

⊕ THE CHURCH OF ENGLAND
**FOUNDATION FOR
EDUCATIONAL
LEADERSHIP**

Our Story So Far

Emerging themes,
lessons learned and next steps



A message from our Chair

Over the past year it has been a great privilege for the Foundation to be working with an enormous range of inspirational partners, ranging from those expert education professionals helping us to design and deliver quality leadership development to the many supporters and advisors from varied fields who have guided us on our way.

It is hugely affirming to know that we are part of a community with a shared passion and commitment to ensuring that education leaders have the support, training and resources to undertake the important work of transforming young people's lives, so that they might experience what Jesus calls "life in all its fullness" (John 10:10).

This review of our first year offers some exciting indications that our work is helping those school leaders and dioceses with whom we are working. Just as important, we are keen to learn how we can improve and we have included here a number of the 'lessons learned' along the way.

We look forward to new and deepening relationships and partnerships in Year 2 and beyond.



Professor Joy Carter, DL

Note from our Principal Supporter



“Allchurches Trust is absolutely committed to supporting schools and colleges as they nurture young people – particularly those from areas of social and economic deprivation. We know that a school with strong leadership can be transformational for a young person’s life, and that’s why we are pleased to be supporting the Church of England Foundation for Educational Leadership as Principal Supporter, with our largest grant to date. The challenges facing educational leaders today are significant but we are encouraged by the indications in this report that the Foundation’s networks and programmes, supported by its research, are helping leaders in overcoming them, and offering “Life in all its fullness (John 10:10) for their pupils.”

Sir Philip Mawer

CHAIRMAN OF ALLCHURCHES TRUST



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Executive Summary

Emerging Themes

In almost every area of activity, the Foundation exceeded its recruitment targets. Where recruitment has worked well, it has been the result of a close partnership with diocesan education teams and aligned, timely communications to schools.

Participants broadly found that their confidence as leaders increased over the year. This was particularly true for less-experienced leaders, or those newly in post.

Throughout the year, participants developed increased connectivity with a new support network which enabled them to grow their expertise and gave them the confidence to take bold decisions in their schools/MATs.

Engagement with the Foundation's work has enabled participants to develop a clearer understanding of the Church of England's vision for education, and particularly how it can be translated into reality for their schools.

Having reviewed this work, we can move forward into Year 2 and beyond with confidence in the positive effect of our work for educational leaders.

Lessons Learned

Where leaders have struggled to access the Foundation's offer, this has been through financial and logistical difficulties. The MAT CEO Programme and CofEPQH required MATs/schools to make a significant investment in one year, which is a challenge for small primary schools.

Although participants have valued an intense focus on their own personal and professional development, opportunities to embed learning within teams (i.e. including Deputies, Chairs of Governors or Incumbents) would enhance the potential for impact.

Mentoring and coaching has proved immeasurably valuable for participants, but this should always be quality assured, ideally with some sort of training for mentors or coaches where appropriate.

Research Methodology

The data in this report has been gathered from internal data and research undertaken externally by Dr Mary Bishop, independent consultant, former ACCA director of learning, business school executive, Principal Fellow of the Higher Education Academy and HE Commissioner, and Gary Bishop, independent consultant, former Group Leader, BAe Systems, predictive analytics and data processing researcher and academic.

The research was undertaken using questionnaires and semi-structured telephone interviews with participants from the Peer Support Network, CofEPQH and MAT CEO Programme. Although the numbers are understandably small, we believe the findings give us helpful indications on which to plan our future work.

Questions were guided by the contents of our 2015 Needs Analysis, which identified a need for greater clarity about the Church of England's vision for education, greater confidence of leaders and increased opportunities for engaging with others across the network for support.

Further data from the National Conference has been sourced from our internal evaluation questionnaire.

Peer Support Network

Questionnaire

20 respondents out of a total population of **65**, giving a response rate of **31%**

Semi-Structured Interviews

5 participants were interviewed

The Church of England Professional Qualification for Headship (CofEPQH)

Questionnaire

36 respondents out of a total population of **61**, giving a response rate of **59%**

Semi-Structured Interviews

4 participants were interviewed

MAT CEO Programme

Questionnaire

10 respondents out of a total population of **22**, giving a response rate of **45%**

Semi-Structured Interviews

4 participants were interviewed



Our Mission

To develop leaders who are called, connected and committed to the Church of England's vision for education.

We seek to do this by building networks to bring school leaders together, providing rigorous programmes to give them a deep understanding of the Church's vision for education and the personal capabilities to realise it, and conducting and curating research to provide a strong evidence base.



Our Vision for Education

Deeply Christian, serving the common good

At this time of momentous national change and uncertainty, with an educational system that is under great pressure, the Church of England brings a timelessness of faith and a sense of perspective to the educational landscape.

With its long history and broad reach, and learning from its own experiences, the Church of England offers a bold vision for education. Our fresh articulation of the Church of England's vision for education embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. It offers a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework.

This is worked out theologically and educationally through four basic elements, which permeate the vision for education:

Educating for wisdom, knowledge and skills: enabling discipline, confidence, and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely with things and people going wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for respect and dignity: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole human community. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.



Our Approach

The Foundation sits embedded within a substantial network of the Church in education.

This includes:



4,700 Church of England schools serving 1 million pupils



Diocesan boards of education



Anglican foundation universities



Many Christians who feel called to serve as teachers and leaders in the community and independent sectors



12,600 Church of England parishes

Engagement

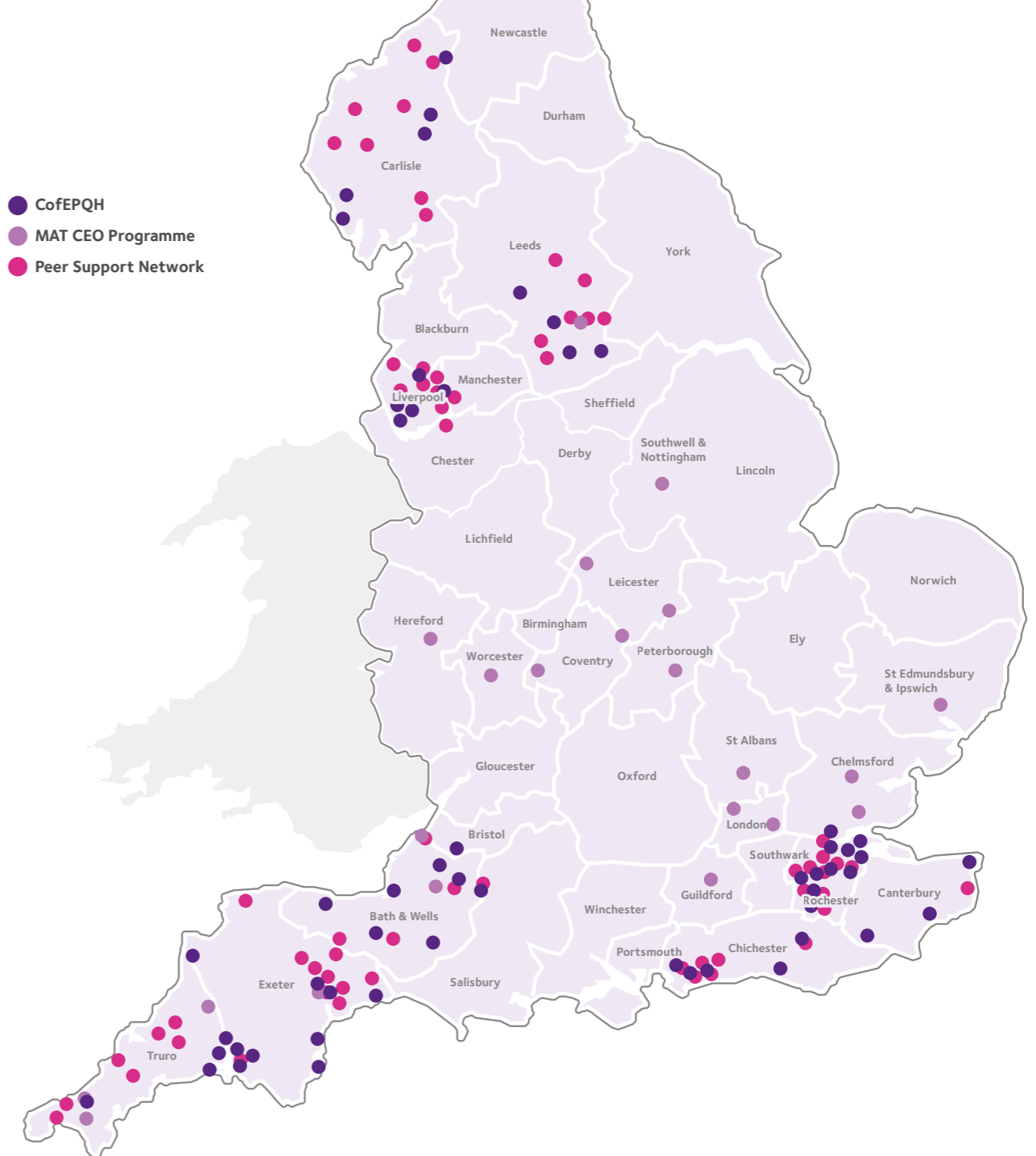
We are acutely conscious that our greatest opportunity to generate positive impact is through enhancing the capacity of the Church's broader network in education through doing those things which can add value by being done centrally and/or nationally. We do this primarily through creating resources and content for others to use, designing new qualification, programmes, and facilitated networks, and through investing in research.

The Foundation was set-up with an initial three-year business plan. In Year One we set out to explore new ideas and test different models for delivery. Our principal activities were:

Networks	Peer Support Network
	Conferences
Programmes	The Church of England Professional Qualification for Headship (CofEPQH)
	MAT CEO Programme
Research	Mustard Seed Grants

In Year Two we are refining our approach based on the experiences and learning of Year One, and Year Three will present an opportunity to implement the model at scale and set out a long-term plan for the future.

	Diocesan Breakdowns		
	CofEPQH	Peer Support Network	MAT CEO Programme
Bath and Wells	9	4	1
Bristol	0	0	1
Canterbury	4	1	0
Carlisle	5	8	0
Chichester	9	7	0
Coventry	0	0	2
Exeter	9	11	3
Guildford	0	0	1
Hereford	0	0	2
Leeds	3	7	1
Leicester	0	0	1
Liverpool	7	10	0
Peterborough	0	0	1
Rochester	10	9	1
Southwark	0	0	1
Southwell and Nottingham	0	0	1
St. Albans	0	0	1
St Edmundsbury and Ipswich	0	0	1
Truro	5	8	3
Worcester	0	0	1
Total	61	65	22



Peer Support Network

Our Peer Support Networks are encouraging leaders to work together on shared leadership priorities, empowering one another to engage deeply with the Church's vision for education and to learn from each other. Our experienced network facilitators guide this exchange, and ensure it combines a focus on practical leadership issues in school with rich personal development for participants.



Key Stats

65

participants joined the Peer Support Network

9 in 10

respondents said participation had helped them identify and develop a support network

9 in 10

respondents said participation had increased their confidence as a leader

Initial Findings

- There was increased collaboration between schools
 - Often this was in cases where they had previously seen each other as competitors
 - Schools particularly exchanged practical ways to make the Church's vision for education reality
- Participants in the network felt stimulated to consider innovative approaches to shared challenges across their schools
- New connections made between schools have equipped their leaders to be better informed to carry out their roles, both within Dioceses and through significant connections made across Diocesan borders through our regional approach

Lessons Learned

- Participants would value greater use of online communication in between face-to-face conversations, and also to make links with schools in similar contexts across the country
- Continuing to grow the network would enable clusters to be located closer together, making reciprocal school visits more practical

Next Steps

The Peer Support Network in Year 2 will be:

- More consistently structured across the country, focusing on themes such as leading teaching and learning, leading vision and ethos, and leading character education. This will enable sharing on a local level, but also national level exchange of ideas and development.
- Enhanced with a greater input of leadership theory to promote the personal development of participants

The network will be grown, providing a greater range of schools to work with nationally, and to visit locally.

CASE STUDIES

Anil Gand

Headteacher, Sundridge and Brasted Church of England Primary, Rochester Diocese

Developing our School Improvement Plans

We were grouped by both geographical criteria and a number of factors including our experience, ensuring exposure to different school types. This helped to broaden my learning within the network. We visited each other's schools, in the network, with the Church of England vision for education and ethos at the forefront of our discussions. One of the areas that I focussed on was our school improvement plan and how we could

incorporate the Church of England vision and values into it. I sat down with the leadership team and we re-drafted our plan to incorporate the vision including, in particular, how the children are valued. The network assisted me in doing this as I was able to examine what other Church of England schools were doing with their improvement plans and how they were incorporating the Church of England vision and values within them.

Duncan Nelmes

Head, Littleham Church of England Primary School, Exeter Diocese

Being a Good Neighbour

As a result of the network focus group we created a network with local schools which wouldn't have otherwise existed. In this network we worked on a shared learning focus for the term. Previously there has been a narrative of competition between the schools – working collaboratively with schools next door has not always been straight forward due to the competition for student numbers – this can distract from acting out

our Christian values in leadership. The Peer Support Network enabled these barriers to be broken down. We created a sharing network and very quickly we were sharing everything, and planning all sorts of ideas which previously we would not have done. This enhanced the Christian style of leadership in the school and had a direct benefit to both pupils and staff.

The Church of England Professional Qualification for Headship (CofEPQH)

In its first year, the CofEPQH was delivered as a one-year professional qualification designed in partnership with Liverpool Hope University.

The programme is aimed at serving senior leaders including recently appointed head teachers. It includes residentials, visits to other schools, action research, coaching and mentoring, and develops leadership self-awareness and skills, in relation to the Church's vision for education.

Key Stats

61

participants undertook the CofEPQH

8 in 10

participants said the CofEPQH had helped them develop a support network

10 in 10

participants said the CofEPQH had increased their confidence as a leader

7 in 10

participants said the CofEPQH had helped them to identify career progression opportunities

Initial Findings

- Interview responses identified that increased confidence in heads had particularly led to a greater willingness to tackle difficult decisions, often around staffing
- The programme seems to have helped participants develop a much clearer understanding of the Church of England's vision for education
- The content of the programme and the support network it created appears to have given participants greater access to best practice, and therefore more organisational learning

Lessons Learned

- Moving from essay-based to school project-based assessment would help integrate the workload for participants with their regular work, particularly for newly appointed Heads
- Face-to-face engagement with action learning sets can be extremely difficult in rural areas
- Greater consistency between, and training for, mentors would enhance an element of the programme with potential for significant impact

Next Steps

- From January 2018, the CofEPQH will be recognised as a National Professional Qualification (NPQH), which will offer currency for participants across all schools
- Assessment will be conducted through school-based leadership projects, rather than essays
- All mentors will be invited to undertake a free mentoring qualification at the start of the programme
- Online content delivery will significantly increase the opportunities to develop skills and understanding around HR, Finance and practical school leadership approaches

CASE STUDIES

Sarah Heatherington

Team Leader Key Stage 1 and Head of English, St Mary Church of England Primary School, Exeter Diocese

Understanding and living the Church of England vision for education

Prior to starting the programme I had not looked specifically at the vision as we already had Christian values embedded throughout our school. Being on the course has been brilliant. With support from peers I have been able to unpick what it really means to ourselves as staff and our children and indeed everyone who is

involved in the school community. The thing which resonated with me was living life in all its fullness and what that actually means to the different stake holders in the school. It has challenged me to think how I can help our children live life in all its fullness and what that really means for them.

Angela Harding

Deputy Headteacher, Holy Trinity and St John's School, Canterbury Diocese

Gaining confidence as a leader

Participation in the course has improved my confidence. The course gave me the opportunity to meet with other Christian leaders in schools, which was very useful for me as it gave me the opportunity to discuss a range of topics including disciplinary issues. The course gave me

the confidence to take the lead in refreshing the vision for the school and it also has given me the confidence to apply for a headship later this year. Before going on the course I did not feel confident that I would be able to do this.

Multi-Academy Trust Chief Executive Programme

Building on the success of our pilot cohort in 'Year 0', the Foundation designed and delivered a programme for a second and third cohort of MAT CEOs in partnership with UCL Institute of Education, working with Deloitte. Rooted in the Church's vision for education, this programme incorporates the key elements that are essential in building a successful and sustainable MAT. The programme also supports participants to lead MATs wisely; providing opportunities for their colleagues, pupils and communities to flourish.

Key Stats

22

participants completed the programme

6 in 10

participants said the programme had helped them identify a support network

8 in 10

participants said the programme had increased their confidence as a leader

9 in 10

participants said the programme had helped them solve a leadership issue in their MAT

Initial Findings

- Participants found the programme particularly helpful in developing a new skillset for the specific role of MAT CEO
- New and less-experienced MAT CEOs found the programme more effective in building their confidence and linking them to a support network than those with established MATs
- Participants particularly valued the opportunity to link with other small MATs from across the country

Lessons Learned

- Opportunities to include team members in the programme would enhance its impact significantly
- The cost of programmes can be a major obstacle for leaders in small rural MATs to access development
- Selecting cohorts with relatively similar levels of experience would enable more productive sharing between participants

Next Steps

- One further cohort of the MAT CEO Programme is running in Year 2
- Additional content will be delivered more flexibly through a series of network days across the year, for any MAT CEOs to join
- Senior team members will be able to join their CEOs when accessing development
- We will seek to build a greater sense of a whole network for all MAT CEOs in the Church of England



CASE STUDIES

Judith Tinsley

CEO, Bishop Anthony Educational Trust,
Hereford Diocese

Being a Confident Leader

Participation in the MAT CEO Programme has made me a braver leader - you gain confidence from hearing other solution focussed approaches and the experiences of others. For example in a school, within the Trust, we were going to have to change the head again. This would have been the third change of leadership of the school in three years. Instead of going out to recruit again, supported by speaking to other MAT CEOs I was brave enough to take a leader from another school in the MAT and appoint him as an executive head of both schools.

Stefanie Edwards

CEO, Learn Academies Trust, Leicester Diocese

Developing Leadership Skills and Networks

The MAT CEO Programme has hugely influenced my development as a leader. From a practical perspective it helped me gain knowledge that I previously didn't possess. It has also given me networks which have been enormously valuable. I can pick up the phone and talk to these people who can provide me with help and advice. From a personal and professional development perspective the programme has been incredibly helpful.



Research

Research is a vital piece of the Foundation’s contribution to the education sector, aiming to provide a rigorous evidence base with which leaders can inform their decisions.

The commitment by the Cathedrals Group and Culham St Gabriel’s to fund our Head of Research post is an important indication of the opportunity for collaboration and partnership across the network of Christian institutions in education.

In Year One, we have funded a range of ‘Mustard Seed Grants’ – see table opposite.

A full evaluation of these grants, undertaken by the University of Chichester will be published in December 2017.

Project	Schools Involved	Teachers Involved
<p>Yorkshire Anglican TSA: Heads, Chairs and Incumbents: Anglican School Leadership in the 21st Century</p> <p>This programme brought together Heads, their Chairs and Incumbents for a series of three twilight sessions with gap tasks, which focused on:</p> <ul style="list-style-type: none"> - Moral purpose and servant leadership - The changing education landscape - Standards & effectiveness: moral purpose and shared accountability 	11 Primary Schools 2 Secondary Schools	32 Teachers
<p>All Saints TSA: Leadership Toolkit for Newly Qualified Teachers</p> <p>This project worked with twenty NQTs, providing face-to-face workshops and mentoring to provide CPD to promote leadership traits in teachers early in their career.</p>	14 Primary Schools	20 NQTs 10 Mentors
<p>Bishop Grosseteste University: Finding the balance: factors enabling children to achieve and flourish in rural primary schools</p> <p>This project researched the factors which inhibit and enable primary school leaders to successfully nurture the whole child in the context of an education system which places substantial emphasis on performativity within a culture of targets and accountability. The project focused on small schools, some of which were in areas of deprivation. Evidence was drawn from schools with different Ofsted gradings in order to facilitate comparisons.</p>	5 Primary Schools	18 Teachers/ Headteachers
<p>Cathedrals Group Research Ethics Group: Developing a code of practice for school-based research.</p> <p>This was the first element of a three- year programme which aims to raise awareness of the place of research in schools; to facilitate the development and trialling of a specific, clear and focused set of ethical guidelines by participating schools; and to identify, track and record the changes in school and university practice resulting from this intervention.</p>	63 Schools	63 Teachers
<p>Sir Robert Geffery’s School: Coaching and developing the next leaders</p> <p>The aim of this project was to develop leadership skills within small, rural Church of England primary schools in order to prepare staff for future middle and senior leadership positions. Participants emerged with a greater understanding of the helpful leadership questions to ask, and when to ask them.</p>	3 Primary Schools	9 Teachers
<p>St Mary Redcliffe and Temple School: Leading with moral purpose, building student character and accelerating progress to transform communities.</p> <p>This project worked with six local secondary schools to develop a leadership development programme centred on leading with moral purpose. Participants undertook action research projects, and were provided with mentoring and coaching.</p>	6 Secondary Schools	13 Teachers

Conferences

A key element of the Foundation's work is to bring people together, tapping into the great wisdom and expertise held across the Church's network in education.

In Year 1 we hosted six conferences:

National Conference, Westminster, 4th February 2017

Regional Character Conferences, in partnership with the Jubilee Centre:

- Exeter, 24th March 2017
- Derby, 25th April 2017
- Gateshead, 28th June 2017
- Cambridge, 3rd July 2017

South East Regional Leadership Conference, Tunbridge Wells, 26th May 2017

670

educational leaders attended the Foundation's conferences through the year

Feedback from conference delegates:

"In awe of such amazing speakers who articulated what I believe and many of us are doing in our schools already so eloquently - I wanted to cheer after every one. It felt that, at last, someone was lifting the flag that I could stand behind - it's tough fighting in your own small corner."

"I'm taking away a deeper understanding of how to implement the vision in a range of contexts with bespoke needs."



National Conference

The focus of the National Conference was the launch of the Church of England's Vision for Education.

4,000

views of the keynote speeches

87%

of attendees felt that their understanding of the Church of England vision had improved

74%

felt that their ability to implement the vision had improved

91%

felt that their sense of being part of a movement of leaders bringing the vision alive had improved having attended the conference

Next steps for the Foundation

Year 2

We are looking forward to working with four new dioceses in the Midlands region to deliver the Peer Support Network and CofEPQH: Derby, Leicester, Lincoln and Southwell & Nottingham.

From January 2018 the CofEPQH will be accredited as a National Professional Qualification by the Department for Education.

We will be offering a programme of accessible Network Days for leaders in MATs to attend, which will be costed to be accessible for small MATs.

The Diocesan Leadership Programme, designed for Diocesan Directors of Education and other senior leaders in diocesan education teams will launch in Spring 2018.

The development of an active Online Learning Community will create new opportunities for exchanging good practice and experience on a national level.

Our Theological Reference Group will be publishing its Theology of Leadership for Education in early 2018.

Further into the future

We will work to find new ways to serve dioceses in different contexts.

Our main priority is to find innovative ways of delivering high quality leadership development content in a way which is both financially and practically accessible to leaders in small, rural schools.

Governors are key leaders in the education sector, and we will develop resources to complement existing training for them.

There is a clear need for some form of specific provision to support Executive Headteachers in rural areas develop into their roles, and we are seeking to find a model for doing this.

Acknowledgement of Donors

Thanks to the generosity of committed individuals and foundations and trusts, the Church of England Foundation for Educational Leadership raised **£1,085,000** during its first year of operation. **73% of gifts were unrestricted, with 27% being directed to specific projects.**

Principal Supporter:



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- The Atlanta Charitable Trust
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- The Garfield Weston Foundation
- The Golden Bottle Trust
- The Jerusalem Trust
- The John Booth Charitable Foundation
- Nigel McNair Scott
- Sir Jeremiah Colman Gift Trust
- William Salomon

In addition to this generous giving, the Foundation is grateful to its Member body, the National Society, for a pump-priming grant of £500,000.

Governance and Advisory Groups

Trustees

The Foundation is an independent charity, registered at the Charity Commission. The National Society is the Foundation's sole member, and appoints its trustees.

For 2016/17 the trustees were:

- Professor Joy Carter DL (Chair), Vice Chancellor, Winchester University
- The Revd Nigel Genders (Chief Education Officer)
- The Rt Revd Rachel Treweek, Bishop of Gloucester
- Professor Bill Lucas, Director, The Centre for Real World Learning

For 2017/18 four further trustees have been appointed:

- Simon Ashley, VP HR BP Supply & Trading
- Michelle Brissett, Director of Finance & Resources, Church Urban Fund
- William Garrood, Head of Global Strategic Planning & Performance, WaterAid
- Thomas Jones, Partner, Charlotte Street Capital

Theological Reference Group

- Professor David Ford (Chair), Emeritus Regius Professor of Divinity, The University of Cambridge
- The Revd Nigel Genders (Chief Education Officer)
- Professor Trevor Cooling, Faculty Director of National Institute for Christian Education Research, Canterbury Christ Church University
- Professor Mike Higton, Professor in the Department of Theology and Religion, Durham University
- Canon Dr Ann Holt OBE, Director of Education, The Diocese of Chichester
- Revd Dr Tim Jenkins, Assistant Director of Research in the Study of Religion, Cambridge University
- Helen Matter, Schools Advisor, The Diocese of St Edmundsbury and Ipswich
- The Revd Dr James Walters, Chaplain, LSE
- Huw Thomas, Director of Education, The Diocese of Sheffield
- Tatiana Wilson, Diocesan Education Officer, The Diocese of Exeter

Education Reference Group

- Elisabeth Gilpin (Chair), Headteacher, St Mary Redcliffe & Temple School, Bristol
- Lesley Steele OBE, Headteacher, St Aidan's Church of England School, Gateshead
- Chris Metcalfe, Headteacher, St Margaret's Church of England Primary School, Warrington.
- Sue Padfield, Chair, All Saints Academy, Cheltenham
- Andrew Mellor, Headteacher, St Nicholas Church of England Primary School, Blackpool
- Simon Atkinson, Headteacher, St Stephen's Church of England Primary School, Westminster
- Sarah Smith, Director of Education, The Diocese of Birmingham
- Ian Bauckham CBE, Executive Headteacher, Bennett Memorial Diocesan School, Tunbridge Wells



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