



## **Diocese of Chichester Board of Education (DBE) Rural and Small Schools' Strategic Guidance 2019**

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## **Section 1: The Diocesan Board of Education's (DBE's) Vision for Church Schools:**

Our vision is that all children attending Church of England schools and academies in the Diocese of Chichester will achieve excellent educational outcomes alongside experiencing the promise of Jesus of 'life in all its fullness' (John 10:10).

We want all our Church schools to be part of learning communities where aspiration, achievement, fullness of life and human flourishing are found in successful, sustainable Church of England schools. The DBE recognises that our rural and small schools have a significant role within local communities and parishes across the diocese and we want to serve our communities and schools well within the resources that we have.

This Rural and Small Schools' Strategic Guidance sits at the heart of this vision for and relationship with Church schools, at the same time as recognising that the agenda presents challenging issues and decisions for schools that need to be addressed.

Working together with schools, school leaders and governors we will aim to put children and young people at the centre of all we do through this developing and changing education landscape.

## **Section 2: Key Principles of the Rural and Small Schools' Strategic Guidance:**

### **The DBE will aim to work to the following key principles:**

- To provide a clear vision statement to everyone in the diocese about the importance of Church schools and their significance for our communities and parishes
- To provide joined up thinking between this strategic guidance and practical implementation
- To support Church schools in preparing for the future rather than being purely reactive to external pressures and to encourage school leaders, including governors, to be actively looking at options and solutions to be sustainable into the future, where possible
- To provide guidance to all Church schools in this diocese that is clear, flexible and contextual according to need, at the same time, is in line with DBE expectations and regulatory requirements
- To acknowledge that hard messages and difficult decisions may need to be taken by school leaders and governors
- To work with the 3 local authorities across the diocesan region and other key stakeholders as appropriate, in implementing place planning and school organisation options
- To consider the implications of this agenda on the wider diocesan context, mission and strategy for growth

## Section 3: The National and Local Context

### National Context:

Nationally, the Church of England is the largest single provider of schools but also provides over 70% of all the very small schools in rural communities. The Church of England is focused on promoting the importance and significance of Church schools nationally, seeing this as a time of opportunity to reinvigorate the Church's role in education. However, this is also a time of considerable complexity and change within the education system. There are significant challenges around reduced school finances and limited resources, within a context of difficult economic conditions and somewhat political uncertainty.

Recruitment of school leaders and foundation governors, the state of schools' buildings and changing demographics in some areas are issues that are all having an impact.

Some of the key messages from the Church of England document [\*Embracing Change: Rural and Small Schools March 2018\*](#), is that schools cannot continue to operate as standalone units and for governing boards 'doing nothing is not an option' (p5).

Through this Diocese of Chichester guidance, the DBE wants to provide advice, support and set out potential options for Church schools during this challenging time. The guidance will also outline DBE expectations for its Church schools, whilst at the same time allowing for some contextual flexibility according to local need.

**Definitions:** Although there is no one nationally agreed definition of what constitutes a 'small' school *Embracing Change 2018* defines small as 210 pupils (1 form of entry) on roll or smaller, with very small schools defined as 110 or fewer pupils on roll.

### Local Context:

The Diocese of Chichester has 155 schools and academies across the 3 local authorities of East Sussex and West Sussex and Brighton & Hove: 37,000 children and young people are in Church schools across the Diocese

There are 52 Voluntary Aided and 103 Voluntary Controlled (including currently 11 academies) schools

Of the 155 schools and academies:

67% are 210 pupils or below – numbers on roll (one form of entry)

47% are below 150

20% are below 100

3% are below 60

## Section 4: Success and Sustainability of Church Schools into the future:

**Aspiration for Church Schools:** The DBE is highly aspirational that its Church schools will provide excellent provision into the future, whatever the size of school. In line with *Embracing Change 2018* the Diocese believes 'the capacity of small schools to deliver an outstanding education through excellent leadership, teaching and an imaginative curriculum means there is no intrinsic reason for children not to have an outstanding education, whatever the school setting, but it is essential that this excellence can be and is delivered' (p10). At the same time, *Embracing Change 2018* sets out that further consideration needs to be given as to what an outstanding school looks like in a small school context.

**Individual School Viability Issues:** schools, alongside the local authorities will need to consider a range of matters around their future viability such as:

Financial viability (no deficit budget both now or predicted), strong data (including above national comparators), strong and sustainable leadership (both headship and governance), sound serviceable buildings, strong Ofsted judgements, Numbers on Roll (NOR) (now and predicted) which may include potential changing demographics within an area.

The diocese will also be considering a number of issues that could indicate questions around the future viability for a school, including those listed above. The level of concern about a school rises the more aspects that are flagged. However, each school is considered on an individual basis as the geographical location of Church of England school provision needs to be considered alongside other indicators, to ensure that Church school provision is maintained where possible. At the same time, the quality of education being offered to the children in Church schools will always be of high level concern.

**Closure of Church Schools:** The diocese greatly values our small and rural schools. They make a unique and highly valued contribution to the provision of effective education both locally and nationally. As a result, the diocese is whole heartedly committed to preserving this provision where it is viable and contributing to a sustainable local offer.

The diocese will steadfastly seek to support a broad educational provision that it believes will serve the welfare of the wider common good. This will sometimes lead to difficult and challenging decisions in terms of school closure. Closing a school may be a necessary strategic step to enable education provision in an area to flourish as a whole; whereas persisting with current arrangements might lead to the ultimate failure and closure of more than one school.

In the circumstances where the evidence clearly promotes school closure the diocese will work with the local authority to close a school, making best endeavours that appropriate Church school education is available to the children concerned. At all times the Diocese expects that the net loss of Church school places will be minimal, and the quota of Church school places is at least maintained where possible.

The diocese is mindful of the need of careful and sensitive communication and dissemination of information around these matters, particularly in terms of the impact on parent/carers' confidence in schools that may be affected.

As *Embracing Change 2018* sets out, these are issues that many dioceses and indeed local authorities, are grappling with across the country.

## Section 5a: Partnership and Structural Options

### Introduction:

The landscape of school collaborations and partnerships is both complex and diverse, encompassing a wider range of options than was previously available.

*Embracing Change 2018* acknowledges that the education provided by Church schools is primarily about people not structures. However, the report concludes that small rural Church schools cannot continue to operate as stand-alone units (p3).

This DBE expects all schools to be proactively considering or actively engaging in some form of partnership working, as they make strategic decisions about their future. All Church school governing boards are asked to use the [Self-review questions for governing boards \(Appendix 2 Embracing Change 2018\)](#) to support their discussions and decision-making. We welcome working with schools and stakeholder groups to explore what options may be most appropriate to your context. These options may range from working in networks, collaborations and partnerships through to more formal structured arrangements such as federations and Multi Academy Trusts (MATs).

It is particularly important that strategic decisions about the future of the school, including partnership working, are considered each time a headteacher or senior leadership post becomes vacant or is likely to become vacant in the near future.

The DBE has a clear expectation that the Church school ethos and Christian distinctiveness of each school, will be actively preserved and upheld through any underlying partnership arrangements under consideration. The DBE sets out in this guidance our clear expectation that schools will consider Church school led options **wherever possible**.

Schools are reminded of the importance of involving the diocese in early discussions and conversations around potential partnerships. This ensures that together we can consider the most appropriate options for each school and ensure the leadership and governance arrangements are in line with both the DBE's expectations and regulatory requirements.

### Overview of options: examples of some arrangements to be considered:

- Joining a Multi Academy Church School led Trust such as Diocese of Chichester Academy Trust (DCAT), Bishop Otter Academy Trust (BOAT) or Tenax
- Being a lead Church school in setting up a MAT
- Other Trusts may be considered with sufficient robust agreements in place to ensure the Church school ethos is maintained
- Joining or forming federations. Federations across a range of schools will be actively encouraged, providing the Church school ethos and Christian distinctiveness is maintained and developed through the partnership.
- Leading or joining Church school led formal partnerships such as Teaching School Alliances
- Schools remaining in their established relationships with their local authorities, as an individual school working in some form of partnership with others, providing this allows for future viability and development.

It should also be noted that the DBE works in active partnership with non-Church of England Community schools. The *DBE's Affiliated Schools and Academies Scheme (See Appendix 2 p15)* supports other non-Church schools working in partnership with the diocese. The Scheme is essentially an agreed three-way working relationship where a school, parish and the diocese work together for the benefit of children and families in an area.

### Working with Local Authorities

The diocese has a close working relationship with all 3 local authorities and this strong partnership and inclusion at school strategy meetings and area reviews ensures that schools have strong co-ordinated support. Working with the local authorities will also ensure the diocese is mindful of the impact of housing plans, place planning strategies and changing demographics across each region.

The diocese is keen that the number of Church school places across the diocese are maintained where possible and has the opportunity to open new Church schools in the future, if appropriate.

Each of the 3 local authorities are continuing to respond to changes in their funding and roles through some re-structuring and adjustment in their capacity.

### **The Wider Diocesan Strategy and Mission:**

The DBE's engagement with education does not separate out working with Church or non-Church schools. Alongside the Church of England's Vision for Education 2016 our DBE acknowledges that working with others to shape wider educational policy and serving 'the common good' is an important part of the wider mission of Church growth. However, it is within the family of diocesan Church schools where the mission is more specific, and the DBE has more explicit expectations around the Christian distinctiveness, Church school ethos and other related issues.

The diocese strongly recognises that our Church schools serve the whole community and are not exclusive to worshipping families. The diocese regards this as an important aspect of the Church serving every local community in various forms.

## **Section 5b: Partnerships and Structural Options: Networks and Collaborations; Federations; Academies and Multi-Academy Trusts**

This section of the strategy is not intended to be a fully comprehensive list of all options available but will give an outline of the direction an increasing number of schools across the diocese are taking to develop partnerships, federations and structural changes and sets out the DBE's expectations within this.

Amalgamations of schools may be a consideration for some schools, particularly where infant and junior schools are involved. Each potential amalgamation needs to be considered on a case by case basis to ensure regulatory processes are followed. Early exploratory discussions with both the local authority and diocese are strongly encouraged, to support strategic planning and good working relationships where amalgamation is a potential option for schools.

### **1. Networks and Collaborations:**

Schools may collaborate and work together for a variety of reasons, across different phases and types of schools (including Church and community schools). This level of partnership working is sometimes referred to as a '**soft federation**'. Some schools are finding this is an important phase of development for future, more formalised partnerships, such as forming federations or joining Multi Academy Trusts (MATs). The importance of this stage in establishing relationships and building trust cannot be underestimated.

#### **Opportunities:**

- Some schools are using Partnership Agreements and Memorandum of Understanding to set out how they will work together, share resources, undertake joint procurement, access development opportunities for staff and benefit from shared staffing expertise across 2 or more schools.
- Sharing of staff expertise is particularly valuable for those in smaller and more rural schools, who might otherwise feel somewhat isolated in their professional role. The positive impact on pupils' learning and the potential for broadening the curriculum are worth highlighting in partnership working.
- Involving governors at an early stage of partnership development is critical for future developments. Although there is no change at this stage of partnership working, to the structural nature of the board, governors are key to future engagement and decision making.
- Some governing boards are forming Joint Committees across 2 or more boards and agreeing to joint leadership arrangements. This stage of partnership working is critical to get right and is important preparation for future working.

#### **Challenges:**

- Sometimes the phrase 'soft federation' is used for partnerships at this stage, which can lead to some confusion and lack of clarity as to the nature of the arrangement. This stage is not a federation set up under regulations.
- One consideration about partnerships at this level is that any school can leave the arrangements with little or no notice, as they are not in a legally binding agreement.
- The success of agreements can be dependent on the stability of the leadership involved in the partnership and if a headteacher or chair of governors leaves who has been a driving force, it can have considerable impact.
- Sustaining agreements and networks in the longer term can be harder to maintain without formal agreements, especially for busy headteachers.
- At the networking/informal partnership stage few schools share budgets or formally share leadership/staffing. Staff contracts remain with the one school. Most joint staffing arrangements are entered into on a temporary basis.
- Sustaining governor involvement in informal partnerships can be harder to maintain, with some boards regarding this type of collaboration as the responsibility of headteachers and school leaders.



- Evidence of impact on pupil outcomes across the schools in the partnership can be harder to measure, as schools are usually at an early stage of sharing data and are often, understandably, focused on targeting their limited resources on their own pupils.

### **Diocese of Chichester Expectations:**

The DBE has set out a clear expectation that all Church schools will be actively engaged in some form of partnership working to the benefit of all schools across our diocese. The DBE wants all pupils in Church schools to be able to access the positive learning experiences that partnership working can provide.

Although schools are best placed through their local community links and knowledge to identify schools to partner with and are often already working in education partnerships set up by the local authority, the diocese can also be key in supporting and brokering partnerships where required. The diocese's wider regional overview can support knowledge of what is working well across LA boundaries.

The diocese is also mindful of schools who may be at risk of becoming isolated. Early discussion with the diocese, at the same time as the local authority, about partnership working with other schools is strongly advised.

Whatever partnership arrangements Church schools enter into, they are required to continue to focus on upholding and developing their Christian vision, distinctiveness and Church school ethos.

## **2. Federations:**

There are a growing number of schools across the diocese forming federations. Federation is the formal process set out in Government regulations where 2 or more maintained schools come together under one governing board, which is responsible for all the schools in the federation.

Some schools in federations retain their own headteacher but increasingly the Executive Headteacher model is being used to provide leadership over more than one school. The Executive Headteacher model provides a greater level of strategic leadership over 2 or more schools, which is usually supported by appointing Heads of School in each of the individual schools.

Currently the largest federations in the diocese have 3 schools working together, although some are actively exploring expanding further. These federations are a mixture of Voluntary Aided (VA), Voluntary Controlled (VC) and Community schools (See Appendix 1).

### **Opportunities:**

- The advantages of the one governance structure provides opportunity for strategic decisions to be taken across several schools.
- A single overarching governing board can recruit governors from a wider context and can provide access to a broader set of skills that may be required for strategic leadership.
- Some schools and governors prefer the federation model rather than forming or joining a MAT as a form of partnership working, as each school retains its own DfE number, budget and identity.
- The federation model can provide wider leadership and CPD opportunities across 2 or more schools (including for headteachers). Learning from one another and sharing of best practice is one of the benefits often cited in the federated model. All schools have areas of best practice to share with others. This shared knowledge can lead to richer learning opportunities for the pupils and staff.
- Schools in federations benefit from developing formal partnerships with other schools, whilst at the same time maintaining the support and relationship with the local authority.
- Some governors acknowledge that the federation model is helping to grow their confidence on their journey towards forming or joining a MAT, although federation is not seen as necessarily an inevitable outcome.
- Increasingly schools are using the benefits of having some of their staff contracts across the federation. Sharing of resources across more than one school such as a joint School

Business Manager and/or SENCO, in addition to joint procurement, can lead to greater efficiencies and some financial savings.

- Federation can also support retention of school leaders and staff as it can provide more career progression opportunities than would be available within one small standalone school.

### **Challenges:**

- Some governing boards considering federation, can be initially nervous of the additional responsibilities they will undertake within this model, such as increased monitoring visits, two or more data sets to scrutinise and accountability for two or more budgets. However, the model does also provide the opportunity to review how governors can be more strategic in their roles and responsibilities.
- The federation model may not necessarily offer significant financial savings. For example, the Executive Headteacher and Head of School model can be quite costly.
- Ensuring there is sufficient capacity in the education system of headteachers and senior leaders able and willing to take on 2 or more schools is an important consideration at a time when nationally the recruitment and retention of headteachers is of concern.
- Protecting the Church school ethos will be a clear expectation of the Diocese, especially where the federation is operating across a mixed federation of Church and community schools. Careful consideration needs to be given to the governance structure at the planning stage.

### **Diocese of Chichester Expectations:**

The DBE's expectation is that governing boards will involve the diocese in the early discussions around federations. One of the reasons for this is that the diocese is required by law to approve any changes to the Instrument of Government and will want to ensure that the proposed leadership of the school and governance structure of the federated board upholds the Church school ethos.

Furthermore, it is a requirement that the diocese is sent the proposals on federation for Church schools and subsequently, the governing board considers any response prior to taking the decision on federation. Reporting to the DBE needs to be factored into governing board timelines.

The DBE will expect that Church schools will have considered very carefully how to protect, uphold and develop their Christian distinctiveness before entering into arrangements, particularly when a mixed federation is being considered.

- In a federation comprising only VA schools the number of Foundation governors must outnumber all the other governors by 2
- In a mixed federation that contains a VA school the regulations require that the board is comprised of at least 2 Foundation governors. However, the DBE expects that Foundation governors should make up 50% of the board to protect the Church school ethos and the particular responsibilities required of VA schools. The needs of each governing board and school are looked at on a case by case basis. For example, where there are long standing vacancies for Foundation governors, the diocese may consider widening the pool of potential people to appoint.
- In a federation comprising only VC schools there must be at least 2 Foundation governors, but not more than one quarter of the total.
- In a federation comprising a VC and Community school the board must include at least one Foundation governor; however, the DBE expects this to be at least two. This is because the one foundation governor is likely to be the Ex-Officio whose capacity could already be stretched with increasing parish commitments.

The diocese's regional perspective across 3 local authorities allows it to access examples of good practice that are taking place with regards to federation and helps to focus on the positive outcomes for pupils to be at the centre of decision-making.

### **3. Academies and Multi Academy Trusts (MATs):**

*The Memorandum of Understanding 2016 (See Appendix 2 p15)* between the National Society and the Department for Education sets out that the Secretary of State (SofS) remains committed to securing the religious character of every Church school and to preserving the diocesan family of schools. An important part of this agreement is that the Department respects the statutory right for the consent of the diocese to allow a Church school to become an academy.

Although the pace of schools converting to academy may have changed somewhat, the current Government's agenda is to continue to promote all schools becoming academies as the way forward. The Secretary of State expects DBEs to plan strategically for the exercise of their responsibilities with regards to this structural change to schools.

#### **Opportunities:**

- It is unlikely that any one MAT will currently be able to take in all schools under one umbrella. Therefore, the diocese will continue to work closely with DCAT (Diocese of Chichester Academy Trust) as an expanding MAT and other developments such as BOAT (Bishop Otter Academy Trust) and Tenax as a Church school led MAT.
- The DBE welcomes early discussion with Church schools that may consider being the lead school in setting up a Church school led MAT. Local circumstances and a case by case basis will be considered.
- The Diocese of Chichester Academy Trust (DCAT) is continuing to expand and entering an important time in its development. There are currently 7 academies within the Trust with further expansion planned for the coming year.
- The Diocese has an important role in brokering potential partnerships for Church schools considering becoming an academy, particularly around ensuring no school is left isolated.
- As a Church school converts 'as is' (VA/VC school) as part of a MAT there is the opportunity to reconfirm, refresh and strengthen the Church school ethos and governance arrangements.
- Becoming part of a Church school led MAT may support the protection of the number of places in Church schools into the future, ensuring schools are not lost to the diocesan family of schools.
- Joining a MAT may provide the opportunity for schools to take control over their futures and be involved in proactive planning, rather than waiting for issues of viability to impact.
- The DBE has an agreed policy on academies which is to work proactively with the Regional Schools Commissioner and other stakeholders in determining academy proposals and arrangements.
- The DBE's consent is required in respect of converter academies and that certain conditions are met before approval is given.
- As part of the agreements on conversion the academy will continue to benefit from the Partnership Agreement with the Diocese.
- The Diocese also considers working in partnership with other Trusts such as the Tenax Trust with the Diocese of Rochester (Sir Henry Fermor Academy) and ARK Academy Trust (ARK William Parker), providing significant agreements are in place to continue to support the Christian distinctiveness of the school.
- Due diligence will be undertaken prior to a school becoming part of a MAT, which is likely to mean that small schools will need to consider converting as 'hubs' (groups) of schools. Some governing boards acknowledge that federation is helping their journey towards becoming part of a MAT as it supports them forming formal partnerships.
- Current Government policy is unlikely in most cases to agree to single school conversion to an academy. This further supports the need for governing boards to be considering their partnership arrangements prior to decisions being taken around academy conversion.

#### **Challenges:**

- Schools need to work with the diocese at an early stage of discussions around converting to academy as the DBE's consent is required in respect of converter academies and certain

conditions need to be met before approval is given (See Appendix 2 p15 CDBE policy on Academies).

- Robust discussions will need to take place at an early stage when decisions are being considered around joining mixed MATs. Mixed MATs will only be considered subject to rigorous safeguards about the religious character of the school being written into legal documents, in line with nationally agreed documentation and protocols.
- The pace of academy conversion is likely to vary across the 3 local authority areas within our diocese and may be dependent going forward on the capacity of the various local authorities to continue to support schools.
- The pace of change may need to increase to ensure schools have developed robust networks and partnerships prior to considering academy conversion, in order to support the development of the 'hub' model. Some schools are still at a very early stage of partnership development.

### **Diocese of Chichester Expectations:**

The diocese is mindful that taking the decision to convert to academy status is an important and significant one for a school and governing board.

In every proposal to become an academy or join a MAT, the DBE regard it is essential that the Christian ethos of our schools remains a key priority for Church schools.

The nationally agreed Memorandum of Understanding 2016 recognises the statutory right and requirement for the consent of the diocese before allowing a Church school to become an academy. It is therefore, imperative that the governing board of any Church of England school wishing to become an academy will approach the DBE as early as possible, to discuss their options for conversion and agreeing the process for securing the consent of the DBE.

The Chichester Diocese Board of Education Policy on Academies sets out that the DBE will expect the national and most recent Church School Articles of Association to be used when developing the Trust structure – using the converting 'as is' principle for Church schools in terms of the governance structure.

The DBE has certain conditions to be met before granting consent to conversion (see Appendix 2 CDBE Policy on Academies), including a clear expectation that any Church school converting to academy will continue to sign up to the Diocesan Partnership Agreement.

## Section 6: Summary:

The Diocese has a clear expectation that all Church schools will be working in some form of partnership with other schools to develop their success and sustainability into the future. This is as much an expectation on larger and secondary schools to be involved in partnership working, as it is on primaries, small and rural schools.

The role and provision of Church schools is integral to the mission and vision of the Diocese of Chichester and the DBE wants to continue to work with governing boards and school leaders to ensure both the quality and reach of Church school education within our region.

The aim of this Strategic Guidance is to support schools being empowered to take action themselves wherever possible. The DBE can act as an important broker of partnerships and an ongoing support to schools, through both our positive relationship with Church schools and with other key stakeholders such as the local authorities.

The DBE is seeking to maintain where possible the number and proportion of Church of England places within the education system by supporting schools as they make important decisions about their future.

This Strategic Guidance is built on the strong belief that all partnerships have something to offer one another, in mutual support and challenge, in order to provide and promote the best education provision for all children in our diocese both now and into the future:

**Ecclesiastes 4 v9**  
**Two are better than one**  
**Because they have a good return for their work**  
**If one falls down, his friend can help him up**

## **Section 7 Appendices:**

### **Appendix 1 Examples of some current federations and academies within the Diocese of Chichester (as of January 2019)**

#### **Federations:**

The following list, although not covering every federation, gives some examples of where Church schools in this diocese are in formal arrangements with other schools, some of which are relatively long-standing. This is a fast-moving agenda and there are a number of other significant developments that are currently under discussion and consideration:

**South Ashdown Federation:** Bonners VC and Buxted VC

**Saxonbury Federation:** Mark Cross VA and Frant VC

**St Thomas a Becket Church of England Federation:** Blackboys VA and Framfield VA

**Skylark Federation:** Barcombe VC with Plumpton Community and Hamsey Community

**The Oak Tree Federation:** Firle VC and Laughton Community

**Pioneer Federation:** East Hoathly VC and Chiddingly Community and St Mary the Virgin VA

**The Bridge Federation:** Salehurst VC Church of England and Staplecross VC Methodist

**Bishop Tufnell Primary School VA:** Amalgamation of Bishop Tufnell Infants and Bishop Tufnell Junior schools. Previously Bishop Tufnell Church of England Federation

#### **Academies:**

Diocese of Chichester Academy Trust currently has 7 Church of England academies within the Trust: St Catherine's College, St Paul's Primary (East Sussex), St Leonard's Primary, Christ Church Primary, Central Primary, All Saints (East Sussex), The March Primary

Bishop Otter Academy Trust was incorporated as a Trust in April 2018

There are currently 2 standalone academies in the Diocese:

Bishop Luffa Secondary Academy (West Sussex)

St Paul's Primary (West Sussex)

Diocese of Chichester Church of England schools in arrangements with other Trust's:

Tenax Church of England Multi Academy Trust - Sir Henry Fermor academy

ARK Trust - ARK William Parker academy

## **Appendix 2: Relevant documents and policies**

Embracing Change: Rural and Small Schools March 2018: Church of England

<https://www.churchofengland.org/sites/default/files/2018-03/Rural%20Schools%20-%20Embracing%20Change%20WEB%20FINAL.pdf>

Appendix 2: Self-review questions for governing bodies (from Embracing Change 2018)

<https://schools.chichester.anglican.org/documents/embracing-change-rural-small-schools-self-review-questions/>

Working Together: The Future of Rural Church of England Schools: October 2014  
Church of England

[https://www.churchofengland.org/sites/default/files/2017-10/2014\\_working\\_together-the\\_future\\_of\\_rural\\_schools\\_web\\_final.pdf](https://www.churchofengland.org/sites/default/files/2017-10/2014_working_together-the_future_of_rural_schools_web_final.pdf)

Memorandum of understanding between the National Society and the Department for Education April 2016 Department for Education and the Church of England Education Office

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/517423/Memorandum\\_of\\_understanding\\_between\\_the\\_National\\_Society\\_and\\_DfE.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/517423/Memorandum_of_understanding_between_the_National_Society_and_DfE.pdf)

Chichester Diocese Board of Education Policy on Academies: February 2018

[https://cofechichestereducation.contentfiles.net/media/documents/document/2018/08/Policy\\_on\\_Academies\\_February\\_2018.pdf](https://cofechichestereducation.contentfiles.net/media/documents/document/2018/08/Policy_on_Academies_February_2018.pdf)

The Affiliated Schools & Academies Scheme Diocese of Chichester 2018

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