn to the (what they hope to be) helpful and useful bits.

There are some important thoughts to start off this resources file however, so they are presented just as “thoughts” – in no particular order – but hoping they might trigger discussion or at least reflection on some of the reasons that this resource has been created.

<https://www.besa.org.uk/key-uk-education-statistics/>

### ***Did you know...***

...that the first Church of England schools were established in 1811 (nearly 60 years before any Government Board schools) with the aim of “teaching the poor”?

### ***What are the percentages today?***

In the UK there are around 20800 Primary Schools, around a quarter of these are CofE schools. So 75% of our Primary Schools (and their pupils) have no formal links to the Church of England

### ***What about Secondary schools?***

There are around 4200 Secondary Schools in the UK. Only 5% of these are linked to the CofE. Children who have been part of a flourishing CofE primary school, might join a Secondary school little Christian input.

### ***How many children are involved?***

There are around 1 million children in Church of England schools today.

In total there are around 9 million children of school age in England.

### ***Is this your church?***

“We are a small and elderly congregation. We have had no children attending regularly for many years. We share a vicar with other parishes. We don’t have the people, space or energy to start anything new.

Read on, your church IS part of this work!

### ***What about poverty?***

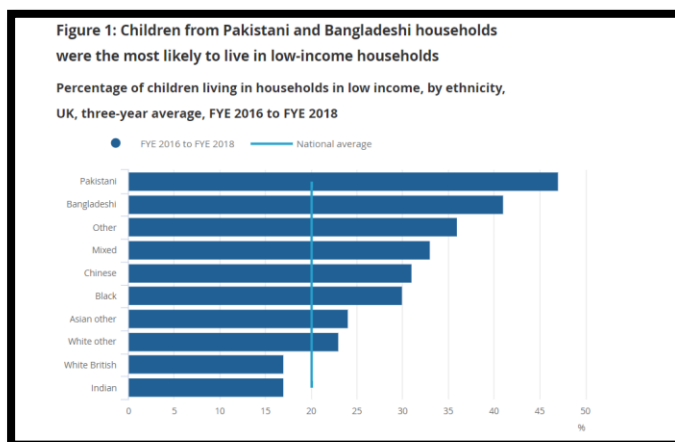
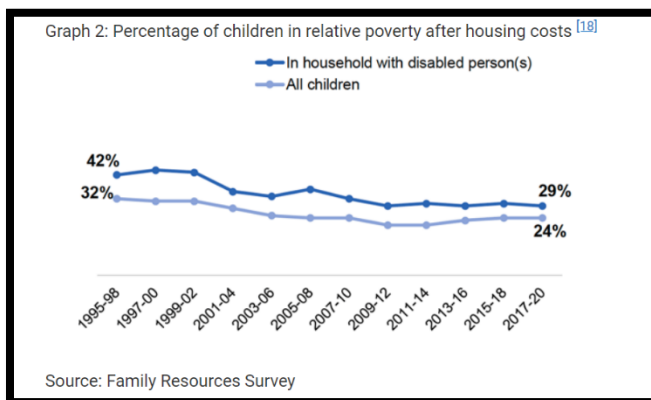
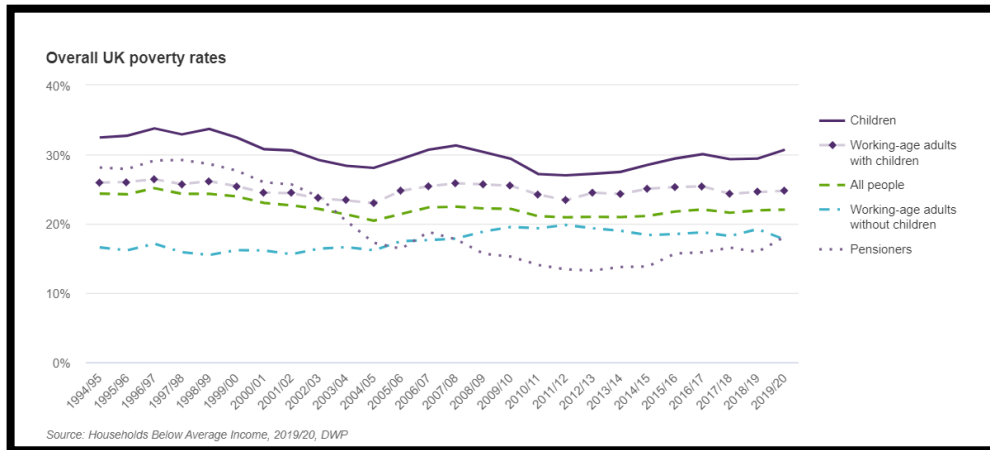
“1-in-4 children living in poverty set to worsen during cost of living crisis”  
(July 22 Loughborough Uni)

“More than one in five of the UK population (22%) are currently in poverty– 14.5 million people. Of these, 8.1 million are working-age adults, 4.3 million are children and 2.1 million are pensioners.”

Joseph Rowntree Foundation



## A3 POVERTY, DISABILITY, AND ETHNICITY



Source Gov.UK Census 2021

How do these concerns impact your local area and school(s)? Explore some local statistics and community diversity and/or needs. How is your congregation and your school population responding to the diversity?



## A4. HOW SCHOOLS ARE STRUCTURED

**START HERE IF YOU ARE FAIRLY NEW TO THE WORLD OF EDUCATION, OR IF YOU HEAR ABBREVIATIONS AND ARE NOT SURE WHAT THEY MEAN!**

Age at birthday during school year <sup>[1]</sup>	Year	Curriculum Stage	State Schools	
4	Nursery	Foundation Stage	Nursery School	
5	Reception			
6	Year 1	Key Stage 1	Infant School	Primary School
7	Year 2			
8	Year 3	Key Stage 2	Junior School	
9	Year 4			
10	Year 5			
11	Year 6			
12	Year 7	Key Stage 3	Secondary School or High School	Secondary School with Sixth Form
13	Year 8			
14	Year 9	Key Stage 4		
15	Year 10			
16	Year 11	GCSE		
17	Year 12 (Lower Sixth)	Key Stage 5 / Sixth Form	Sixth Form/FE College	
18	Year 13 (Upper Sixth)	A-level, BTEC, International Baccalaureate, Cambridge Pre-U, etc.		

### Who inspects these schools?

- OFSTED** (Office for Standards in Education, Children's Services and Skills) All schools are regularly inspected by the often known simply as Ofsted. Ofsted publish reports on the quality of education, learning outcomes, management, and safety and behaviour of young people at a particular school on a regular basis. School inspection reports are published online and directly sent to parents and guardians. <https://www.gov.uk/government/organisations/ofsted/about>
- SIAMS** (Statutory inspection of Anglican and Methodist Schools) Asks the following question through a whole school inspection. "How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?" <https://www.churchofengland.org/sites/default/files/2021-09/SIAMS%20Revised%20Evaluation%20Schedule%20%28September%202021%29%20-%20Annotated%20version.pdf>

### A5 WHOSE RESPONSIBILITY?

There might be seen to be a traditional view of who is responsible and who does the work with schools. It could be seen to be the role of the clergy associated with the church. Again, traditionally this could seem sensible, especially if you are part of a parish where most people are at work during the times that children and young people are at school.



This situation though is becoming more unusual, many churches have retired people with much to offer local schools. Part time workers and those who work at home are more prevalent, and this gives an opportunity for a range of people to be involved with a local school.

In some parishes there are numerous schools, making it impossible for one person to develop good relationships with them all.

Sharing the needs and opportunities of linking with schools might need to be done in church services, home groups and other events. Those who are involved with schools often talk about the fun and encouragement they get from this work.

This website gives information about supporting [Church of England schools](#)

There are many other types of school however, and websites such as [School Home Support](#) and [School Readers](#) offer specific guidance.

Approaching your local school, indicating what time you have and what skills you have could also be a useful place to start.

Types of school in England today see <https://www.gov.uk/types-of-school> for more details. Education is offered free to all 3-18 year old children. There are also fee paying/independent schools, some with boarding facilities.

School Title	What does it mean?
<b>Church of England Voluntary Aided</b>	VA schools are required to contribute to capital funding in return for more autonomy for the Church. The Church or Foundation governors are an absolute majority. Governors appoint and employ all staff. Governors are responsible for admissions arrangements
<b>Church of England Voluntary Controlled</b>	VC schools are 'managed' by the local authority (LA) whilst maintaining their distinctive characteristics. LA employs the staff, but they are appointed by the governors The LA is responsible for admissions arrangements.
There are also Catholic and Methodist Faith schools. Other religious foundations of schools include Jewish, Muslim and Hindu.	



<p><b>Foundation Schools</b></p>	<p>Grant maintained and are now Foundation Schools. In these schools:</p> <p>No one group of governors is in a majority. Church or Foundation governors are in a minority.</p> <p>Governors appoint and employ all staff.</p> <p>Governors are responsible for admissions arrangements</p>
<p><b>Academies (can include church schools and community schools)</b></p>	<p>Academies receive funding directly from the government and are run by an academy trust. They have more control over how they do things than community schools. Academies do not charge fees.</p>
<p><b>Free Schools</b></p>	<p>Free schools are funded by the government but are not run by the local authority. They have more control over how they do things.</p>
<p><b>Community Schools</b></p>	<p><b>LEA/Government funded. Some are now Academies.</b></p>
<p><b>Special Needs</b></p>	<p>Some children might require <a href="#">SEN support</a> – often given in mainstream school</p> <p>They could have an <a href="#">education, health and care (EHC) plan</a> - a plan of care for children and young people aged up to 25 who have more complex needs. Some children will attend a Special School which caters for their needs.</p>
<p><b>Pupil Referral Units</b></p>	<p>PRUs are a type of school that caters for children who aren't able to attend a mainstream school perhaps because of behaviour, social or emotional reasons.</p>